

Dickinson Independent School District

Dunbar Middle School

2024-2025 Goals/Performance Objectives/Strategies



Mission Statement

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

Vision

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

Value Statement

Children First!

Table of Contents

Goals 4

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success. 4

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment. 12

Goal 3: DISD will make family and community partnerships a priority. 16

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success. 20

Goal 5: DISD will provide operational services to support the success of student learning. 24

Goals

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

Performance Objective 1: All student groups (all students, African-American, Hispanic, White, Economically disadvantaged, EL, and Special Ed.) will show one year or more growth in reading, math, and science STAAR and increase academic achievement in each student group to the meets grade level performance standard in order to align with state targets.

Evaluation Data Sources: STAAR scores

Strategy 1 Details	Reviews			
Strategy 1: All teachers will implement literacy best practices through the development of academic vocabulary utilizing strategies such as but not limited to Flocabulary and word walls. Strategy's Expected Result/Impact: Documented walk-through observations by administrators to observe literacy best practices and AVID strategies such as WICOR to show a positive impact on student success. Staff Responsible for Monitoring: All Teachers Academic Coaches Administration - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Math teachers will implement the district math curriculum with fidelity in all classes to ensure student mastery of the Math TEKS. Strategy's Expected Result/Impact: Classroom walk-throughs and lesson plans will improve student performance in Math for all student groups on CAs, Benchmarks and STAAR Staff Responsible for Monitoring: Math teachers. Other: Academic Coaches, Curriculum Specialist - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers and support staff will provide small group and individualized instruction during WIN time and in core classes for all students who are not demonstrating mastery of concepts. Strategy's Expected Result/Impact: Instructional Support schedules, lesson plans, documented walk-throughs will indicate improvement in student performance in Math, reading and science on CAs and STAAR. Improved TELPAS levels. Staff Responsible for Monitoring: Instructional Staff - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Students who did not meet standard on the STAAR Reading and/or Math administrations will be provided with research-based interventions during the school day to close the gaps Strategy's Expected Result/Impact: Interventions will be provided to students who do not meet standards on assessments. Staff Responsible for Monitoring: Math and RLA Interventionists, Academic Coaches - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: We will provide Data PLC Meetings for core departments to conduct data analysis and instructional planning. Strategy's Expected Result/Impact: Lesson plans turned in weekly to demonstrate collaboration; Sign-in sheets and meeting documents from data PLC meetings. Staff Responsible for Monitoring: Teachers, Academic Coaches, Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Students who are not demonstrating mastery on CAs will be provided instructional support with small group interventions. Support will consist of mini-lessons of missed learning objectives utilizing Lead4Ward strategies during WIN Time. Strategy's Expected Result/Impact: Instructional Support schedules, lesson plans, documented walk-throughs, CA data analysis will indicate improvement in student performance in Math, reading/ SS and science on CAs and STAAR. Improved TELPAS levels. Staff Responsible for Monitoring: Instructional Staff - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: All instructional staff will engage in weekly content-specific professional learning communities (PLC) to offer opportunities to learn and practice best instructional practices geared to improve student investment and engagement, instructional rigor aligned to DOK/TEKS, and classroom management strategies that build a warm and demanding school culture. Strategy's Expected Result/Impact: Weekly Lesson Planning and Professional Learning agendas and sign in sheets. Review of instructional practices embedded into the LP. Observations of instructional practices during classroom/ campus observations. Staff Responsible for Monitoring: Instructional Staff - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June





Strategy 8 Details	Reviews			
Strategy 8: DMS will purchase supplies for teachers to provide small-group remediation during STAAR Blitz and to support individual instruction in core classes for students who are not demonstrating mastery of concepts. Strategy's Expected Result/Impact: Instructional Support schedules, lesson plans, documented walk-throughs will indicate improvement in student performance in Math, reading, and science on CAs and STAAR. Improved TELPAS levels. Staff Responsible for Monitoring: Instructional Staff - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
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Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 2: English Learners will show one year or more growth in STAAR subject areas and 45% of the EL students will achieve Meets or better performance standard on STAAR Reading and Math.

