Dickinson Independent School District

Silbernagel Elementary School

2024-2025 Campus Improvement Plan

Accountability Rating: C

PROUD TRADITIONS, EXCITING FUTURES
DICKINSON
INDEPENDENT SCHOOL DISTRICT

Mission Statement

Our Mission

Build a foundation for ALL learners in a safe and supportive environment that promotes life-long learning.

Vision

Our Vision

A collaborative and inclusive learning community that cultivates teamwork and development of the whole child.

Value Statement

Collective Commitments

1. We will collaborate with one another to create a positive and engaging learning environment for all students.

2. We will actively participate in planning and decison-making processes to ensure that our students' needs are met and their potential is maximized.

3. We will create a safe and welcoming environment for students and staff, where they feel valued and respected.

4. We model positive behaviors and attitudes for our students, showing them what it means to be respectful, responsible and kind.

5. We will celebrate our students' and staff achievements and milestones, recognizing their hard work and dedication.

6. We will seek out opportunities for professional development and growth, knowing that our own learning is essential to our students' success.

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Comprehensive Needs Assessment

Revised/Approved: April 24, 2024

Demographics

Demographics Summary

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

2022-23

Total Population		Ethnic Breakdown		Student Group Distribution	
Population	**# of Students**	**Population by Ethnicity**	**% of Students**	**Student Groups**	**% of Students**
EE	25	African American	10.51%	Econ. Disadvantaged	85.59%
Prekindergarten	61	Asian	1.05%	At-Risk	56.00%
Kindergarten	101	Hispanic	73.72%	ESL	7.36%
1st Grade	123	Native American	0.6%	LEP (BIL)	38.74%
2nd grade	108	Pacific Islander	0.15%	Military	5.40%
3rd grade	127	White	12.61%	Special Ed	11.11%
4th Grade	121	Two or More	1.35%	Speech Services	4.35%
				Gifted/Talented	7.50%
Total	**666**				

2023-24

Total Population		Ethnic Breakdown		Student Group Distribution	
Population	# of Students	Population by Ethnicity	% of Students	Student Groups	% of Students
EE	23	African American	11.36%	Econ. Disadvantaged	82.68%
Prekindergarten	68	Asian	1.49%	At-Risk	64.25%
Kindergarten	114	Hispanic	71.69%	ESL	6.70%
1st grade	101	Native American	.93%	LEP (Bilingual)	33.89%
2nd grade	123	Pacific Islander	0	Military	3.35%
3rd grade	108	White	12.85%	Special Education	21.97%
		Two or more	1.68%	Speech Services	17.69%
				Gifted/Talented	7.08%
Total	639				

Demographics Strengths

Due to our high low SES, our campus is a Title 1A campus which receives federal funds to implement programs for our students. Our enrollment numbers have slightly decreased the last couple of years. The average daily attendance rate for students is 90-93%. The class size ranges from 18:1 - 22:1.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our average daily attendance has decreased.

Student Achievement

Student Achievement Summary

2023-24 MClass Data:

School	■ Well Below Benchmark	■ Below Benchmark	■ At Benchmark	■ Above Benchmark	Total Students
↳ Dickinson IND School District				Current as of 09/14/2024	
Grade K	Reference Data Reference Point: **District**				
	23-24 BOY 133(21%) 83(13%) 138(22%) 286(44%)				640
	23-24 MOY *You do not have access to these students.*				
	23-24 EOY 140(22%) 82(13%) 248(39%) 169(26%)				639
Jake Silbernagel Elementary School	23-24 BOY 14(20%) 5(7%) 17(25%) 33(48%)				69
	23-24 MOY 16(24%) 11(16%) 23(34%) 18(26%)				68
	23-24 EOY 10(15%) 5(7%) 25(37%) 28(41%)				68
Grade 1	Reference Data Reference Point: **District**				
	23-24 BOY 130(18%) 109(15%) 291(42%) 174(25%)				704
	23-24 MOY 153(55%) 61(22%) 43(15%) 23(8%)				280
	23-24 EOY 145(21%) 114(16%) 227(33%) 205(30%)				691
Jake Silbernagel Elementary School	23-24 BOY 12(18%) 15(22%) 27(41%) 13(19%)				67
	23-24 MOY 31(43%) 15(21%) 13(18%) 13(18%)				72
	23-24 EOY 17(24%) 11(15%) 22(30%) 22(31%)				72

Silbernagel Elementary School

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events‡	Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	118	171.8	12.6	29	186.8	11.0	34	15	0.8	14.4	0.28	61	118	64	54	49
3	101	182.6	14.4	16	198.7	16.7	36	16	0.8	12.3	1.79	96	101	67	66	67

Silbernagel Elementary School

Language Arts: Reading

Grade (Spring 2024)	Total Number of Growth Events‡	Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	80	168.0	15.1	25	184.2	15.5	42	16	1.2	13.1	1.24	89	80	58	73	64
3	66	182.9	15.4	30	193.1	16.6	29	10	1.0	10.7	-0.22	41	66	30	45	44

2024 STAAR Data

SILBERNAGEL PREDICTED SCORES FOR 2023-2024						
Student Achievement	70					
School Progress Part A	NA	75	75	70%	52.5	75 C
School Progress Part B	75					

Closing the gaps	74			30%	22.2		

Component	Points Earned	Points Possible	Score	Weight	Points
Academic Achievement	13	32	40.6	60.0	24.4
Growth or Graduation					
English Language Proficiency	3	4	75.0	20.0	15.0
School Quality or Student Success:	4	16	25.0	20.0	5.0
Closing the Gaps Domain Raw Score					44
Closing the Gaps Domain Scale Score					74
					C

Academic Achievement: STAAR Performance Status at Meets Grade Level or above standard

	All Students	Af American	Hispanic	High Focus	Component Points
Reading 2023-27 Interim	46	34	39	37	
Reading 2038 Long Term	73	67	70	69	
Reading 2023	39	36	37	36	
Reading 2024	43	60	35	37	
	43	6	26	32	
	101	10	74	87	
Points	2	3	0	3	8
Met Minimum Size	Yes	Yes	Yes	Yes	
Mathematics 2023-27 Interim	49	33	44	42	
Mathematics 2038 Long Term	75	67	72	71	
Mathematics 2023	35	29	34	31	
Mathematics 2024	37	40	31	33	
	38	4	23	29	
	102	10	75	87	
Points	1	3	0	1	5
Met Minimum Size	Yes	Yes	Yes	Yes	
Total Academic Achievement Component Points					**13**

English Language Proficiency	
	Component Points
(2023-27) Interim	49
(2038) Long Term	55
Prior Year Rate	39
2024 Advanced High or Basic Fluency	51 (61/119)
Points	3
Met Minimum Size	Yes
Total English Language Proficiency Component Pts	3

Student Achievement Strengths

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

Overall STAAR rating increased from a 68 to 75 for the 2024 school year.

