Dickinson Independent School District

Dickinson Junior High

2024-2025 Campus Improvement Plan

Mission Statement

The mission of Dickinson Junior High is to provide a safe and nurturing environment in which ALL students learn at high levels.

Vision

We empower students with quality learning experiences that foster their social, emotional, and academic growth in order for them to thrive as productive members of society.

Value Statement

Guidelines for Success

DJH is G.R.E.A.T.

G-Give your personal best daily

R-Respect yourself and others

E-Exhibiting self-control

A-Act with kindness

T-Take personal accountability

Collective Committments

1. We will commit to the academic success of every life-long learner through collaboration to develop rigorous instructional strategies that advance the mission and vision of the school.

2. We will hold all students to high academic and behavioral expectations regardless of background, academic ability, or past experiences.

3.   We will celebrate academic growth and non-academic successes made by both staff and students.

4.   We will foster a supportive school atmosphere that provides emotional, physical, and intellectual safety by practicing open communication, building productive relationships and being dedicated to having a solution-oriented mindset.

5.   Through our own actions, we will model kindness, understanding, and integrity, and respect for our students. We will strive to instill these qualities in our students.

6.   We will provide a welcoming and safe environment for students, parents, staff, and community members of all racial and ethnic groups by recognizing and celebrating our cultural diversity.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Comprehensive Needs Assessment Process

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The Campus Improvement Committee met on May 16, 2024 to develop the CNA. The meeting as held at DJH in Room F101 from 11:30-4:00 p.m.

Campus Improvement Committee		
Committee Role	**Name**	**Position**
Administrator	Brown, Temeka	Principal
Administrator	Mumford-Guyton, Tiffany	Administrator
Administrator	Molina, Joey	Administrator
Administrator	Snelson, Clara	Administrator
Teacher	Lynn, Christy	RLA Teacher
Teacher	Beltran, Jennie	SPED Teacher
LEA	Robinson, Nathan	STEAM District Coordinator
Teacher	Seidensticker, William	SS Teacher
Paraprofessional	Payne, Leslie (Hope)	Registrar
Parent	Clough, Dee	Parent-Parker
Parent	Stookey, Amanda	Parent-Gabriela
Specialized Instructional Support	Gillespie, Chevelle	SS Interventionist
Teacher	Macias, Melanie	Math Teacher Leader
Teacher	Nganga, Alexis	RLA Teacher-Leader
Teacher	Shinn, Bailey	CTE Teacher
Counselor	Laird, Abbie	Counselor
Librarian	Battleson, Samantha	Librarian
Teacher	Reyes, Mariah	SS Teacher

At the meeting on May 16th, the meeting began with introductions and celebrations. The purpose of the committee and the year long process was discussed. The importance of attendance and the purpose of this Title I Team was emphasized and explained to everyone. The purpose of the Comprehensive Needs Assessment was shared. Several handouts were provided to attendees that led discussions during the meeting. The committee was given an overview of the following documents:

- TEA Strategic Priorities
- 8 categories/components for CIP

Then the team reviewed the sample list of data options that the committee members could use to help lead conversations to identify which data the committee would review to identify both strengths and problems from the 2022 -2023 school year from the feeder pattern schools.   Members were asked if they needed any additional data points/information to look at the 8 categories. The committee decided that they had enough information to review the components.

Data Set for Dickinson Junior High CNA

1. CBA Data 23-24
2. Campus Staff Survey-parent, fall, spring
3. DJHS Demographics
4. DJHS Mission and Vision Statements
5. Attendance data-campus and district
6. Discipline Data
7. Staff Roster with Ethnicity
8. PEIMS campus data

The Campus Improvement Committee reviewed the listed data and prioritized the information into strengths and problems by looking at the 8 components one at a time.   Committee members were partnered up to look at 1-2 components and data related to their components. Teams shared their strengths and weaknesses to the groups. The committee was asked to help identify the three to five focus areas for next year based on the problems identified. The team came to a consensus on three main problems that represent the highest leverage focus are as follows:

- Attendance for both students and teachers
- Focus on tier one instruction (professional development) for all students
- Discipline-lower the number of office referrals and placements at the DAEP

The Campus Improvement Committee reviewed the data listed above to identify areas of strengths and problems.

Demographics:	**Strengths:** • **Diverse student populations** • **Many teachers are GT and/or ESL certified** • **Multiple training opportunities to better prepare staff for our diverse campus, including Seidlitz, Lead4ward, and Safe and Civil** • **Implementation of lunch detention to lessen the time out of class for discipline**
	Problems: • **Attendance** • **Discipline** • **Additional training for new teachers and mentors**
Student Achievement:	Strengths: • All faculty and staff participated in developing and adopting the campus mission and vision and produced collective commitments to support the campus mission and vision so that we can ensure all students learn at high levels. Teachers and administrators have embraced the PLC @ Work process and are actively engaged in unpacking standards and using collaborative team time to plan effective lessons, create formative assessments, analyze formative assessment data, and implement targeted interventions, as needed. • The administrators, along with the Behavior Learning Program, use Restorative Practices to teach students who require behavioral intervention in an effort to keep instances of removal of students from instructional time to a minimum. • The STEM Academy has expanded to junior high. Dickinson Junior High will have STEAM in all grades during the 2024-2025 school year • RLA scores for the campus are higher than on other campus • Many DJHS teachers will attend district professional development this summer to learn DISD procedures and systems to support the instructional plan established by the district.
	Problems: • Strong instructional strategies are needed or first time instruction • Reading program/incentive for students is needed • Collaborative teams need to create flexible instructional groups for targeted intervention and STAAR review
Family and Community Involvement:	Strengths: • Strong campus to parent communication from administration-letter, social media, etc • DJHS has a transition meeting planned for both students and parents • Many families are reaching out via email for support • Calendar with built in parent meetings have been established
	Problems: • Parent participation in meetings based on meetings from feeder patterns • Parent understanding of what is going on at the junior high level • Teacher to parent communication

Demographics:	**Strengths:** • **Diverse student populations** • **Many teachers are GT and/or ESL certified** • **Multiple training opportunities to better prepare staff for our diverse campus, including Seidlitz, Lead4ward, and Safe and Civil** • **Implementation of lunch detention to lessen the time out of class for discipline**
	Problems: • **Attendance** • **Discipline** • **Additional training for new teachers and mentors**
Curriculum, Instruction, and Assessment:	Strengths: • District has an established curriculum for all classes and subjects • ELA will be double-blocked in 6th and 7th grade to allow more time to develop reading/writing skills among all students. • Interventionist for every content area to provide instructional coaching for teachers and instructional support for students. • Dedicated time during the school day for data analysis and instructional planning • Grade level departments have common planning periods • Planned professional learning during the summer to focus on adjustments to the curriculum • Growing Greatness peer observations for teachers
	Problems: • First-time instruction is not effective for all student groups resulting in low accountable score in domain 3 for both campuses • New comer support is needed for our EB students • Inconsistency in core content instructional expectations • Collaboration with special education teachers and general education teachers • Analyzing data to support our tier 1 and 2 intervention
Staff Quality, Recruitment and Retention:	Strengths: • Our district uses multiple avenues for recruiting highly qualified candidates • We set and maintain specific campus-wide goals • We participate in district, campus, and individual training surveys relating to professional development • Trainings are provided that focus on developing more effective classroom instruction across a variety of student groups and needs • All teams have adopted the PLC process and are engaging in the work
	Problems: • Turnover rates were high • Many teachers are coming from different districts and will need differentiated professional development • Teacher to teacher relationship building and promotion