Evaluation Data Sources: STAAR scores

Strategy 1 Details	Reviews			
Strategy 1: Teachers will demonstrate consistent use of ELPS strategies in all classrooms. Strategy's Expected Result/Impact: Documented use of strategies in walkthroughs and observations, documentation of attendance in professional development will increase in ELL student scores on classroom assessments, CAs, benchmarks and STAAR. Staff Responsible for Monitoring: Instructional Staff, Asst. Principal, Principal - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide instruction using researched-based supplemental materials, consistent use of anchor charts, purchase programs such as Flocabulary, and implement research-based vocabulary strategies in all classrooms to support academic language development. Strategy's Expected Result/Impact: Anchor Charts and other instructional strategies evidenced in walkthroughs and observations. Staff Responsible for Monitoring: Classroom teachers - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
Strategy 3: Teachers will continue to plan and implement learning intentions and success criteria with fidelity in all lessons, supported by professional development throughout the school year. Strategy's Expected Result/Impact: Lesson plans, lesson and language objectives written and observed implementation during classroom observations/documentated walk-throughs. Improved CAs, MAP and STAAR results for all students and improved TELPAS results for ELL students. Staff Responsible for Monitoring: Instructional Staff - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will accelerate instruction supported by Instructional Support Staff, paraprofessionals, and supplemental materials for EL students based on common assessments, interim assessments, and STAAR during the school day. Strategy's Expected Result/Impact: Evidence of student growth on common assessments and STAAR Staff Responsible for Monitoring: Teachers, Instructional support staff - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
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Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 3: Special Education students will show one year or more growth in reading and math STAAR.

Evaluation Data Sources: STAAR Scores





Strategy 1 Details	Reviews			
Strategy 1: Teachers will demonstrate consistent use of vocabulary strategies in instruction to support academic language development. Strategy's Expected Result/Impact: Documented walk-through data STAAR results for the economically disadvantaged student group. Staff Responsible for Monitoring: Campus Administrators - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will improve instruction supported by Instructional Support Staff, paraprofessionals, and supplemental materials for students based on common assessments, interim assessments, and STAAR during the school day. Strategy's Expected Result/Impact: Evidence of student growth on common assessments and STAAR. Staff Responsible for Monitoring: Teachers, Instructional Support Staff - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Instructional Support staff will provide student intervention by providing targeted small group instruction for students not meeting standards on common assessments, interim assessments, and STAAR. Strategy's Expected Result/Impact: Evidence of student growth on CA. Staff Responsible for Monitoring: Teachers, Instructional Support Staff - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Life Skills teachers will attend professional from DISD Special Programs to learn key elements necessary for setting up and maintaining a self contained classroom that met standards based on the STAAR alt assessment. Strategy's Expected Result/Impact: Instructional Support schedules, lesson plans, documented walk-throughs, CA data analysis will indicate improvement in student performance in Math, reading/ SS and science on CAs and STAAR. Improved TELPAS levels. Staff Responsible for Monitoring: Life Skills teachers - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Students identified with dyslexia will be served by teachers who have participated in appropriate, targeted training using Neihaus materials and district/campus created resources. Strategy's Expected Result/Impact: Reading level data (MAP, DRA). Student CA and STAAR results. Staff Responsible for Monitoring: Campus dyslexia teacher	Formative			Summative
	Nov	Jan	Mar	June
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Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 1: The campus leadership team will collaborate with the campus and the district attendance officers to improve attendance rates to reach 95% daily.





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

Strategy 1 Details	Reviews			
Strategy 1: Attendance incentives will be offered each nine weeks and rewards will be given to students who meet the campus goal. Strategy's Expected Result/Impact: Records of students who met the goal, lists of incentives and rewards. Staff Responsible for Monitoring: Counselor and Communities and Schools Partnership	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide clothing, school supplies and transportation to and from their home campus for identified homeless students in order for them to attend school on a daily basis Strategy's Expected Result/Impact: Attendance records, campus counselor/social worker records, transportation logs. Staff Responsible for Monitoring: Homeless Liaison TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Foster care students will be provided with transportation to their school of origin. Strategy's Expected Result/Impact: Attendance records, campus counselor/social worker records, transportation logs. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
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Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 2: Teachers and staff will provide instruction in areas such as bully prevention, restorative practices, conflict resolution, and drug and violence prevention during the school day.