Math STAAR results increased by 8% in Meets or better.

RLA STAAR results increased by 8% in Masters.

School Culture and Climate

School Culture and Climate Summary

Silbernagel boasts a vibrant and supportive culture, reflected in the well-maintained campus and the positive atmosphere that pervades every corner. Students genuinely enjoy coming to school, as they are greeted each day with words of encouragement that set a positive tone for their day. This warm welcome contributes significantly to their overall sense of belonging and motivation.

Visitors frequently comment on the positive school climate, noting the family atmosphere that makes everyone feel at home. This is a place where everyone is welcomed with warmth and professionalism, fostering a strong sense of community and mutual respect.

In summary, our school culture and climate are characterized by a well-maintained campus, enthusiastic and happy students, and a welcoming, family-like environment that is recognized and appreciated by all who visit.

School Culture and Climate Strengths

- Teacher expectations of student academic success and behavior are high.
- Bullying is not tolerated...classroom lessons on bullying/social emotional are instructed by our counselor.
- All students and staff participate in Unity Day.
- Silbernagel conducted all required safety drills.
- Teachers are given an increased amount of time for planning.
- Student birthdays are recognized daily.
- Grandparents are recognized through Grandparents Day.
- Each grade level/team has an extended CTT (Collaborative Team Times) each week.
- Field trips are provided for all grade levels that are TEKs aligned to support curriculum taught in classrooms.
- Conflict Corner
- Restorative Practice
- Motivational Assemblies/House Rallies
- Red Ribbon Week Assemblies
- Parent Engagement Coordinator
- Author Visit
- Multicultural Fair
- Awards Assemblies every nine weeks - parents are invited.
- Carnivals held at the end of each semester celebrating student attainment of goals
- Monthly staff birthday and pot luck luncheons.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Limited environmental print in Spanish.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

This year, our school welcomed 11 new teachers to our team. These additions were necessary due to staff moving to new locations, some leaving the education profession, and adjunct teachers not meeting the district timeline. Despite these changes, our commitment to maintaining high staff quality remains unwavering.

At Silbernagel, we firmly believe that all students will be successful. This belief is deeply ingrained in our school culture and drives our efforts in staff recruitment and retention. We strive to hire dedicated, passionate educators who share this vision and are committed to fostering student success.

To ensure our teachers are well-prepared and continually growing, all teachers receive comprehensive professional development before the school year begins and ongoing training throughout the year. This commitment to professional development helps our teachers stay updated with the latest educational practices and enhances their ability to support and inspire students effectively.

Our focus on quality, combined with our supportive and growth-oriented environment, contributes to retaining talented educators who are dedicated to making a positive impact on our students' lives.

Staff Quality, Recruitment, and Retention Strengths

- High expectations are set for staff attendance.
- Our instructional coaches provide support, guidance and coaching to our teachers as needed.
- Teachers constantly adjust instruction and activities to meet the needs of all our students.
- Professional development provides teachers with a way to directly apply what they have learned to their teaching.
- Team members involved in the interviews of prospective candidates.
- Implementation of The 7 Steps for a Language Rich Environment has increased the use of complete sentences by the students.
- Protege and Mentor program provided to new teachers.
- Instructional resources are provided to meet all teacher needs in math and reading at the campus level to provide maximum student success opportunities.
- Math and reading teachers are provided professional autonomy within the campus vision and in coordination with campus instructional specialists.
- Teacher professional growth opportunities are encouraged to meet present goals and provide for career advancement.
- Positive reinforcement styles implemented on behavioral cases.
- Stay interviews conducted with every teacher.
- Conduct learning walks during 24-25 school year.
- Teacher surveys of strengths and weaknesses to determine needed professional development.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At Silbernagel, our curriculum, instruction, and assessment practices are designed with a focus on data-driven decision-making to ensure all students receive the support they need to succeed.

Data-Driven Instruction: We use data as a primary source to guide our instruction. By regularly analyzing student performance data, we can identify areas where students excel and where they need additional support. This enables us to tailor our teaching strategies to address the specific needs of each student, ensuring a more personalized learning experience.

Spiraling and Re-Teaching: Our instructional approach includes spiraling and re-teaching concepts to reinforce learning and ensure mastery. Spiraling allows us to revisit key concepts throughout the year, helping students retain and build on their knowledge. When assessments indicate that students have not fully grasped a concept, re-teaching is implemented to provide additional opportunities for understanding.

Meeting the Needs of All Learners: Instruction at Silbernagel is designed to meet the diverse needs of all learners. We employ differentiated instruction strategies to accommodate various learning styles and abilities. Our teachers are trained to create inclusive lesson plans that challenge students while providing the necessary support for those who may struggle.

By combining data-driven instruction, spiraling, and re-teaching with a commitment to meeting the needs of all learners, we create an educational environment where every student has the opportunity to thrive.