Demographics:	**Strengths:** • **Diverse student populations** • **Many teachers are GT and/or ESL certified** • **Multiple training opportunities to better prepare staff for our diverse campus, including Seidlitz, Lead4ward, and Safe and Civil** • **Implementation of lunch detention to lessen the time out of class for discipline**
	Problems: • **Attendance** • **Discipline** • **Additional training for new teachers and mentors**
School Culture and Climate:	Strengths: • Safe and Civil School will be used as the foundation upon which we will build culture and climate and build the PBIS foundation. • The mission and vision of the campus and district will be clearly articulated from the beginning of the school year. • Explicit campus-wide procedures communicated to teachers and practiced during staff development, and those procedures will be taught to students during the first two days of school. • A majority of stakeholders believe students feel safe at school in the common areas and classrooms. • Administration communication to staff.
	Problems: • More planning time for teachers • Focus on maintaining the teachers and staff • Intervention for students • Training on Skyward to help with communication between teachers and parents
School Organization:	Strengths: • After school programs include athletics, fine arts, tutorials, and various clubs and many students participate • Academic coaches and support staff monitor hallways along with teachers posted at incremental stations throughout campus. • Master schedule has been created to provide the opportunity for academic teams to meet during and after school to plan and discuss current and future lessons, and student needs. • Teachers and students routinely set goals and monitor academic growth. • Safe and Civil facilitates campus wide decision making through collaboration and feedback. • Successful implementation of Safe and Civil policies guiding common areas and transitions. • Teachers have a strong voice in determining what students need to know, how to teach it, and how best to intervene when students have not learned it
	Problems: Both feeder schools are in the 4th quartile for attendance among comparison schools.

Demographics:	**Strengths:** • **Diverse student populations** • **Many teachers are GT and/or ESL certified** • **Multiple training opportunities to better prepare staff for our diverse campus, including Seidlitz, Lead4ward, and Safe and Civil** • **Implementation of lunch detention to lessen the time out of class for discipline**
	Problems: • **Attendance** • **Discipline** • **Additional training for new teachers and mentors**
Technology:	Strengths: • Implementation of Schoology as a learning management system • One to one computer access within all core content areas • Students understanding of the use of technology in the classroom • Teachers using technology based applications to help with quick data turnaround for planning, assessing, and consistency • Student engagement within the learning environment when using technology increases • Students learning how to type appropriately to help with state testing and faster work production
	Problems: • New teachers lack experience with hardware and software that DISD uses • Teachers' willingness to engage in professional learning and try new tools for the integration of technology in the classroom.

Demographics

Demographics Summary

Dickinson Junior High School will open as one of 14 Title 1, Part A campuses in the Dickinson Independent School District. Dickinson Junior High will opened its doors in August 2023 with over 1000 students and will serve families from diverse backgrounds, including many from middle and low-income homes. Dickinson Junior High is expected to continue to grow with over 1050 students in 6th, 7th and 8th grades. This campus is a Title I, Part A School-wide Campus

Student Populations:

School Population (2023 - 2024 Fall PEIMS file loaded 01/15/2024)	Count	Percent
Student Total	**1,017**	**100%**
6th Grade	364	35.79%
7th Grade	333	32.74%
8th Grade	320	31.47%

Student Demographics (2023 - 2024 Fall PEIMS file loaded 01/15/2024)	Count
Gender	
Female	492
Male	525
Ethnicity	
Hispanic-Latino	407
Race	
American Indian - Alaskan Native	4
Asian	18
Black - African American	236
Native Hawaiian - Pacific Islander	2
White	317
Two-or-More	33

Student Programs (2023 - 2024 Fall PEIMS file loaded 01/15/2024)

	Count
Dyslexia	80
Gifted and Talented	100
Regional Day School Program for the Deaf	0
Section 504	91
Special Education (SPED)	167
Bilingual/ESL	
Emergent Bilingual (EB)	88
Bilingual	0
English as a Second Language (ESL)	35
Alternative Bilingual Language Program	0
Alternative ESL Language Program	41
Title I Part A	
Schoolwide Program	1,017
Targeted Assistance	0
Targeted Assistance Previously Participated	0
Title I Homeless	0
Neglected	0

Student Indicators (2023 - 2024 Fall PEIMS file loaded 01/15/2024)

	Count	Percent
At-Risk	512	50.34%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	3	0.30%
Intervention Indicator	105	10.32%
Migrant	0	0.00%
Military Connected	93	9.14%
Transfer In Students	37	3.6382%
Unschooled Asylee/Refugee	0	0%

Economic Disadvantage

Economic Disadvantage Total	537	52.80%
Free Meals	453	44.54%
Reduced-Price Meals	83	8.16%
Other Economic Disadvantage	1	0.10%

Homeless and Unaccompanied Youth

Homeless Status Total	5	0.49%
Shelter	1	0.10%
Doubled Up	4	0.39%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	5	0.49%
Is Unaccompanied Youth	0	0.00%

Discipline Offenses (Entity 061)
Breakdown by Offense Type

- CLS - CLASS DISRUPTIO, 124
- COM - COMPUTER VIO, 21
- ELE - ELE DEV, ETC, 68
- HPL - HORSEPLAY, 111
- INS - INSUB/DISRES, 81
- LEV - LEAV WO PER, 51
- ANT - ANTAGONIZING, 29
- AGR - PHYSICAL AGG, 127
- 62 - POSS MAR, THC, 22
- 41 - FIGHTING, 48
- 21 - CONDUCT CODE, 60
- VRB - VERBAL ALTERCAT, 20
- TRT - TRUANCY, NO COU, 22