Evaluation Data Sources: Evidence of training held

Strategy 1 Details	Reviews			
Strategy 1: Led by the counselor, lessons in homeroom and/or assemblies will be implemented to address bully prevention, conflict resolution, drug and violence prevention, harassment, etc. Strategy's Expected Result/Impact: Increase in students solving their own problems and correctly identifying conflict versus bullying. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus will participate in Red Ribbon Week. Strategy's Expected Result/Impact: Schedule of events Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Campus interdisciplinary teams will develop a consistent set of expectations, rules and consequences through restorative practices. Strategy's Expected Result/Impact: Decrease in referrals Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Students in ISS/OSS will participate in and complete targeted character-building lessons prior to returning to class. Strategy's Expected Result/Impact: Skyward ISS/OSS data collected every three months should show a reduction in repeat offenses. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
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Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

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

Evaluation Data Sources: Drill log sheets

Strategy 1 Details	Reviews			
Strategy 1: Campus will participate in monthly drills aligned to SRP (Safety Response Protocol). Strategy's Expected Result/Impact: Safe and orderly drills within expected time frame. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
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Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 4: All DMS students will participate in the school health program and show individual growth on Fitness Gram.

Evaluation Data Sources: Evidence of improved student physical fitness through Fitness Gram (K-5) (6-8) conducted in Spring 2021.

Strategy 1 Details	Reviews			
Strategy 1: DMS will coordinate and implement a school health program through the physical education courses so that all students receive health oriented instruction and activities weekly and can show individual growth as measured by Fitness Gram. Strategy's Expected Result/Impact: PE, lesson plans and documented walk-through, observations. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
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Goal 3: DISD will make family and community partnerships a priority.

Performance Objective 1: DMS will increase parental involvement by providing structured opportunities for parental involvement monthly to support student learning.

Evaluation Data Sources: Sign-in sheets will be used to document attendance

Strategy 1 Details	Reviews			
Strategy 1: DMS will offer a variety of Parent and Family Engagement meetings quarterly throughout the school year in order to strengthen involvement between home and school. Strategy's Expected Result/Impact: Increase in Parent Engagement Staff Responsible for Monitoring: All Staff TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus will provide opportunities for students and their families to visit school, meet with the counselor or teachers and attend meetings involving transitioning from elementary to middle school and middle school to junior high school. New students/families during the school year, are provided a tour of the school, if requested. Strategy's Expected Result/Impact: Documentation of fliers and attendance at parent meetings. Evidence of smooth transition of students to new schools at the beginning of the school via communication with receiving principal Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: DMS will provide a Curriculum Night for parents in early Spring prior to STAAR. Emphasis will be placed on instructional strategies parents can support at home with students as they prepare for STAAR. Strategy's Expected Result/Impact: Documentation of sign-in sheets for attendance. Results of STAAR Math, Science and Reading of students whose parents attend. Staff Responsible for Monitoring: Counselor, Academic Coaches TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

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

0% No Progress

100% Accomplished

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Discontinue

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

Performance Objective 2: DMS will improve communication with all stakeholders to promote supportive partnerships throughout the community.

Evaluation Data Sources: Sign-in sheets will be used to document attendance.

Strategy 1 Details	Reviews			
Strategy 1: Campus provides interpreters for 2nd language families at ARDs and LPAC meetings, and at campus events and meetings. Strategy's Expected Result/Impact: Sign-in sheets from programs/parent meetings (resulting in increased attendance during the year). Parent understand academic goals for their child and will encourage/support their child's learning. Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The campus will make available the English and Spanish versions of the Campus Needs Assessment, Campus Improvement Plan, and Parent and Family Engagement Policy by making them accessible through various sources which include: the student handbook, the campus website, the campus library, and the district administration building in an effort to build parent engagement. Strategy's Expected Result/Impact: Increase in Parent Engagement Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: DMS will make English versions of the Campus Needs Assessment and Campus Improvement Plan by posting it on our district and campus websites, as well as the campus library in an effort to build parent engagement. Spanish translation is available upon request. Strategy's Expected Result/Impact: Increase in Parent Engagement Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: In order to inform parents of their student's progress, teachers will send home team/teacher conference requests as needed; additionally, students will have parent/teacher conferences in accordance with the district calendar. Strategy's Expected Result/Impact: Sign-in sheets from meetings. Documented phone calls from teachers/administrators. Staff Responsible for Monitoring: Teachers TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: DMS will provide parents with timely information regarding district and campus information, their child's assessment results, access to district curriculum and opportunities to participate in various campus and district activities in a language they can understand. Strategy's Expected Result/Impact: Documentation of meetings, agendas, sign-in sheets. Increase in positive communication with community/business partners/media with positive press and surveys conducted periodically throughout the year by the district and campus. Staff Responsible for Monitoring: Principal and teachers	Formative			Summative
	Nov	Jan	Mar	June
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Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