Curriculum, Instruction, and Assessment Strengths

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

- Instructional Interventionists provide Tier 3 intervention for our students.
- Instructional coaches provide support to teachers to improve Tier 1 instruction.
- CTT meetings are held weekly to plan for instruction.
- Maximized minutes are spent on instruction throughout the day.
- Teachers use Lead4ward field guides and quick starts to plan engaging experiences and activities.
- Dyslexia classes are provided to students identified through special ed.
- ST Math is used Pre-K - 3rd grade as a reinforcement for math.
- Teachers pull their Lead4Ward data to improve quality of instruction.
- Dual Language in Pre-k, Kindergarten, 1st grade, 2nd grade and 3rd grade
- MAP testing three times a year in 2nd - 3rd grade
- MClass/Amplify testing three times a year in K-1st grade
- Instructional coaches provide strategies on how to enrich during planning.
- Fundations in Pre-K - 3rd grade (English)
- Common assessments are tied to the essential standards.
- Intervention for Tier 2 is done daily with progress monitoring being implemented.
- Incentives set for individual student goals.

- Students are taking ownership of their own learning through goal setting and monitoring.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers need support with providing appropriate enrichment and extension in all subjects.

Problem Statement 2: Curriculum needs to be more cohesive.

Problem Statement 3: Campus is in need of resources to create and build students' background knowledge on various topics that aligns appropriately with grade level standards.

Parent and Community Engagement

Parent and Community Engagement Summary

Family involvement is evident through our attendance rosters gathered during our literacy and mathematics nights, fall and spring open house, parent resource night, grandparents day and grade level programs. Translated communication is provided for our Spanish speaking families. Parents receive school information through flyers, the call out system, email, class remind, and campus web page/Facebook. Parents are able to monitor grades and attendance through Skyward.

Our Campus Parent Engagement Policy was updated on Wednesday, April 24, 2024. Committee members included Leslie Burke - Principal, Marlene Alaniz - counselor, AJ Lemmon - Assistant Principal, Chloe Cook - teacher, Sarah Burch - teacher, Stephanie White - teacher, Sandra Gomez- Instructional Specialists, Samantha Ramirez - teacher, Michelle Mc Vean - paraprofessional, Mary Termini teacher and Kendall Baker - teacher.

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

DISD maintains a district website as well as campus websites for all campuses. The DISD Educational Services Building (ESC) is where the community comes when they need assistance. The building was a temporary shelter during Hurricane Harvey due to the fact that 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 since approximately 12% of our population speaks Spanish. We also offer translations services in other languages if a community member requests a district document to be translated. Those translation services are outsourced to a third party. Parents can also access their child's grades through Skyward Family and Student Access that is set up in the parents preferred language.

Parent and Community Engagement Strengths

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

- family literacy/math night
- Open House
- Parent Orientation
- training on Skyward access
- Parent/Teacher conferences are provided during the day and evenings.
- Parents are involved in RTI, ARD, CIC and LPAC meetings.
- Pre-K and kindergarten round up in May....informing our kindergarten parents of the expectations of kindergarten
- Grandparent's Day
- Veteran's Day program

- Career Day
- Parent Resource Fair
- Cycle Bikes
- Grade level music programs
- Field Day
- Awards Assemblies
- GT Product Fair
- Parent Assistance Night understanding content standards
- PTO meetings
- Choir programs
- Kindergarten Graduation

Problem Statements Identifying Parent and Community Engagement Needs

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

Problem Statement 2: .

School Context and Organization

School Context and Organization Summary

Our school is highly regarded by both students and parents, who consistently express positive perceptions of the campus environment. This positive perception is a testament to our commitment to creating a welcoming and supportive atmosphere for everyone.

To support our dedicated teachers, we provide a 60-minute planning period each day. This valuable time is allocated for teachers to plan and refine their instruction, disaggregate and analyze student data, communicate with parents, and attend necessary meetings. This ensures that our teachers are well-prepared to deliver high-quality education and address the individual needs of their students effectively.

By fostering a positive campus environment and providing essential planning time for teachers, we ensure that our school remains a place where students can thrive and teachers can perform at their best.

School Context and Organization Strengths

The goals of the campus and the district are aligned in curriculum and instruction, safety and security, facilities and operation and in parent and community involvement. The collaborative teams are comprised of grade level teachers, instructional coaches/interventionists, and campus administrators. These teams meet once a week to plan for instruction. The assessment data helps to dictate where extra teacher and instructional specialist support are needed and used at each grade level. The daily operations reveal a structured schedule that maximizes instructional time and is being implemented in systematic fashion campus-wide. The rules and regulations in place facilitate learning and provide students and staff a safe and secure learning environment. The campus implemented Restorative Practices campus wide and meets as a campus team two times a month evaluate the learning environment. The parents are given the opportunity to participate in the school-wide discipline through the behavior chart. Two-way communication exists between parents and teachers. Teachers are generally given the autonomy to solve their own problems with their classroom or grade level and are given academic and administrative support on a case-by-case basis. The campus leadership team, campus improvement committee, guiding coalition and PBIS teams meet regularly to discuss progress as well as concerns of the campus. Campus administrators make expectations known for the campus. A goal of the campus is to be recognized as a National Model PLC at Work School through Solution Tree.

Problem Statements Identifying School Context and Organization Needs

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

Technology

Technology Summary

At Silbernagel Elementary, technology integration is a key component of our educational approach. Each classroom is equipped with a Chromebook cart, ensuring that every student has access to their own device. This one-to-one device initiative supports a wide range of learning activities and helps students develop essential digital skills.

In addition to daily use of technology in the classroom, we offer a dedicated technology class as part of our auxiliary schedule. Students attend this class once a week, where they learn important skills such as keyboarding, creating PowerPoint presentations, and other essential computer competencies. This structured approach ensures that students are not only proficient in using technology for their current studies but also prepared for future academic endeavors.

By providing individual devices and a comprehensive technology curriculum, we equip our students with the tools and skills they need to succeed in a digitally-driven world.

Technology Strengths

- Part of the auxiliary schedule allows students to rotate through the lab at least once a week
- Teachers use technology to introduce, reinforce, extend, enrich, and assess student mastery of curriculum targets.
- Second and third graders are proficient at logging on independently.
- Kindergarten and first grade are proficient at logging on with Class Quick Cards.
- Technology is used across the curriculum.
- All teachers use Schoology.
- Campus specific training available through the campus technology liaison.
- Every student has access to a chrome book daily.

Priority Problem Statements

Goals

Revised/Approved: June 26, 2024

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

Performance Objective 1: All students will show one year or more growth in reading. Increase the performance of all students and student groups on the 3rd grade STAAR assessment. The TEA Accountability rating for Domain 1 will increase to 80% or better.