NON - NONCOMPLIANCE, 65

OTH - OTHER DISRUPTIO, 45

Other, 142

PRF - PROFANITY, 67

TEX - TARDY-EXCESSIVE, 172
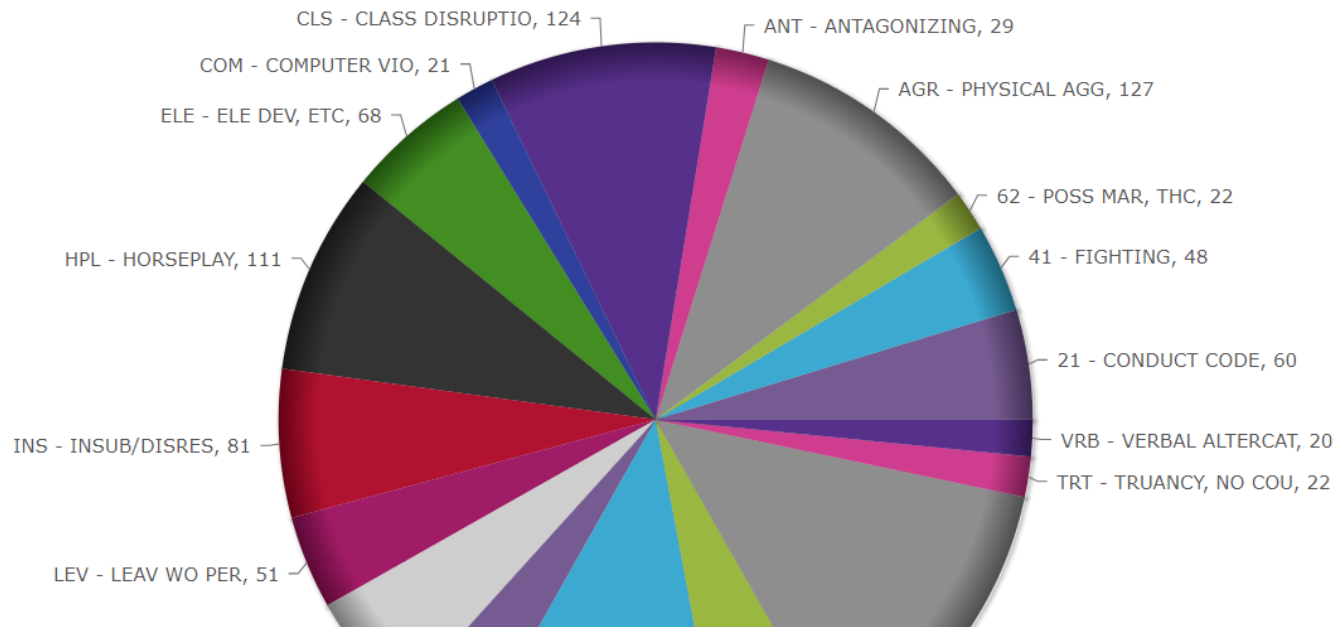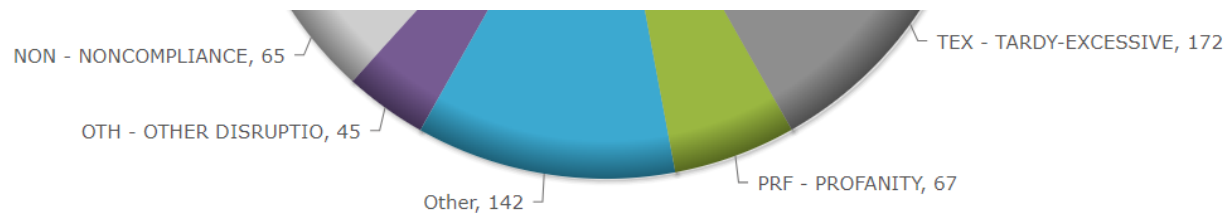
Demographics

The demographics matched what was anticipated for the most part. DJH had an increase in student enrollment and those students in special education.

Discipline

The discipline at DJH matched that of the other junior high schools. Teachers and administrators worked to improve the discipline and offered professional development at the start of the second semester to address the needs.

Attendance

Attendance rates for the 2023-2024 school year ranged from 93-95% for each nine week grading period. Periodically, incentives were used to reward students for attendance. If a student was absent three days in a row, that student's first period teacher called home to check on the student and speak to the parent about documenting absences. When a student continued to struggle with attendance, a Student Attendance Review Team (SART) would meet to discuss further interventions and possible consequences with the student and parent. Automated letters were sent home when students met certain thresholds of unexcused absences (3, 5, 7, and 10).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There exists a notable variance between the representation of Hispanic staff members and the demographic makeup of Hispanic students. **Root Cause**: It would be beneficial for recruiting practices to actively seek out teachers who reflect the diversity within the student population.

Problem Statement 2: While there has been progress compared to the previous year, our attendance rates still fall below those of similar campuses across the state. **Root Cause**: Additional attendance incentives are needed. Early interventions need to include automated systems to help staff implement the interventions as described in the handbook.

Demographics Strengths

Demographics Strengths

Our campus has the following demographic strengths:

- Diverse student populations

- Many teachers are GT and/or ESL certified

- Multiple training opportunities to better prepare staff for our diverse campus, including Seidlitz, Lead4ward, and Safe and Civil

- Implementation of lunch detention to lessen the time out of class for discipline

Problem Statements Identifying Demographics Needs

Problem Statement 1: There exists a notable variance between the representation of Hispanic staff members and the demographic makeup of Hispanic students. **Root Cause:** It would be beneficial for recruiting practices to actively seek out teachers who reflect the diversity within the student population.

Student Achievement

Student Achievement Summary

The student achievement committee reviewed and analyzed the CBA data, current MAP data from Eduphoria, current Skyward reports on attendance and course failures. The committee's focus also included student demographic information and at-risk data to help determine students' needs toward achieving academic excellence and sustainability. The committee discussed gaps that are evident as a result of the pandemic over the past two years. While there were some slight declines in achievement data, it is difficult to determine if the decline was due to student performance, teacher performance, changes in the test format, changes in how results were reported, or some combination of the factors. DJH students closed the gap between the other campuses in RLA. Math continues to be an issue district wide that we are addressing.