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

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





Strategy 1 Details	Reviews			
Strategy 1: New teachers will be matched with a knowledgeable staff member in order to be oriented to the campus and campus procedures Strategy's Expected Result/Impact: Retention rate of new staff Staff Responsible for Monitoring: Teachers TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Meetings will be held with mentors and administration each nine weeks to discuss any concerns or support needed regarding new teachers to the campus. Strategy's Expected Result/Impact: Meeting minutes. Retention of effective teachers. Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: New to the profession teachers will participate in the DISD mentor/mentee program and will also meet with campus leaders at least once per nine weeks. Strategy's Expected Result/Impact: Sign-in sheets/agenda from meetings. Retention of highly qualified and effective teachers. Staff Responsible for Monitoring: Campus Administrators and Director of Teacher Development and Professional Learning TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Teachers hired during the year who do not meet highly qualified standards will be provided opportunities such as trainings, certification classes and support from campus and district administration to obtain the necessary requirements for the job. Strategy's Expected Result/Impact: Evidence of completed professional development activities, certification classes, tutoring for testing prep provided. SBE certification. Staff Responsible for Monitoring: Executive Director of Human Resources, Campus Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Academic Coaches and Instructional Support will hold Special Education and ESL certification. Strategy's Expected Result/Impact: Evidence of attendance at certification training. SBEC records reflect certification. Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Nov	Jan	Mar	June
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Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 2: The number of teachers who are GT and ESL certified will increase by 10%

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers who work with advanced and/or GT students will attend 30 hours of core training in the area of gifted and talented education; in addition teachers will maintain their eligibility by receiving six hours of training yearly. Strategy's Expected Result/Impact: Number of teachers who meet the qualifications for GT certification. Staff Responsible for Monitoring: Teachers - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers who work with EL students will attend training to take the state's test for a certification in ESL. Strategy's Expected Result/Impact: Evidence of attendance at ESL certification prep training provided by district. SBEC award of certification attached to current teaching certification. Staff Responsible for Monitoring: Teacher - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Additional Targeted Support Strategy	Formative			Summative
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Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

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

Evaluation Data Sources: Sign-In Sheets and Training Agendas

Strategy 1 Details	Reviews			
Strategy 1: Provide training and support opportunities for teachers in all subject areas to support campus goals and enhance first time instruction to increase student achievement. Strategy's Expected Result/Impact: Sign in sheets, certificates of participation, observations, walkthroughs and student data. Improved student performance on state tests. Staff Responsible for Monitoring: Campus instructional and support staff - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administrators will attend current, research-based professional development in order to provide effective instructional leadership at the campus. Strategy's Expected Result/Impact: Sign-in sheets, certificates of training attended. Evidence/ documentation of campus training presented to staff. Staff Responsible for Monitoring: Principal and Assistant Principal - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
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Goal 5: DISD will provide operational services to support the success of student learning.

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

Evaluation Data Sources: All financial policies and practices will be followed for funding sources.

Strategy 1 Details	Reviews			
Strategy 1: Principal and secretary will work with the district business office to ensure all monies are appropriately spent. Strategy's Expected Result/Impact: Financial records Staff Responsible for Monitoring: Principal, Secretary	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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

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

Evaluation Data Sources: The DMS Campus will continue to be in good condition.

Strategy 1 Details	Reviews			
Strategy 1: Staff will report any maintenance items to front office personnel as they occur. Strategy's Expected Result/Impact: Work orders entered and completed. Staff Responsible for Monitoring: Principal Secretary	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administration will do at least quarterly walkthroughs of the campus to list structural and classroom maintenance needs. Strategy's Expected Result/Impact: Work orders entered and completed. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Campus administration will collaborate with district business office and grant managers to plan and coordinate campus funds in order to provide improved academic instruction for all students. Strategy's Expected Result/Impact: Purchase orders, Master Schedule, and professional development documentation. Policy and procedures followed. Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				