High Priority

Evaluation Data Sources: Improved STAAR results, TELPAS, MAP, MCLASS, IEP progress monitoring

Strategy 1 Details	Reviews			
Strategy 1: ELA Instructional Specialists attend ELA & Social Studies CLT meetings that model research based best practice in the content areas.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved STAAR performance. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Academic Coaches - 211-Title IA - 211--8-11-105-30-00-6119-00 - $126,661	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Contracted services with consultants will be provided to assist teachers in overall student improvement through differentiation and focused teaching.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved STAAR performance in all student groups **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Contracted Services - 255-Title IIA - 255-8-13-105-24-29-6299-00 - $2,600	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Provide supplemental instructional materials/student access to programs that support daily instruction or professional development trainings implemented in the core content classrooms.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Documented classroom observations of teachers and students using materials during instruction. Increased scores on CBA, benchmarks and STAAR. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Supplies and materials - 211-Title IA - 211-8-11-105-30-29-6399-00 - $22,000	**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: CTT meetings once a week for planning and professional learning.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Schedule of CTT meetings, agendas and sign-in sheets. Lesson plans are collaborative, aligned with TEKS, improved common assessments and CBA performance **Staff Responsible for Monitoring:** Administrators, Instructional Specialists, Classroom teachers	**Nov**	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Actively participate in team meetings that are focused on instruction and student improvement. Team meetings will also address exploring strategies to promote higher order thinking skills in all students, interventions for closing instructional gaps and sharing best practices.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Team meetings, data to reflect increase in individual scores. **Staff Responsible for Monitoring:** teachers instructional specialists	**Nov**	**Jan**	**Mar**	**June**

Strategy 6 Details	Reviews			
Strategy 6: Teacher and student creation of data sheets so students can track their progress and set goals. School will focus on having Academic Celebrations and Recognition for progress.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students can articulate their progress. **Staff Responsible for Monitoring:** Principal	**Nov**	**Jan**	**Mar**	**June**

Strategy 7 Details	Reviews			
Strategy 7: Instructional Coaches will model and coach teachers as needed with the RLA components.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Classroom environment, small guided groups and formative data binders. Increase number of students leaving grade level on level in reading.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators, Instructional Specialists **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Academic Coaches - 211-Title IA - 211-8-11-105-30-00-6119-00 - $126,661				

Strategy 8 Details	Reviews			
Strategy 8: Improve TELPAS proficiency levels from previous year. Monitor ELL, ESL, M1, M2 and waiver students for academic progress.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Evidence of student growth and performance level on common assessments, CBA, TELPAS and STAAR. **Staff Responsible for Monitoring:** Administrators, Bilingual teachers, instructional specialists				

Strategy 9 Details	Reviews			
Strategy 9: Conduct learning walks throughout the year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Evidence of student growth and increased performance level on curriculum based assessments and STAAR.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators and instructional specialists c				

Strategy 10 Details	Reviews			
Strategy 10: Dyslexia students served every day for forty-five minutes with the dyslexia teacher. Reading by Design will be used.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Student progress and achievement level on common assessments, curriculum based assessments and STAAR. **Staff Responsible for Monitoring:** Dyslexia specialist **Funding Sources:** - Special Programs				

Strategy 11 Details	Reviews			
Strategy 11: Provide professional development to assist teachers and instructional specialists in overall student improvement through differentiation and focused teaching.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Documented classroom observations of teachers and students using strategies. Increased scores on CBA, benchmarks and STAAR. **Staff Responsible for Monitoring:** Administrators **Funding Sources:** Academic Coaches - 211-Title IA - 211-8-11-105-30-00-6119-00 - $126,661, Contracted Services - 211-Title IA - 211-8-13-105-30-24-6200-DW - $4,166, Professional Development - 255-Title IIA - 255-8-13-105-24-29-6299-00 - $2,600, - Local Funding				

Strategy 12 Details	Reviews			
Strategy 12: Support from educational staff in reading explaining the TEKS at each grade level. Involve teachers from selected grade levels to write and review common assessments.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student progress and increase achievement levels on curriculum based assessments and STAAR & training sign-in sheets **Staff Responsible for Monitoring:** Curriculum specialist				

Strategy 13 Details	Reviews			
Strategy 13: Increase in walkthroughs to ensure implementation of TEKS in reading at all grade levels.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student progress and higher achievement levels on curriculum based assessments and STAAR. **Staff Responsible for Monitoring:** Administrators, ELA curriculum specialists				

Strategy 14 Details	Reviews			
Strategy 14: GT enrichment will be provided throughout the instructional day for students identified as GT.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 10% increase of students reaching Masters performance level on STAAR.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional Specialists				

Strategy 15 Details	Reviews			
Strategy 15: Leveled Literacy Invention and SIL groups are provided as needed to improve the reading levels of at-risk and EL students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student progress in reading **Staff Responsible for Monitoring:** Instructional Specialists and Administrators **TEA Priorities:** Build a foundation of reading and math				

Strategy 16 Details	Reviews			
Strategy 16: ELA Curriculum Leadership Team members will actively participate and accurately disseminate information regarding the following district non-negotiable standards and the proficiency levels of the standards:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 16: ELA Curriculum Leadership Team members will actively participate and accurately disseminate information regarding the following district non-negotiable standards and the proficiency levels of the standards:
Strand 1: Vocabulary (B)
Strand 2: Comprehension (G)
Strand 3: Response Skills (C)
Strand 4: Multi-Genres (Diii)
Strand 5: Literacy Elements (C)
Strand 6: Author's purpose and Craft (B)
Strand 7: Writing Process (Di)

    Strategy's Expected Result/Impact: Vertical Alignment Kinder-4th grade

    Staff Responsible for Monitoring: Administrators

    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

Strategy 17 Details	Reviews			
Strategy 17: JSES will implement dual language in Pre-K - 3rd grade. Materials, supplies and training will be provided to teachers and students in order to be successful in the acquisition of their native language(Spanish) as well as learning English.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

    Strategy's Expected Result/Impact: Acquisition of Spanish/English
    Staff Responsible for Monitoring: Bilingual Instructional Specialist and Administrators

Strategy 18 Details	Reviews			
Strategy 18: Fundation phonics will be provided to teachers in Pre-K-3rd grade to assist them with instruction in phonics.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased number of students on grade level in reading.	**Nov**	**Jan**	**Mar**	**June**

    Staff Responsible for Monitoring: Administrator

    TEA Priorities:
Build a foundation of reading and math

Strategy 19 Details	Reviews			
Strategy 19: Bilingual teachers in 1st and 2nd grade will receive training in El Proximo Paso. El Proximo Paso will assist teachers with phonics instruction with our ELL students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

    Strategy's Expected Result/Impact: Increase number of ELL students on grade level in reading
    Staff Responsible for Monitoring: Bilingual instructional specialists and administrators.