Student Achievement Strengths

Our strengths are:

- All faculty and staff participated in developing and adopting the campus mission and vision and produced collective commitments to support the

- Teachers and administrators have embraced the PLC @ Work process and are actively engaged in unpacking standards and using collaborativ

- The administrators, along with the Behavior Learning Program, use Restorative Practices to teach students who require behavioral intervention

- The STEM Academy has expanded to junior high. Dickinson Junior High will have STEAM in all grades during the 2024-2025 school year

- RLA scores for the campus are higher than on other campus

- Many DJHS teachers will attend district professional development this summer to learn DISD procedures and systems to support the instruction

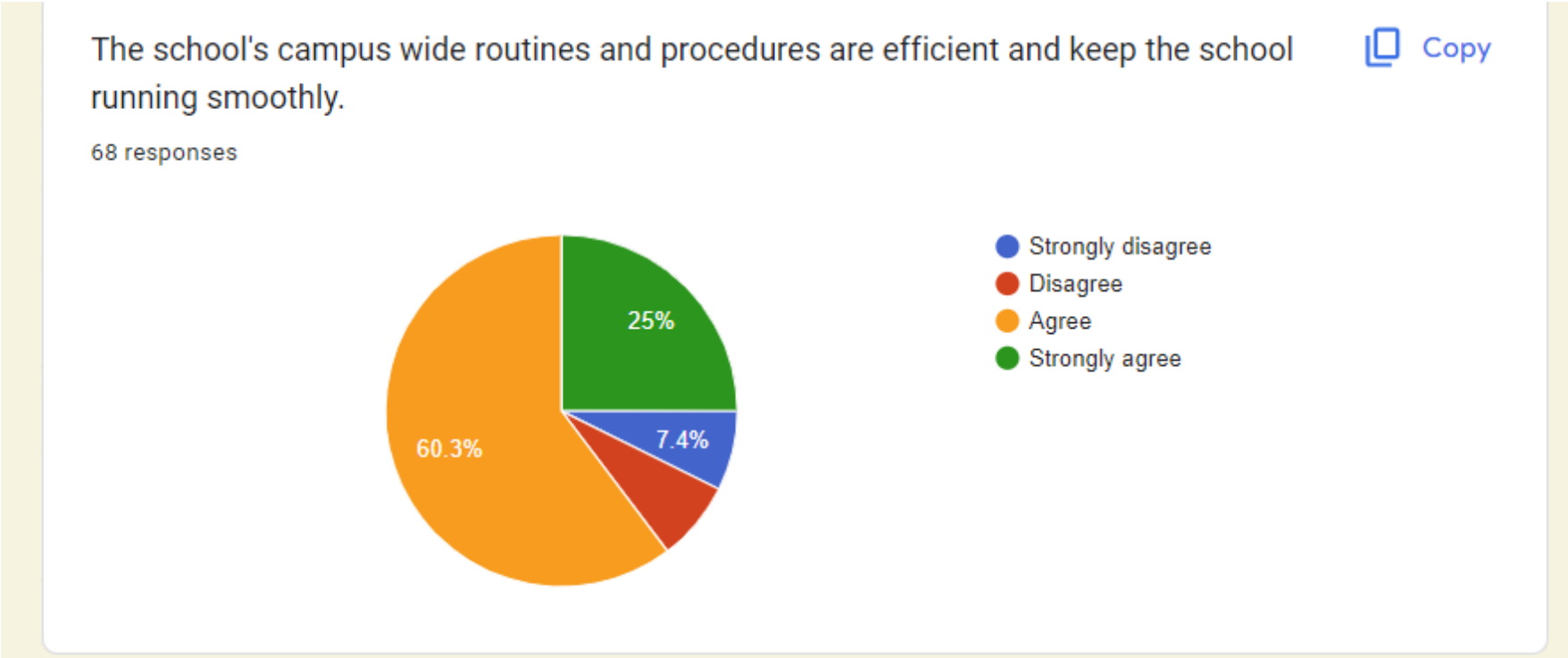**Problem Statements Identifying Student Achievement Needs**

Problem Statement 1 (Prioritized): According to current data, too few 7th grade and 8th grade students are performing at grade level (meets and masters) in math . **Root Cause:** Tier 1 instruction and the Tier 2 intervention is not effective in moving most students to mastery.

School Culture and Climate
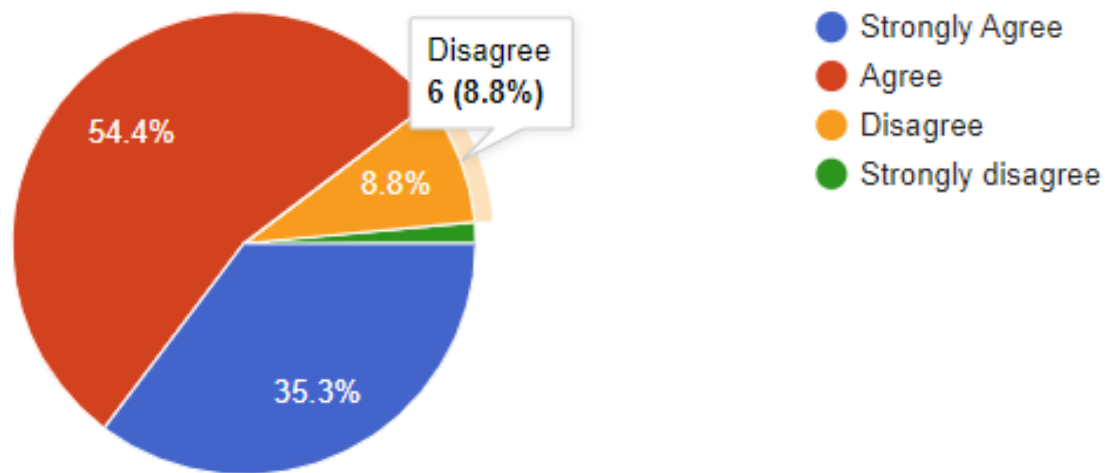
School Culture and Climate Summary

Dickinson Junior High opened in August 2023, one of our main tasks during year one will be to create a positive, productive campus culture that supports and challenges both adults and students to continuously learn and grow. We want to build a positive culture and climate enhanced by consistency among staff members and students. Campus-wide expectations and procedures will be in place. Expectations will be clearly communicated to staff, students, and parents. Every student describes their academic experiences as exceptional, because the instruction will include positive relationships and meaningful learning tasks that challenge, engage, and build confidence. Adults at Dickinson Junior High will be exemplary academic, professional and moral models, so that we can effectively grow students who are strong both in academics and in character.

Surveys were shared with the committee. DJH gave staff surveys to the staff in the fall and spring to get feedback. Survey data was very favorable for the campus. Teachers and staff felt supported. Changes were made based on the feedback received. Clips of surveys are below.

The school's campus wide routines and procedures are efficient and keep the school running smoothly.

68 responses

- Strongly disagree
- Disagree
- Agree
- Strongly agree

25%

60.3%

7.4%

School administration communicates effectively and in a timely manner.

68 responses

Legend:
- Strongly Agree
- Agree
- Disagree
- Strongly disagree

Disagree
6 (8.8%)

54.4%

8.8%

35.3%

School administration effectively responds to staff needs and meets the needs of teachers.

68 responses

Legend:
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

57.4%

7.4%

35.3%
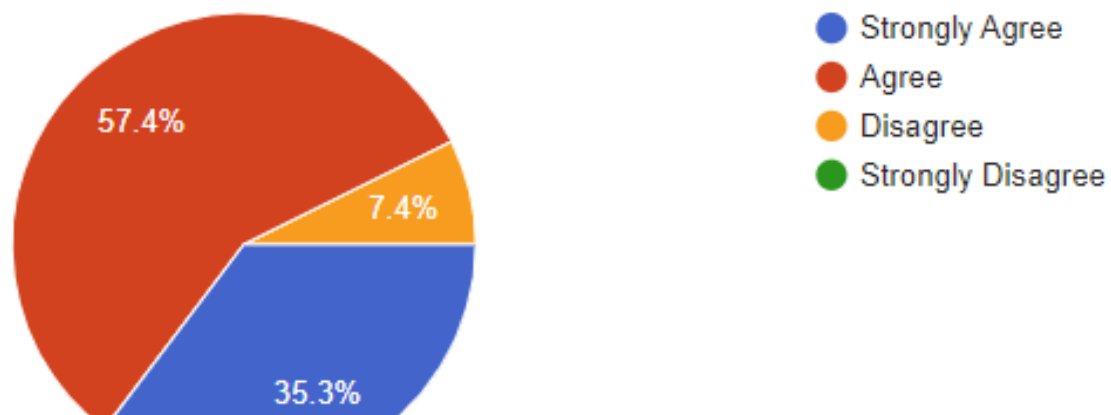
I feel supported by school administration.

68 responses

Legend:
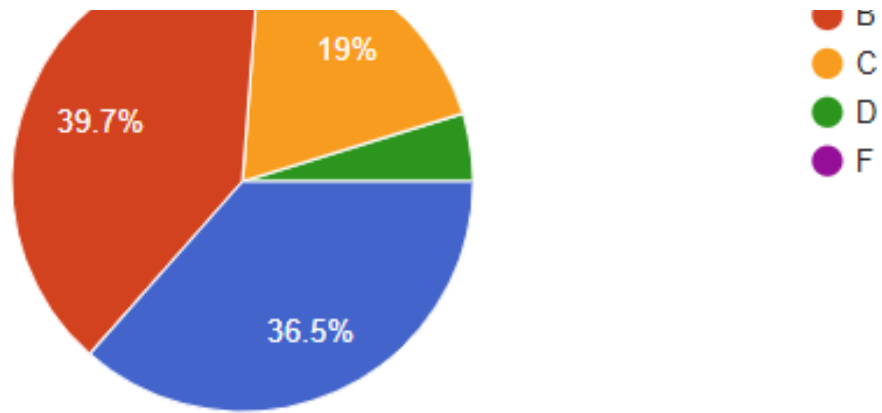- Stongly agree
- Agree
- Disagree
- Strongly disagree

50%
47.1%

Copy
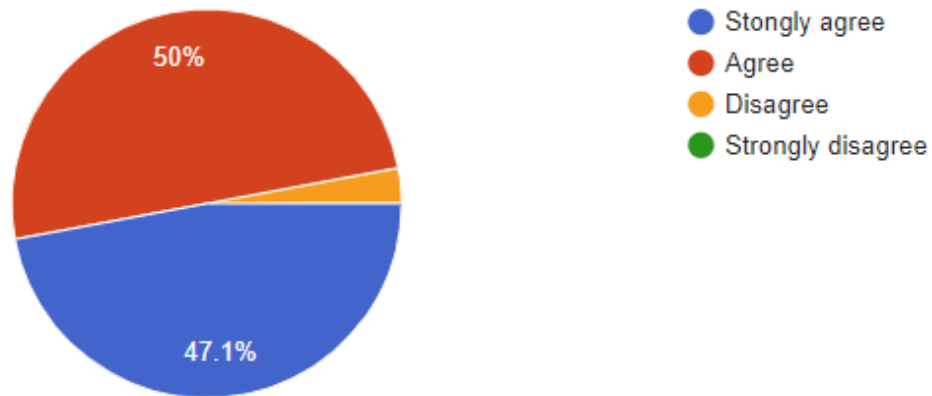
Discipline Support-This is not about student behavior but our systems to monitor and the behaviors. -Letter Grade Only

63 responses

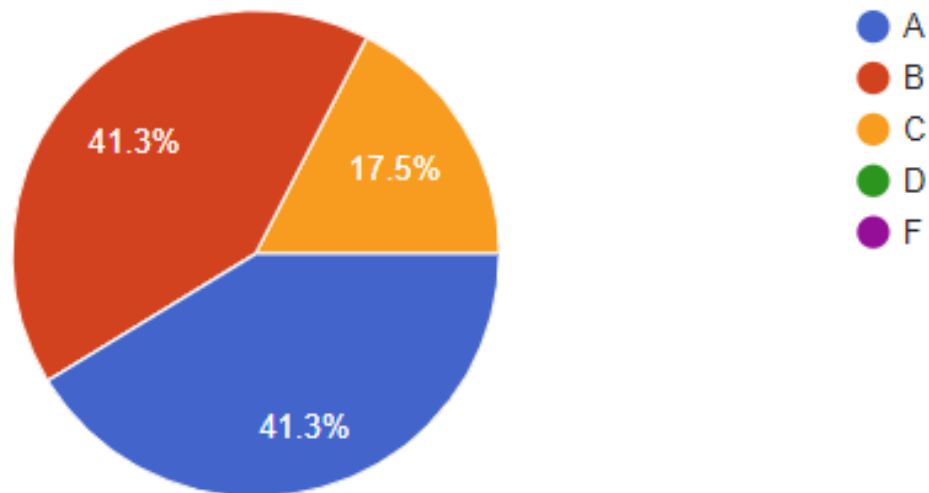- A
- B

Legend:
- B
- C
- D
- F

Values: 39.7%, 19%, 36.5%

Overall Campus Experience.-Letter Grade Only

63 responses

Legend:
- A
- B
- C
- D
- F

Values: 41.3%, 17.5%, 41.3%

School Culture and Climate Strengths

The committee identified the following strengths:

- Safe and Civil School will be used as the foundation upon which we will build culture and climate and build the PBIS foundation.

- The mission, vision, and collective commitments of the campus and district will be clearly articulated from the beginning of the school year.

- Explicit campus-wide procedures communicated to teachers and practiced during staff development, and those procedures will be taught to students d

- A majority of stakeholders believe students feel safe at school in the common areas and classrooms.

- Administration communication to staff.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: A large number of students have excessive absences. **Root Cause:** Students with excessive absences need consistent school-home communication. The school needs a positive incentive program to encourage attendance for truant students.

Problem Statement 2 (Prioritized): A majority of staff and students believe drug, vaping, and/or tobacco use at school is a problem **Root Cause:** Vape devices are easily accessible outside of school. Students need to be educated on the harmful effects of vaping as well as the legal consequences from possessing and/or using vape devices at school. Halo devices have been installed in student restrooms to detect vaping.