    TEA Priorities:
Build a foundation of reading and math

Strategy 20 Details	Reviews			
Strategy 20: Bilingual teachers in Pre-K and Kindergarten will receive training in El Camino al exito. El Camino al exito will assist teachers with phonics instruction with our ELL students. **Strategy's Expected Result/Impact:** Increase number of ELL students on grade level in reading **Staff Responsible for Monitoring:** Bilingual instructional specialists and administrators. **TEA Priorities:** Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress   100% Accomplished   Continue/Modify   X Discontinue

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

Performance Objective 2: All students will show one year or more growth in math. Increase the performance of all students and student groups on the 3rd grade STAAR assessment. The TEA Accountability rating for Domain 1 will increase to 80% or better.

High Priority

Evaluation Data Sources: Improved STAAR results, CA's, Eureka assessments, MCLASS, MAP, IEP progress monitoring

Strategy 1 Details	Reviews			
Strategy 1: Instructional specialist will attend math & science CLT meetings that model research based best practice in the content areas.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Documented sign-in sheets of training, classroom environment, small guided groups and formative data binders. **Staff Responsible for Monitoring:** Instructional specialists & administrator **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Academic Coaches - 211-Title IA - 211-8-11-105-30-00-6119-00 - $126,661				

Strategy 2 Details	Reviews			
Strategy 2: To improve instructional practices and promote small group instruction, teachers will have an opportunity to observe other math teachers.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Evidence of student growth on common assessments and curriculum based assessment. **Staff Responsible for Monitoring:** Instructional specialists and administrator **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
Strategy 3: Teachers and instructional specialists will continue to receive professional development to improve instructional practices...Eureka, CAMT, Math Games for the Texas State Standards, etc.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Evidence of student growth on common assessments and curriculum based assessment. **Staff Responsible for Monitoring:** Administrators **Funding Sources:** - Local Funding, - 255-Title IIA				

Strategy 4 Details	Reviews			
Strategy 4: Provide supplemental instructional materials/student access to programs that support daily instruction or professional development trainings implemented in the core content classrooms.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Documented classroom observations of teachers and students using materials during instruction. Increased scores on CBA, benchmarks and STAAR. **Staff Responsible for Monitoring:** Administrator **Funding Sources:** Materials - 211-Title IA - 255-8-23-105-24-29-6399-00 - $946				

Strategy 5 Details	Reviews			
Strategy 5: Provide professional development to assist teachers and instructional specialists in overall student improvement through differentiantion and focused teaching.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Documented classroom observations of teachers and coaches using strategies. Increased scores on CBA, benchmarks and STAAR. **Staff Responsible for Monitoring:** Adminstrators				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

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

Performance Objective 3: All students will show one year or more growth in writing.

High Priority

Evaluation Data Sources: Improved STAAR results, CA's, PSBM, CBA, TELPAS, IEP progress monitoring, writing portfolios

Strategy 1 Details	Reviews			
Strategy 1: Instructional specialist will attend ELA & Social Studies CLT meetings that model research based best practice in the content areas. **Strategy's Expected Result/Impact:** Documented sign-in sheets of training, classroom environment, small guide groups and formative data binders, walk-throughs, improved CBA results, increased reading levels as measured by DRA, CBA and STAAR **Staff Responsible for Monitoring:** Curriculum specialists, teachers	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Contracted services will be provided to assist teachers in overall student improvement through differentiation and focused teaching in writing. **Strategy's Expected Result/Impact:** Documented sign-in sheets of training, classroom environment, small guided groups and formative data binders. **Staff Responsible for Monitoring:** Principal **Additional Targeted Support Strategy** **Funding Sources:** Contracted Services and programs - 211-Title IA - 211-8-13-105-30-24-6200-DW - $4,166, - IDEA B, - Local Funding	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 3 Details		Reviews			
Strategy 3: Provide supplemental instructional materials that support professional development.		**Formative**			**Summative**
-Writing - Empowering Writers -Social Studies		**Nov**	**Jan**	**Mar**	**June**
-Leveled books (Balanced Literacy Library) -Comprehension -Phonics -Guiding Readers and Writers -Climb Inside a Poem -Interactive Read Aloud -Lucy Calkins Units of Study -Multisensory Grammar - Patterns of Power - Scholastic Storyworks - Scholastic Short Reads **Strategy's Expected Result/Impact:** Documented classroom observations of teachers and students using materials during instruction. Improved scores in content areas via CBA and STAAR results **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funding					

Strategy 4 Details		Reviews			
Strategy 4: Instructional specialists will model and coach teachers as needed with the implementation of RLA components. Instructional Interventionists and teachers provide Tier 2 intervention to students.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Classroom environment, small guided groups and formative data binders. **Staff Responsible for Monitoring:** Administrator **Funding Sources:** FTE 2.0 - 211-Title IA - 211-8-11-105-30-00-6119-00 - $126,661, - 199-SCE, - Local Funding					

Strategy 5 Details		Reviews			
Strategy 5: Provide professional development to assist teachers and instructional specialists in overall student improvement through differentiation and focused teaching.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Documented classroom observations of teachers and students using strategies. Increased scores on CBA, benchmarks and STAAR. **Staff Responsible for Monitoring:** Administrators					

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

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

Performance Objective 4: Ensure 100% of students are offered well-rounded educational opportunities.

    Evaluation Data Sources: Improved STAAR results, Increased interest in STEM activities

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development to assist teachers and instructional specialists in overall student improvement through differentiation and focused teaching.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Evidence of student growth on informative and formative assessments. **Staff Responsible for Monitoring:** Administrators				

Strategy 2 Details	Reviews			
Strategy 2: Provide professional development to assist instructional specialist in writing goals and objectives for our students with disabilities.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Well developed program for students with disabilities. **Staff Responsible for Monitoring:** Instructional Specialists, Special Ed staff				

Strategy 3 Details	Reviews			
Strategy 3: JSES will promote well-rounded educational opportunities by providing ALL students (including those considered low-income) with supplies, updated literature in the library in both English and Spanish, materials, technology, hands-on learning opportunities (UIL A+ and related field trips), and supporting of non-profit competitions related to UIL A+ in order to provide an enriched and accelerated curriculum.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved STAAR scores **Staff Responsible for Monitoring:** Principal				

Strategy 4 Details	Reviews			
Strategy 4: Recess will provided to all students every day.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Promote healthy students through daily exercise.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal				

Strategy 5 Details		Reviews		
Strategy 5: Art will be provided weekly to students. Supplies and materials will be purchased as necessary.		Formative		Summative
Strategy's Expected Result/Impact: Promote fine arts with our students. **Staff Responsible for Monitoring:** Principal	Nov	Jan	Mar	June

Strategy 6 Details		Reviews		
Strategy 6: JSES will promote well-rounded educational opportunities for all students through Maker Space. Supplies, materials and technology will be needed in order to provide this opportunity to all students.		Formative		Summative
Strategy's Expected Result/Impact: Improved STAAR scores **Staff Responsible for Monitoring:** Administrator	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: Create and maintain a safe and supportive environment for students and staff.

    High Priority

    Evaluation Data Sources: Analysis of office referral data

Strategy 1 Details		Reviews			

Strategy 1: Counselor will attend training on guidance lessons in order to provide students with weekly guidance lessons that focus on bullying, relationships, abuse, etc.
    Strategy's Expected Result/Impact: Increase in student attendance
    Staff Responsible for Monitoring: Counselor
		Formative			**Summative**

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

Strategy 2: Use Core Essential Social Skills, Character Strong, right choice programs, and It Starts with Hello to promote positive character development.
    Strategy's Expected Result/Impact: Classroom walk-throughs, office referral documentation
    Staff Responsible for Monitoring: Counselor
		Formative			**Summative**

		Nov	Jan	Mar	June
Strategy 3 Details		**Reviews**			

Strategy 3: Provide counseling, materials, clothing and transportation to identified homeless students so they are able to attend school on a daily basis.
    Strategy's Expected Result/Impact: Documented services and materials supplied to students. Student attendance.
    Staff Responsible for Monitoring: Counselor, District Social Worker
 	
    Funding Sources: Instructional materials - 211-Title IA - 211-8-11-105-30-29-6399-41 - $300, Transportation - 211-Title IA - 211-8-11-105-30-29-6412-41 - $2,083
		Formative			**Summative**

		Nov	Jan	Mar	June
Strategy 4 Details		**Reviews**			

Strategy 4: Promote "No Place for Hate" program campus wide.
    Strategy's Expected Result/Impact: Students trained as Ambassadors for the program, students and staff wearing shirts in support of the program and participation in Unity Day.
    Staff Responsible for Monitoring: Counselor
		Formative			**Summative**

		Nov	Jan	Mar	June

Strategy 5 Details		Reviews			

Strategy 5: Staff will complete trainings on sexual abuse prevention and recognition of maltreatment of children and child abuse reporting in order to address specific situations.
    Strategy's Expected Result/Impact: Documentation of trainings and achievement of certification in a timely manner.
    Staff Responsible for Monitoring: Administrators
		Formative			Summative

		Nov	Jan	Mar	June

Strategy 6 Details		Reviews			

Strategy 6: Provide teachers training on bully prevention in order to notice signs in the classrooms.
    Strategy's Expected Result/Impact: Reduction in the number of referrals for bullying and increase in student attendance
    Staff Responsible for Monitoring: Counselor
		Formative			Summative

		Nov	Jan	Mar	June

Strategy 7 Details		Reviews			

Strategy 7: Provide physical education classes for all students 2-3 days a week.
    Strategy's Expected Result/Impact: Improvement in physical fitness of students.
    Staff Responsible for Monitoring: PE teacher
		Formative			Summative

		Nov	Jan	Mar	June

Strategy 8 Details		Reviews			

Strategy 8: Staff members will attend training and receive reading materials on safety, restorative practices, PBIS, and/or relationship building in order to promote a safe learning environment.
    Strategy's Expected Result/Impact: Reduction in the number of referrals
    Staff Responsible for Monitoring: Administrators, cafeteria staff, custodial staff, teachers, instructional coaches, counselor, librarian
		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: Increase student attendance from 93% to 95%.

High Priority

Evaluation Data Sources: Weekly PEIMS/Skyward/Attendance Data

Strategy 1 Details				Reviews			
Strategy 1: Provide various attendance incentives to individual students and classrooms.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in daily student attendance.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, counselor, teachers, attendance clerk							

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

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

Performance Objective 1: Increase the number of parent engagement activities.

    Evaluation Data Sources: Sign in sheets, feedback from survey

Strategy 1 Details	Reviews			
Strategy 1: Hold Family Literacy and Math Night on October 8, 2024 to promote the importance of reading, writing and math and provide parents with strategies and activities they can do at home to help their children with these skills. Make and Take activities will be provided.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Analysis of parent surveys, attendance sheets
    Staff Responsible for Monitoring: Instructional Interventionists/Coaches
Administrators
Classroom Teachers
Librarian
 	
    Funding Sources: Snacks - 211-Title IA - 211-8-61-105-30-29-6499-00 - $200				

Strategy 2 Details	Reviews			
Strategy 2: Parents will be invited to all school functions such as: - Parent Orientation/Title 1 Nights - - ELL parent night - Field Day - Evening book fairs - Open House - Music Programs - Awards Assemblies - Grandparents' Day	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Parent survey, sign in sheets
    Staff Responsible for Monitoring: Instructional Interventionists/Coaches, Administrators, classroom teachers, counselor, librarian
 	
    Funding Sources: Snacks for parent meetings - 211-Title IA - 211-8-61-105-30-29-6499-00 - $200				

Strategy 3 Details	Reviews			
Strategy 3: Staff Schoology and campus web pages will be kept current and used to communicate with parents and the community. **Strategy's Expected Result/Impact:** up-to-date web pages **Staff Responsible for Monitoring:** Classroom teachers, receptionist	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Recruit staff, parent, community and business members to participate in the evaluation, development and planning of the campus improvement plan during the school year. **Strategy's Expected Result/Impact:** Documentation of invitations, meetings with sign-in sheets, agendas, notes and completed CIP. **Staff Responsible for Monitoring:** Principal	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Provide parents with information regarding the district, campus and curriculum and information on their child's progress and opportunities to participate in campus activities. **Strategy's Expected Result/Impact:** Documentation of distribution of information, sign-in sheets at activities and parent survey results. **Staff Responsible for Monitoring:** Principal	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 6 Details	Reviews			
Strategy 6: Provide opportunities for parents of bilingual students to meet with their child's teacher to learn how to increase their child's English proficiency. **Strategy's Expected Result/Impact:** Improvement on STAR, Telpas, common assessments and CBA **Staff Responsible for Monitoring:** teachers	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 7 Details	Reviews			
Strategy 7: Provide parents with their child's academic results on state assessment. **Strategy's Expected Result/Impact:** Provide necessary student information for parents to access website. **Staff Responsible for Monitoring:** Administrators	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 8 Details	Reviews			
Strategy 8: Provide parental conferences with teachers on their child's academics. **Strategy's Expected Result/Impact:** Documentation of invitation and sign in sheets **Staff Responsible for Monitoring:** teachers	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 9 Details	Reviews			
Strategy 9: The campus will make available the English version of the Parent and Family Engagement Policy by posting it in the Student Handbook and making it available in the Campus Library. The campus needs assessment and campus improvement plan can be found on the campus website, as well as the campus library, and the District Administration Building in an effort to build parent engagement. Spanish translation of all documents are available upon request. **Strategy's Expected Result/Impact:** Community Involvement **Staff Responsible for Monitoring:** Administrator	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
Strategy 10: Pre-K and Kindergarten transition day provided for students on August 14. **Strategy's Expected Result/Impact:** Students and parents meet teachers and other students before school begins. **Staff Responsible for Monitoring:** Teachers, Administrators	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
Strategy 11: Parent Engagement Coordinator will help plan and implement parent engagement activities throughout the year. **Strategy's Expected Result/Impact:** Increase in parent involvement - sign-in sheets **Staff Responsible for Monitoring:** Administrator	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
Strategy 12: Parent assistance in understanding content standards, how to monitor their child's progress and help improve student achievement. **Strategy's Expected Result/Impact:** Parent Survey Results **Staff Responsible for Monitoring:** Parent Engagement Coordinator and Administrators	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 1: Reduce the turnover rate by 5% through mentoring and staff development and increase hiring strategies for highly qualified personnel.

    Evaluation Data Sources: Retain highly qualified effective teachers and recruit the best highly qualified teachers for the staff.

Strategy 1 Details	Reviews			
Strategy 1: Administrators will provide tiered interventions designed to assist teachers who experience difficulty in meeting district and state standards in the classroom.	**Formative**			**Summative**
Strategy's Expected Result/Impact: TTESS and walk throughs **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Any new teacher will be provided support from a mentor teacher located on the campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Good teaching in the classroom and the individual desire to grow on campus. Increased in certification for staff. **Staff Responsible for Monitoring:** Director of Professional Development, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 255-Title IIA	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Give timely feedback to teachers from walkthrough visits and observations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Eduphoria (Strive) records, administrator tracking sheets of walkthrough visits **Staff Responsible for Monitoring:** Principal, Assistant Principal	**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Any new teacher hired who does not meet highly qualified standards will be provided with training opportunities, certification/test prep practice, and district support in order to meet highly qualified standards.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Documentation of trainings and achievement of certification in a timely manner. **Staff Responsible for Monitoring:** Director of Professional Development, Principal, Director of Human Resources **Funding Sources:** - Local Funding	**Nov**	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Provide staff with researched based training and materials to enhance instruction for all students in all content areas.	**Formative**			**Summative**
-	**Nov**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Improvement in MCLASS, MAP and STAAR scores
    Staff Responsible for Monitoring: Deputy Superintendent for Educational Services, Director of Federal Programs, Director of Professional Development, Principal, Teacher
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
    Funding Sources: Supplies and materials - 255-Title IIA - -8-13-105-24-29-6399-00 - $1,000				

Strategy 6 Details	Reviews			
Strategy 6: District campus principals and their collaborative teams will be provided with training, support, materials and coaching on how to improve teacher planning aligned to curriculum as well as how to monitor, assess and guide teachers to improve instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Documentation of training and achievement of certification in a timely manner. **Staff Responsible for Monitoring:** Deputy Superintendent for Educational Services, Director of Professional Development				

Strategy 7 Details	Reviews			
Strategy 7: Principal will attend college recruitment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Hiring of highly qualified teacher	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal				

Strategy 8 Details	Reviews			
Strategy 8: Campus administration will attend special education legal training in order to remain current on special education laws.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Documentation of training and achievement of certification in a timely manner.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Special Programs				

Strategy 9 Details	Reviews			
Strategy 9: Campus administration will attend professional development throughout the year.	**Formative**			**Summative**

-lead4ward
-Restorative Practice
-Solution Tree
-Rigor, Relevance & Relationship
    Strategy's Expected Result/Impact: Documentation of training
    Staff Responsible for Monitoring: Deputy Superintendent for Educational Services
	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: Ensure 100% of allotted budget is spent on activities to improve student achievement and campus environment.

    Evaluation Data Sources: Budget

Strategy 1 Details	Reviews			
Strategy 1: Office staff and administrators will be trained by district business director on district policies and procedures for correct management of budgets.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Sign in sheet from training, compliance with district policies regarding budget management.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School secretary, Principal, Director of Business Operations				

Strategy 2 Details	Reviews			
Strategy 2: All business and money handled on campus will be documented and receipts will be provided.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Clear audits	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Secretary				

Strategy 3 Details	Reviews			
Strategy 3: Collaborate and plan with district budget managers when making decisions based on professional development. Master schedule, student and staff programs and materials to support at-risk students academic learning and improvement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Documentation of purchase orders, request for pay. Correct use of funds as documented in audits.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, A-Team				

Strategy 4 Details	Reviews			
Strategy 4: Provide and monitor procedures in place to promote energy conservation on a daily basis.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Documentation completed by district energy management team.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, staff				

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

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

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

Evaluation Data Sources: Accelerated Reader, ST Math data, Summit K-12, Imagine Learning

Strategy 1 Details	Reviews			
Strategy 1: Grade level technology TEKS will be the basis of instruction in the classroom and computer lab.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Lesson plans incorporating technology, evidence of students using technology observed in walkthrough visits and observations	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teachers, Administrators				

Strategy 2 Details	Reviews			
Strategy 2: Continue to purchase instructional technology hardware that will support the most current educational software and testing requirements.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All teachers have necessary instructional technology in the classrooms in order to carry out things learned in professional development to increase student achievement.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Technology Department Principal Dir. Fed. Programs/ELL				

Strategy 3 Details	Reviews			
Strategy 3: The computer lab will be used to provide students with such programs as ST Math and Accelerated Reader.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Documentation of lab used by students. **Staff Responsible for Monitoring:** Administrator, Classroom teachers	Nov	Jan	Mar	June
Funding Sources: Supplies and materials - 211-Title IA - 211-8-11-105-30-29-6399-00 - $22,000				

Strategy 4 Details	Reviews			
Strategy 4: Utilize the instructional technologist to help teachers utilize technology to develop and continue to improve instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers use of technology	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators, instructional technologist				

Strategy 5 Details	Reviews			
Strategy 5: Provide supplemental and researched based instructional resources to support teachers with instruction of students.	Formative			Summative
Strategy's Expected Result/Impact: Student progress on curriculum based assessments and STAAR.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators, instructional technologist **Funding Sources:** - 211-Title IA - $3,000				

Strategy 6 Details	Reviews			
Strategy 6: MAP testing conducted three times a year to assess 2nd and 3rd grade students in reading and math.	Formative			Summative
Strategy's Expected Result/Impact: Student progress in math and reading.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators				

Strategy 7 Details	Reviews			
Strategy 7: MClass testing conducted three times a year to assess Kinder and 1st grade students in reading.	Formative			Summative
Strategy's Expected Result/Impact: Student progress in reading	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators				

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

State Compensatory

Personnel for Silbernagel Elementary School

Name	Position	FTE
Allen, J	Social Worker	0

Title I Personnel

Name	Position	Program	FTE
James, C.	Instructional Specialist		1.0

Campus Improvement Committee

Committee Role	Name	Position
Paraprofessional	Javon Lundy	Paraprofessional
instructional coach	Lezli Tonnies	math coach
Classroom Teacher	Tayla Sumbler	2nd grade Teacher
Classroom Teacher	Kelsey Helton	Auxiliary Teacher
Classroom Teacher	Tammy Verstrate	Kindergarten teacher
Classroom Teacher	Jessica Vrana	1st grade teacher
District Representative	Debby Noffisinger	Data Specialist
Classroom Teacher	Janine Clayton	3rd grade teacher
Classroom Teacher	Kendall Baker	SPED teacher
Classroom Teacher	Mary Termini	Pre-K
Counselor	Marlene Alaniz	counselor
Administrator	AJ Lemmon	Assistant Principal
Administrator	Leslie Burke	Principal

Campus Funding Summary

211-Title IA

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Academic Coaches	211--8-11-105-30-00-6119-00	$126,661.00
1	1	3	Supplies and materials	211-8-11-105-30-29-6399-00	$22,000.00
1	1	7	Academic Coaches	211-8-11-105-30-00-6119-00	$126,661.00
1	1	11	Academic Coaches	211-8-11-105-30-00-6119-00	$126,661.00
1	1	11	Contracted Services	211-8-13-105-30-24-6200-DW	$4,166.00
1	2	1	Academic Coaches	211-8-11-105-30-00-6119-00	$126,661.00
1	2	4	Materials	255-8-23-105-24-29-6399-00	$946.00
1	3	2	Contracted Services and programs	211-8-13-105-30-24-6200-DW	$4,166.00
1	3	4	FTE 2.0	211-8-11-105-30-00-6119-00	$126,661.00
2	1	3	Instructional materials	211-8-11-105-30-29-6399-41	$300.00
2	1	3	Transportation	211-8-11-105-30-29-6412-41	$2,083.00
3	1	1	Snacks	211-8-61-105-30-29-6499-00	$200.00
3	1	2	Snacks for parent meetings	211-8-61-105-30-29-6499-00	$200.00
5	2	3	Supplies and materials	211-8-11-105-30-29-6399-00	$22,000.00
5	2	5			$3,000.00
				Sub-Total	$692,366.00

255-Title IIA

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Contracted Services	255-8-13-105-24-29-6299-00	$2,600.00
1	1	11	Professional Development	255-8-13-105-24-29-6299-00	$2,600.00
1	2	3			$0.00
4	1	2			$0.00
4	1	5	Supplies and materials	-8-13-105-24-29-6399-00	$1,000.00
				Sub-Total	$6,200.00

199-SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	4			$0.00
				Sub-Total	$0.00
Local Funding					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	11			$0.00
1	2	3			$0.00
1	3	2			$0.00
1	3	3			$0.00
1	3	4			$0.00
4	1	4			$0.00
				Sub-Total	$0.00
Special Programs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	10			$0.00
				Sub-Total	$0.00
IDEA B					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2			$0.00
				Sub-Total	$0.00