Problem Statement 3 (Prioritized): Staff feels that there should be more social learning for students. **Root Cause:** Campus does not have a unified plan to address social and emotional learning.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Our team met to discuss our campus strengths and weakness in the areas of staff quality, recruitment, and retention. DJHS will strive to meet the district requirement of interviewing and employing highly qualified teachers, instructional paraprofessionals, and academic coaches. We work closely with the district's Educational Services and Human Resources department when selecting candidates and/or providing assistance to those seeking highly qualified positions. Instructional positions are posted on our district website with ample time to recruit certified, highly qualified and effective candidates prior to the beginning of the school year. We also have a support system set in place to ensure that our sought after highly qualified staff members have their needs met and those include: expert/mentor teachers, content based collaborative teams, academic/instruction coaches and behavior coaches. DJHS will always strive to ensure that quality and retention rates are high at our campus and in order to accomplish these goals we will constantly learn new content and classroom management procedures, techniques, and strategies. We will meet monthly for faculty meetings to learn about these various trainings. One deficit that we will address is the lack of opportunities to observe these procedures, techniques, and strategies being used successfully in the classroom. We feel that planning frequent observation opportunities will increase teacher/student success.

One identified area of need and a cause for low teacher retention is poor classroom management techniques. We believe that having the ability to observe effective classroom management techniques will increase teacher retention. We will use a Peer Observation Protocol and professional development sessions to provide opportunities to see effective management in action.

We will use the PLC structure during department time and faculty meetings. These meetings will focus on learning and growing as professionals. We will discuss and share learning around topics such as AVID best practices, Seidleiz techniques, and Lead4ward strategies. We will also use the time to learn effective management strategies, develop our Safe and Civil practices, and discuss professional literature such as Getting Better Faster and Teach Like a Champion 2.0.

Overall, DJHS has a good foundation for recruiting teachers and staff of high quality standards. We have a support system of compassionate administrators and mentor teachers to aid novice teachers. We will have faculty meetings geared toward supporting our struggling student groups and challenging our advanced student groups. We know we will increase our effectiveness by observing classroom management procedures, techniques, and strategies from highly effective teachers, spending more time learning new content strategies for our English Language Learners, and providing support to all teachers as they transition over to DJHS.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- Our district uses multiple avenues for recruiting highly qualified candidates
- We set and maintain specific campus-wide goals
- District and campus novice teacher programs provide support to new teachers
- We participate in district, campus, and individual training surveys relating to professional development

- Trainings are provided that focus on developing more effective classroom instruction across a variety of student groups and needs

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): SPED is not consistent with their documentation and teachers' understanding of what to do, how to implement, and how to support   **Root Cause:** Training has not been sufficiently provided to all content teachers regarding SPED paperwork, documentation, and documentation processing. Additionally, there is no consistent way of documentation among case managers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction, and Assessment Summary

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

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

Teachers, academic coaches, and support staff analyze common assessments, CBAs, TELPAS results, and state testing as well as informal assessments to identify the needs of students. Small groups during class and after-school tutoring groups are selected based on these needs. Struggling students also receive RTI instruction, academic interventionist support, Leveled Literacy Intervention, and Desmos (math program).

The priority goal at DJH is effective Tier 1 instruction for all students. Content team teachers collaborate and plan for intervention and enrichment that will ensure all students learn at high levels. Common formative assessments are crafted at the campus level, aligned with the TEKS, and intended to assess student mastery at high levels. STAAR 2.0 formatted questions have been included as both instructional tools and assessment items.

Formative assessment is on-going and is used to guide instruction. Teachers analyze data to make informed instructional decisions, guide intervention plans, and plan for tutoring. Students track their own data in each core class and use the data to set growth goals.

Curriculum, Instruction, and Assessment Strengths

- District has an established curriculum for all classes and subjects
- ELA will be double-blocked in 6th and 7th grade to allow more time to develop reading/writing skills among all students.
- Interventionist for every content area to provide instructional coaching for teachers and instructional support for students.
- Dedicated time during the school day for data analysis and instructional planning
- Grade level departments have common planning periods
- Planned professional learning during the summer to focus on adjustments to the curriculum

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): All students are not assessment ready. **Root Cause:** Small groups of students in each grade level are not learning at high levels due to poor behavior and/or lack of mastery of essential standards.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and Community Engagement Summary

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

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

- Monthly communication go out to parents.
- Two parent events each school year to provide information for parents.
- Skyward was used by administrators and teachers to email communication to parents.
- Communities in Schools works to help parents and students with needs such as eyeglasses, school supplies, clothes, food, transportation, mentoring and tutoring, and many other type of support students and parents.
- Our counselors support the emotional needs of both students and families through direct services and referral to outside agencies.
- To welcome incoming students and help families feel at home in their new school, an orientation is held. Parents and students tour the school and any questions they have are answered at that time.
- Each year, during the G/T Showcase, students present their projects to families and friends.
- The counselor, teachers, social worker and campus administrators make home visits when necessary to support academics, attendance, behavioral and/or emotional needs of students.
- Our district social worker and campus counselor provide services and coordinate transportation for our identified homeless students.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Not all parents are able to access Skyward, the school website, or social media platforms.   **Root Cause:** Parents not being able to access Skyward due to not remembering their passcodes, their child changing the passcode, and/or their email changes and therefore, they do not receive information.

School Context and Organization

School Context and Organization Summary

School Context and Organization Summary

Dickinson Junior High will be a safe, healthy, secure, and orderly learning environment that sets high expectations and realizes the benefit of collaboration with parents, students, and staff. We will provide highly motivating lessons that are aligned with TEKS, which promotes the most beneficial learning for successful college and career readiness. Daily operations and schedules will be in place to ensure all students are receiving maximum instructional time. As a staff, we discuss needs, changes, or modifications which can be made in order to promote success for all students. The principal reports campus academic and staffing needs throughout the school year during bi-weekly A-Team meetings with district administration for the upcoming year in early spring. Dickinson Junior High employs and retains highly qualified staff to maximize learning for all students.

School Context and Organization Strengths

The following strengths were identified:

- After school programs will include athletics, fine arts, tutorials, and various clubs.
- Academic coaches and support staff monitor hallways along with teachers posted at incremental stations throughout campus.
- Master schedule has been created to provide the opportunity for academic teams to meet during and after school to plan and discuss current and future lessons, and student needs.
- Teachers and students routinely set goals and monitor academic growth.
- Safe and Civil facilitates campus wide decision making through collaboration and feedback.
- Successful implementation of Safe and Civil policies guiding common areas and transitions.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): The goal aligned to student attendance has not been met this year with average daily attendance at 94%. Student attendance is still lower than our comparison campuses and below our goal of 96%.   **Root Cause:** The root cause for this is lack of a systematic approach for improving chronic student absences that involves students, parents, teachers, and administration.

Problem Statement 2 (Prioritized): Our tier 2 intervention time has not effectively impacted our student academic or behaviors.   **Root Cause:** The root cause for this is a lack of a systematic approach to identifying essential standards and student behaviors and referring students to receive additional targeted support they lack.

Technology

Technology Summary

Technology Summary

At Dickinson Junior High School, the teachers and staff are equipped with adequate technology to teach students and enhance lessons. All classrooms will have a teacher tablet, short-throw projectors, and wireless document cameras. In addition, there are computer labs and mobile computer carts for instructional use. Along with tangible technology items, the district technology department provides professional development on effectively using the hardware, district programs, and new technology tools. DISD uses Eduphoria to document and record curriculum documents, lesson plans, professional learning portfolios, and student data. We also use Schoology and Google as a tool for planning and teaching. Students have the opportunity to take a technology based course such as Project Lead the Way as well as the technology integration in all classes.

Technology Strengths

Strengths:

- Technology class available to students.
- Every professional staff member will have a mobile device
- Every core content class will have a chromebook cart

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): More teacher training is needed to engage students using technology.   **Root Cause:** The root cause is new programs and systems are added each year and integration is needed in the curriculum.

Priority Problem Statements

Problem Statement 1: According to current data, too few 7th grade and 8th grade students are performing at grade level (meets and masters) in math .

Root Cause 1: Tier 1 instruction and the Tier 2 intervention is not effective in moving most students to mastery.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: A majority of staff and students believe drug, vaping, and/or tobacco use at school is a problem

Root Cause 2: Vape devices are easily accessible outside of school. Students need to be educated on the harmful effects of vaping as well as the legal consequences from possessing and/or using vape devices at school. Halo devices have been installed in student restrooms to detect vaping.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: Staff feels that there should be more social learning for students.

Root Cause 3: Campus does not have a unified plan to address social and emotional learning.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: SPED is not consistent with their documentation and teachers' understanding of what to do, how to implement, and how to support

Root Cause 4: Training has not been sufficiently provided to all content teachers regarding SPED paperwork, documentation, and documentation processing. Additionally, there is no consistent way of documentation among case managers.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: All students are not assessment ready.

Root Cause 5: Small groups of students in each grade level are not learning at high levels due to poor behavior and/or lack of mastery of essential standards.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: The goal aligned to student attendance has not been met this year with average daily attendance at 94%. Student attendance is still lower than our comparison campuses and below our goal of 96%.

Root Cause 6: The root cause for this is lack of a systematic approach for improving chronic student absences that involves students, parents, teachers, and administration.

Problem Statement 6 Areas: School Context and Organization

Problem Statement 7: Our tier 2 intervention time has not effectively impacted our student academic or behaviors.

Root Cause 7: The root cause for this is a lack of a systematic approach to identifying essential standards and student behaviors and referring students to receive additional targeted support they lack.

Problem Statement 7 Areas: School Context and Organization

Problem Statement 8: More teacher training is needed to engage students using technology.

Root Cause 8: The root cause is new programs and systems are added each year and integration is needed in the curriculum.

Problem Statement 8 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Capacity and resources data

Goals

Revised/Approved: July 31, 2024

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

Performance Objective 1:
For the 2024-2025 school year, every DJHS student will achieve at least one year of growth in both reading and math through high-quality tier one instruction and targeted interventions and extensions.

Evaluation Data Sources: STAAR Data

Strategy 1 Details			Reviews			
Strategy 1: All students will track their own data on mastery of essential standards so that students take ownership of their own learning by setting goals to become more self-directed learners.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 90% of all students will make the measurable growth by standard **Staff Responsible for Monitoring:** Campus Team Leaders, Teachers, and admin **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math						

Strategy 2 Details			Reviews			
Strategy 2: Teachers will implement best-practice RLA strategies including We Write, KAT, and independent reading with individual conferences. Teachers in Social Studies classrooms support these literacy measures. Resources used include HMH, Springboard, iReady, Solution Tree, Seidlitz, TAMU, Lead4Ward, IXL as well as contracted service providers and consultants focusing on best practice reading and writing.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased number of students at meets and masters in reading **Staff Responsible for Monitoring:** RLA Teachers, district RLA curriculum specialist, and admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math						

Strategy 3 Details		Reviews			
Strategy 3: Math teachers will implement the district math curriculum using the DESMOs, Solution Tree, Lead4Ward, and IXL programs with fidelity to ensure student mastery of the Math TEKS.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased number of students at meets and masters in math **Staff Responsible for Monitoring:** Math Teachers, district Math curriculum specialist, and admin **Title I:** 2.4, 2.5					

Strategy 4 Details		Reviews			
Strategy 4: Instructional interventionists will provide intervention for AT RISK students and collaborate with teachers in the classroom, mentoring successful instructional techniques to improve overall instruction to increase STAAR data in reading and math by 10%.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase STAAR scores in reading and math by 10%.. **Staff Responsible for Monitoring:** Campus Administrators-principal and assistant principals **Title I:** 2.4, 2.5, 2.6					

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 2: Increase the performance of all 6th-8th grade student groups in all subjects on the 2024-2025 STAAR assessments to 90% at Approaches Grade Level, 60% at Meets Grade Level, and 30% at Masters Grade Level

Strategy 1 Details				Reviews			
Strategy 1: Analyze curriculum based assessments as a grade level to determine need and strategy that will assist students in meeting standard on highly tested TEKS while ensuring the strategy is embedded in lesson planning. **Strategy's Expected Result/Impact:** The CBAs will reflect growth on highly tested TEKS. STAAR assessment will reflect growth of same learning objective. *Look at vertical scaffolding Lead4ward document for STAAR data. **Staff Responsible for Monitoring:** Grade Level Teachers				**Formative**			**Summative**
				Nov	Jan	Mar	June

Strategy 2 Details				Reviews			
Strategy 2: Provide individualized instruction (multi-tiered) for targeted student groups, including but not limited to White, Hispanic, and "two or more races" sub-populations, through small group intervention/tutoring/enrichment, specifically for students in 6th - 8th grade before, during and/or after school. **Strategy's Expected Result/Impact:** Improved scores on the STAAR exam. **Staff Responsible for Monitoring:** Teachers and Instructional Leadership team				**Formative**			**Summative**
				Nov	Jan	Mar	June

Strategy 3 Details				Reviews			
Strategy 3: All DJH staff will analyze data using Eduphoria to target specific subgroups and specific objectives for mastery. Administration, Instructional Coaches, and teachers will utilize data analysis for each sub pop on all assessments to examine strengths and weaknesses to develop new ways to teach and intervene with all students. **Strategy's Expected Result/Impact:** Improved scores on the STAAR exam **Staff Responsible for Monitoring:** Teachers, RTI members, Instructional Leadership team				**Formative**			**Summative**
				Nov	Jan	Mar	June

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 3: Administrators and teachers will use collaborative team time to develop and refine scope and sequence documents, units of study, learning targets, and common assessments, leading to improved student outcomes on standardized assessments.

    Evaluation Data Sources: Evidence of planning documents, walkthroughs, etc

Strategy 1 Details		Reviews			
Strategy 1: Content Team Time will be conducted with a focus to monitor student growth and progress on achievement.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Content Team Time meetings and minutes will reflect the monitoring of student progress. **Staff Responsible for Monitoring:** Principal , Assistant Principals, Teachers		**Nov**	**Jan**	**Mar**	**June**

0%	No Progress	100%	Accomplished	→	Continue/Modify	✕	Discontinue

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

Performance Objective 4: DJHS will ensure that 100% of students receive a comprehensive education, fostering well-rounded citizens through diverse academic and elective courses, extracurricular activities, and social/emotional support.

    Evaluation Data Sources: Discipline data, counselors logs, groups.

Strategy 1 Details				Reviews			

Strategy 1: Dickinson JH will have various groups from the HS come to our CTE classes and give presentations on what is offered at the HS.
    Strategy's Expected Result/Impact: Increase student awareness of career pathways.
    Staff Responsible for Monitoring: Administration, CTE teachers
				Formative			**Summative**

				Nov	Jan	Mar	June
Strategy 2 Details				**Reviews**			

Strategy 2: DJH Counselors will provide services to all students supported by data and the comprehensive counseling program to ensure students are provided social and emotional support.
    Strategy's Expected Result/Impact: Increased student social and emotional well being.
    Staff Responsible for Monitoring: Counselors
				Formative			**Summative**

				Nov	Jan	Mar	June

    0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 1: Referrals for noncompliance, disrespect and class disruptions will decrease by 15%.

Strategy 1 Details		Reviews			
Strategy 1: Students will participate in behavior intervention groups to provide support for students struggling with behavior. **Strategy's Expected Result/Impact:** Decrease in referrals by 15%. Increase in student attendance in academic classes, resulting in improved academic success **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.4, 2.5, 2.6		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Campus will monitor placement of students in ISS/OSS for over-representation of student groups **Strategy's Expected Result/Impact:** RDA improvement on ISS/OSS placement of Special Education students. Decrease in the total number of office referrals by 15%. **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.4, 2.6		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy 3 Details		Reviews			
Strategy 3: Through the guidance of the Safe and Civil team, the campus will implement a campus-wide discipline system, as well as campus wide expectations and procedures to keep the school running safely and efficiently. "G.R.E.A.T." lessons on the core values of DJHS will be taught each week during Gator Grow time. **Strategy's Expected Result/Impact:** Overall reduction in office referrals **Staff Responsible for Monitoring:** Assistant Principal **Title I:** 2.4, 2.5, 2.6		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 2: During the 2024-2025 school year, 100% of students and staff will receive required instruction in areas such as Standard Response Protocol and safety measures, bullying prevention, conflict resolution, drug and violence prevention, character building, etc

Strategy 1 Details		Reviews			

Strategy 1: Led by the counselor, lessons and/or assemblies will be implemented to address bullying 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. Decrease in number of referrals.
    Staff Responsible for Monitoring: Counselor
 	
    Title I:
    2.4, 2.6
		Formative			**Summative**

		Nov	**Jan**	**Mar**	**June**

Strategy 2 Details		Reviews			

Strategy 2: Campus will participate in Red Ribbon Week which focuses on drug prevention.
    Strategy's Expected Result/Impact: Increase student awareness of drug prevention
    Staff Responsible for Monitoring: Counselor and outside agencies-BACODA
		Formative			**Summative**

		Nov	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 3: Student daily attendance will average 96% for the 2024-25 school year.

Strategy 1 Details	Reviews			
Strategy 1: Strengthen and maintain an attendance committee that studies student attendance patterns and creates individualized plans of action for students with continued attendance issues.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve students attendance and academic success. **Staff Responsible for Monitoring:** Campus administration and committee	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 1: Improve parent and community involvement on campus, through effective communication, committees, and events.

    Evaluation Data Sources: Documentation of advertised opportunities
Attendance by parents/community members at campus activities
Informal tracking of attendance at activities, awards, and other campus events

Strategy 1 Details				Reviews			
Strategy 1: Throughout the 2024-2025 school year parent meetings will be held at DJH in order to showcase student success as well as provide information sessions and academies to help strengthen the relationship between the school and the community.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve community involvement **Staff Responsible for Monitoring:** Teachers, Administration, Instructional Leadership Team							
Strategy 2 Details				Reviews			
Strategy 2: Teachers will use Schoology and Skyward to regularly communicate with students and parents during the year. DJHS will regularly update its website and social media platforms to provide parents with timely information and resources to stay engaged in their child's education.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased parent participation **Staff Responsible for Monitoring:** Teachers, Administration, Instructional Leadership Team							
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue							

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: Every DJHS professional staff member will engage in professional development at both the campus and district levels to enhance their effectiveness in delivering first-time instruction and targeted interventions and extensions.

Strategy 1 Details	Reviews			
Strategy 1: Professional development and support opportunities will be provided during the school day (1-2 times per month during conference periods) for teachers in all subject areas to support campus goals and enhance instruction to increase student achievement for all students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Improved student performance on state tests by 10%.
    Staff Responsible for Monitoring: Campus instructional and support staff
 	
    Title I:
    2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: Administrators will attend current, research-based professional development to provide effective instructional leadership at the campus.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Improve campus instruction and students success on state tests
    Staff Responsible for Monitoring: Campus administration
 	
    Title I:
    2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Counselor and librarian will attend current, research-based professional development in order to provide effective student and staff services on campus.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Improve campus instruction and students success on state tests
    Staff Responsible for Monitoring: Counselor and librarian
 	
    Title I:
    2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			

Strategy 4: Teachers instructing Gifted and Talented, Emergent Bilingual, and Special Education students will complete all required training or obtain necessary certifications and trainings.
      Strategy's Expected Result/Impact: Improve campus instruction and results in these populations
      Staff Responsible for Monitoring: Campus administration
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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: DJH staff members will have opportunities each semester to complete surveys, providing feedback on campus strengths and areas for improvement.

Strategy 1 Details	Reviews			
Strategy 1: Survey data will be reviewed and shared wit the staff to make necessary adjustments during the school year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased culture and climate **Staff Responsible for Monitoring:** Campus Administration	**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 1: All funds will be responsibly allocated through efficient and effective management of resources and operations.

Strategy 1 Details	Reviews			
Strategy 1: Principal will work with the campus secretary to ensure that all funds are appropriately spent and accounted for.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Accurate and appropriate spending and funding. **Staff Responsible for Monitoring:** Principal and principal secretary.	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue