

Dickinson Independent School District

Dickinson Junior High

2025-2026 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 Commitments

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

Demographics

Demographics Summary

Leader: Ashley Creech and Sharon Boudreaux

Committee Members: Jennie Beltran, Karina Alvarado, Allyson Loving, Rumaldo Saenz, Audrey Lufkin, BreYhana Watson, Dephina Clark, Alyssa Comeaux, William Stinson, Otis Brown, Julie Gonzales, and Ayleen Lue

Date Committee Met:

Summary:

During our committee meeting, we conducted a comprehensive review of data related to demographics. The data sources utilized for this needs assessment include: attendance, enrollment broken down by gender/race/ethnicity/at risk categories, discipline data broken down by nine weeks/gender/offenses, and the previous year's Campus Improvement Plan focused on demographics. Enrollment data supported the view of increase from last year to this year - Total Students: 1,060.

Hispanic/Latino: 414 (39.06%) continuing to increase enrollment. Also, Data shows that males have a higher rate of discipline issues than female students. Finally, attendance rates for the 2024-2025 school year have increased from 2023-2024 school year. This year's attendance ranged from 95.6--96.1 for each nine week grading period which was an increase from last year's rates. Committee feels attendance has increased due to students having more opportunities to be a part of DJHS after school with clubs and sports.

As discussed, our campus has several strengths, including a diverse student population, strong parent involvement, many GT and ESL-certified teachers, improving attendance rates, and stable student enrollment. A variety of extracurricular opportunities also supports student engagement.

However, challenges remain. There is a gap between the number of Hispanic staff members and the Hispanic student population, largely due to non-competitive district pay compared to surrounding areas. Increasing teacher salaries could help attract a more representative staff.

Additionally, there has been a rise in discipline referrals among male students. This is linked to developmental differences in emotional regulation at the junior high level. Solutions include reinforcing behavioral expectations, using restorative discipline practices, promoting positive behavior, pairing students with positive role models, and offering emotional support through regular check-ins.

Demographics Strengths

Campus Strengths: Demographics: Strengths:

- Diverse student populations
- Many teachers are GT and/or ESL certified
- Diverse student population
- Parent involvement

- extracurricular activities/opportunities
- Attendance improving each year
- Student population stability

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: Teachers in DISD are not paid at the same rate as our surrounding areas

Problem Statement 2: Dramatic increase in discipline referrals for males compared to females.

Root Cause: In junior high, boys often mature a bit later than girls in terms of impulse control and emotional regulation. That gap can make a difference in behavior during these years. Teacher presence, procedure, and expectations need to be revisited each nine weeks and after holidays breaks.

Student Achievement

Student Achievement Summary

Leader: Joey Molina, Cedric Davis

Committee Members: Zhana Allen, Patrick Armstrong, Bailey Shinn, Christi Verdun, Jennie Hernandez, Angelica Jackson, TeRhonda Morgan, Jimmie Tyson, Saudi Nelle, Alena Chong, Alicia Westerlage

Date Committee Met: April 23, 2025

Summary:

During the committee meeting, members reviewed past problem statements and assessed progress toward resolving them. The team acknowledged significant strides in key areas, including the implementation of strong instructional strategies through aggressive monitoring, effective questioning, and exit tickets. A campus-wide reading incentive program, BeanStack, was introduced to boost student engagement with reading. Additionally, collaborative teams effectively developed layered intervention groups for targeted instruction and STAAR review, marking substantial progress in instructional alignment and student support.

The committee then examined both campus comparative and student longitudinal data from STAAR and PSBM assessments. The data indicated notable gains across most content areas and student groups, particularly among lower-performing students, attributed to interventions like Gator Grow Time. However, concerns were raised about regression among high-performing students, likely due to limited enrichment opportunities and a predominant focus on struggling learners. Moreover, the committee observed a dip in math performance from 6th to 7th grade, prompting a discussion on curriculum gaps related to foundational skills. These insights led to the identification of both strengths and emerging areas for targeted improvement.

Student Achievement Strengths

- Based on the data reviewed by the committee, there has been improved performance across most content areas when compared across school years.
- Based on the data reviewed by the committee, there has been improved student performance across most content areas when compared to the students' previous year STAAR performance.
- Based on the data reviewed by the committee, our lowest-performing students are showing high rates of growth as a result of our campus's system for targeted supports through Gator Grow Time.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Based on the data reviewed by the committee, the highest performing groups of students are regressing at a higher rate than students in the middle or bottom

Root Cause: * The committee believes that this is the result of the campus's focus on struggling students more than those who are high performing. * The committee also believes that there is a lack of enrichment opportunities for high-performing students.

Problem Statement 2: The campus is performing better this year than in the previous year in 7th-grade math, but there is a drop in student group performance from 6th-grade math to 7th-grade math.

Root Cause: * The committee believes that this is the result of the curriculum possibly not addressing the foundational skills students need, in order to be successful in 7th-grade math.

School Culture and Climate

School Culture and Climate Summary

Leader: Ms.Caldwell, Mr. Lujan

Committee Members: Ashley Beagnyam, Regina Bishop, Gerik Lyssy, Christian Shinn, Jade Wadkins, Jacob Perales, Alicia Milutin, Mariah Reyes, Lisa Ivy, Terrance, Franklin, Jacqueline Rodriguez, Daisy Esparza

Date Committee Met: April 23, 2025

Summary:

During our committee meeting, we conducted a comprehensive review of data related to school culture and climate. The data sources included the Fall Staff Survey, discipline data from the fall semester, and the previous year's Campus Improvement Plan focused on school climate and culture. The Fall Staff Survey revealed that the majority of teachers feel supported through the curriculum, campus systems, and available resources. These responses indicate that the school culture is perceived positively, with the overall climate being rated on the higher end of the “B” range, approaching an “A.” This perception reflects strong systems of support and consistent schoolwide procedures.

Discipline data supported this view, showing that while there are still areas for growth, campus efforts in maintaining a safe and structured learning environment have been effective overall. However, physical aggression incidents, particularly among students, were noted as a continuing concern. In response, the committee recommended the implementation of a *strong and consistent Social-Emotional Learning (SEL) system* for students. Members emphasized that integrating SEL into the daily school experience can positively influence the campus climate by helping students build emotional regulation skills, reduce physical aggression, and foster healthier peer relationships. Additionally, a review of last year’s Campus Improvement Plan showed that previously implemented strategies have contributed to a more cohesive and supportive school culture.

Despite these strengths, the committee identified opportunities for continued improvement. Members recommended establishing a consistent system of feedback for both teachers and students. This system would aim to promote continuous growth, maintain alignment with school goals, and ensure transparency and shared accountability. Another key recommendation was the equitable support and planning time for all subject areas. Committee members expressed that while core subjects tend to receive more structured planning and intervention support, all content areas should have equal access to resources and collaboration time to foster a unified culture of excellence.

As we move forward, the committee will prioritize implementing these recommendations to further enhance the school climate and support academic success across all areas.

School Culture and Climate Strengths

Campus Strengths:

- **Teacher Support and Positive Staff Perception**
- **Consistent Systems and Procedures**
- **Data-Driven Instruction and Intervention**
- **Collaboration Among Teachers and Support Staff**
- **Parent Engagement Opportunities**
- **Focus on Continuous Improvement**

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: While student academic growth is evident, elective teachers report feeling under-supported in instructional planning and professional collaboration.

Root Cause: Campus instructional support systems are primarily focused on core content areas, resulting in limited access to coaching, planning time, and resources for elective teachers.

Problem Statement 2: Incidents of physical aggression and student misbehavior continue to impact the overall learning environment and student relationships.

Root Cause: There is a lack of a fully implemented, campus wide Social-Emotional Learning (SEL) system to help students develop self-regulation, conflict resolution, and empathy skills.

Problem Statement 3: There is no consistent, campus wide system for providing ongoing feedback to teachers and students.

Root Cause: Feedback practices vary widely by grade level and subject area, and there is no formal structure in place to ensure all stakeholders receive timely, constructive, and actionable input for growth.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Leader: Clara Revuelta, Jenny Spray

Committee Members: Ashley Bennett, Mark Patterson, Rodney Smith, Taylor Payne, Laura Westerlage, Qwame Nelloms, Gina Salinas, Donald Moore, Shanael Williams, Debra Silva, Elizabeth Rodriguez, Jennifer Oznick

Date Committee Met: April 23, 2025

Summary:

The committee reviewed campus data related to staff quality, recruitment, and retention, including teacher certification rates, staff evaluation trends, and retention statistics. The data reflected that 100% of core teachers are certified, though there are still gaps in ESL and GT certification among some RLA and STEAM teachers. Observation and walkthrough data show that the majority of teachers are performing at the proficient level, with a growing number demonstrating accomplished practices. Committee members noted that while many teachers are thriving, paraprofessionals and new staff may benefit from more structured feedback and support systems. Teachers expressed appreciation for opportunities to engage in walkthroughs and collaborative learning but requested longer observation periods and immediate feedback to support their professional growth.

The committee also explored the causes of ongoing retention challenges. While projected retention rates have improved slightly, resignations continue due to factors largely outside of campus control, such as relocation and in-district transfers. Teachers voiced a need for more clarity on professional development expectations, whether strategies learned are suggested or required, and emphasized the importance of follow-up and implementation support. There was a shared interest in refining PD practices to ensure they are meaningful, manageable, and aligned with staff goals. Overall, the committee recognized a dedicated and growth-minded staff who, with targeted support and clearer systems, have the potential to move from proficient to accomplished campus-wide.

Staff Quality, Recruitment, and Retention Strengths

Campus Strengths:

- 100% of core teachers are certified
- Most teachers are rated proficient or accomplished on walkthroughs and observations
- Teachers are open to growth and eager for professional development opportunities
- Increased collaboration and interest in peer learning and feedback

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Staff retention rates are projected to decline from the opening year.

Root Cause: Although many resignations are due to relocation and retirements, opportunities remain to enhance campus-based support systems, strengthen feedback loops, and provide greater clarity around roles and expectations to foster long-term commitment.

Problem Statement 2 (Prioritized): Professional development implementation varies in consistency.

Root Cause: A professional development plan is in place and reflects campus priorities; however, systems for ongoing monitoring, follow-up, and impact analysis need to be more clearly defined to ensure meaningful implementation and continuous growth.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Leader: Tiffany Mumford-Guyton

Committee Members: Bacon, Flores, DeRaimo, Black, Simpson Holt, Simmons, Sager, Sonka, Tarpey, Potter, L. Payne, King

Date Committee Met: April 23, 2025

Summary

The campus has made significant strides this school year through a focused approach on collaboration, assessment alignment, and targeted instruction. Teachers are utilizing Collaborative Teacher Teams (CTTs) to plan purposefully and respond to data with strategic interventions. Gator Grow is being used not only for student support but also as a tool for monitoring instructional effectiveness and student growth. While progress has been made in aligning instruction to student needs, data indicates that continued refinement in intervention systems and differentiation practices is essential.

Curriculum, Instruction, and Assessment Strengths

Campus Strengths:

- **Intentional Use of Collaborative Planning (CTT):**
Teachers actively participate in CTTs to align instruction and share best practices, strengthening consistency and instructional delivery across the campus.
- **Data-Driven Instruction:**
Teachers use backward planning by reviewing assessments first, ensuring lessons are aligned with content and rigor that reflect tested standards.
- **Evidence-Based Planning Tools:**
The Excel planning document in science supports deep team discussions, long-term planning, and tracking progress.
- **Commitment to Differentiation:**
Scaffolding, small groups, and enrichment activities are embedded into planning and instruction to meet student needs.
- **Strategic Resource Allocation:**
Plans for structural shifts, like double-blocked math classes, are in motion to allow for deeper intervention and more time for small group instruction.
- **Strong Formative Assessment Practices:**
Warm-ups, exit tickets, and aggressive monitoring are consistently used to adjust instruction and drive student accountability.
- **Focus on Instructional Growth:**
Gator Grow is viewed as an opportunity for both student learning and teacher reflection, fostering a culture of continuous improvement.
- **Peer Collaboration in Action:**
Teachers share at-bats, watch peer models during CTT, and rotate lesson planning responsibilities to build collective efficacy.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: All students are not assessment ready.

Root Cause: Small groups of students exhibit behavior concerns or have not mastered foundational standards, limiting their engagement and performance on assessments.

Problem Statement 2: There is a lack of consistency in identifying when students should move from Tier 2 to Tier 3 interventions.

Root Cause: Progress monitoring and data tracking are not systematically used to guide Tier movement, which delays access to more intensive supports.

Problem Statement 3 (Prioritized): CTT discussions lack consistent depth in scaffolding and differentiation strategies.

Root Cause: While differentiation is valued, there is a need for clearer systems and targeted professional development to ensure consistent instructional adjustments for struggling learners.

Family and Community Engagement

Family and Community Engagement Summary

Leader: Abbie Laird and Tameka Henry

Committee Members: Justin Garcia, Zachary Sparks, Endia Boxley, Rebecca Rachel, Maria Figarelli, Ana Vela Hernandez, Vantoni Hill, Rakeisha Walker, Kaci Phillips Herdman

Date Committee Met: 4/23/2025

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.

Family and Community Engagement Strengths

- Administration and faculty communicate effectively with parents in multiple ways-monthly newsletter, email, social media
 - The campus has created a successful partnership with District Social workers, Gator Wellness Center and Bay Area Assistance League in supporting McKinney-Vento students with food, basic needs, and coordinated transportation for our identified homeless students.
 - All campus-to-parent communications go out in English and Spanish.
 - A parent survey is sent at the end of each year to identify strengths and weaknesses to set goals for the following year.
 - We host a website and Facebook page with announcements and school information.
 - Parents are invited to assist with school dances, join school committees such as the Campus Improvement Committee or the Parent Engagement Committee.
 - Our counselors have developed partnerships with the Family Service Center of Galveston County, UTMB, and Mental Health of America to meet the social and emotional needs of our students and families. Counselors also support the emotional needs of both students and parents through direct services and referrals to outside agencies.
 - Parents and teachers are offered a Social Emotional Learning (SEL) screener to assess the emotional needs of their children/students.
 - Parents are involved in SIT, ARD, CIC and LPAC meetings.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Parents don't have the knowledge to use skyward, schoology, classlink and RevTrak

Root Cause: Lack of training, students changing passcodes and remembering their parent passcodes

Problem Statement 2: Parents are unhappy with communication methods. Parents are busy and don't take a vested interest in coming due to work. The home school connection is lost.

Root Cause: No buy in for families to come to visit campus.

School Organization

School Organization Summary

Leader: Chevelle Gillespie & LaShena Demus

Committee Members: McGinty-Grimes, Kinzie, Esquivel, Lynn, Stevens-Sheppard, Wilson, Senseney, White, Poche, Utecht, J. Rodriguez

Date Committee Met: April 23, 2025

Summary:

The School Context and Organization committee conducted a comprehensive review of key campus systems, including instructional time and the master schedule, goal setting and performance monitoring, communication, staff collaboration, and discipline practices. The committee identified several strengths that contribute to a positive and productive campus environment. The implementation of Safe & Civil procedures, supported by administration, has created a safe and structured learning atmosphere. Disciplinary actions are handled consistently, and academic coaching is visible and supportive throughout the hallways. Teachers also report having a strong voice in meetings and decision-making processes.

However, the committee also identified key areas for improvement. One major concern is the lack of consistent communication, particularly when it comes to duty assignments in high-traffic areas. This has led to confusion and inefficiency during key transition times. Furthermore, there is a need for more frequent grade-level meetings to ensure that staff have the opportunity to align expectations, share strategies, and address student needs in a more coordinated way. Another pressing issue is that students who require dyslexia intervention minutes are often unable to be pulled from class due to conflicts with core instructional time. While these students may fall under the guidelines of House Bill 1416, the campus is still required to ensure they receive their mandated dyslexia support services, which presents scheduling and instructional challenges.

Several root causes were discussed. The structure of the master schedule results in 6th, 7th, and 8th grade students moving at different times, making it difficult to coordinate common planning or meeting times across grade levels. In addition, issues with communication and conflict resolution between teams and campus leadership were noted as contributing factors. Additionally, while some students are considered HB 1416 students and are prioritized for core instruction, the requirement to deliver dyslexia minutes remains in place. This creates a difficult balancing act between compliance and instructional support, especially without adequate flexibility built into the schedule.

School Organization Strengths

Campus Strengths:

- Implementation of Safe & Civil practices with admin support.
- Clear and consistent disciplinary procedures; referrals are taken seriously and consequences are given in a timely manner.
- Teachers feel supported by leadership in maintaining structure and expectations.
- Strong teacher voice in meetings and visible administrative presence in the hallway during transition time.
- Effective leadership team structure and shared decision-making.
- We provide intervention daily during GATOR time based off of data
- Grade Level Content Teams are able to lesson plan, disaggregate data, and participate in weekly professional developments. Reviewing data helps us make instructional decisions
- Teachers have autonomy to select intervention students

Problem Statements Identifying School Organization Needs

Problem Statement 1: Interdisciplinary teams do not meet frequently enough to collaborate effectively on student behavior and discipline systems.

Root Cause: Unclear communication or conflict resolution protocols with campus leadership and teams. Staff changes and campus growth have impacted continuity in expectations and routines.

Problem Statement 2: There is a lack of consistent communication particularly for those on duty in high-traffic areas, which contributes to confusion and inefficiency.

Root Cause: Grade levels are moving at all times of day, requiring different meeting logistics and limiting shared planning time.

Problem Statement 3: SPED teams do not consistently plan with core teachers, creating instructional misalignment. Goal setting and SPED planning lack clarity and follow-through.

Root Cause: Infrequent collaboration between SPED and core teachers.

Technology

Technology Summary

Leader: Samantha Battleson, Brittani Lindstrom

Committee Members: Audrey Delp, Jennifer Farris, Yolanda Jones, Corey Lewis, Melanie Macias, Akiru Opolot, Pita Perez, Marcellus Powell, Stacy Sawyer, William Seidensticker

Date Committee Met: April 23, 2025

Summary:

Technology was evaluated using the following data: Resource Allocation & Technology Policies & Procedures and Professional Development for Instructional Technology Implementation. When reviewing the available technology resources and professional development opportunities, the committee determined that while many strengths exist in our current technology integration, there are also areas in need of targeted improvement, particularly related to supporting new staff and strengthening overall technology proficiency for all users.

The committee agreed to keep Problem Statement 8 and its associated Root Cause 8 focused on the need for more teacher training to better engage students using technology, with an emphasis on supporting the integration of new programs and systems into daily instruction. We also identified and agreed on several strengths that we will continue to build upon in the 2025-2026 school year.

Technology Strengths

Campus Strengths:

- Majority of students do well navigating and using Schoology.
- One-to-one computer access in all core classes, CTE, ISS, theatre, art, and with 4 roaming carts available.
- Successful PD provided through sessions like Senso training.
- Students show strong engagement and increased production when using technology.
- Teachers are using technology-based applications (Eduphoria, Classlink tools) to collect data and improve instruction.
- Students are developing stronger typing skills, supporting state testing and academic productivity.

Problem Statements Identifying Technology Needs

Problem Statement 1: More teacher training is needed to engage students using technology.

Root Cause: New programs and systems are introduced each year, and intentional integration into curriculum is needed to ensure success.

Priority Problem Statements

Problem Statement 1: Staff retention rates are projected to decline from the opening year.

Root Cause 1: Although many resignations are due to relocation and retirements, opportunities remain to enhance campus-based support systems, strengthen feedback loops, and provide greater clarity around roles and expectations to foster long-term commitment.

Problem Statement 1 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 2: Professional development implementation varies in consistency.

Root Cause 2: A professional development plan is in place and reflects campus priorities; however, systems for ongoing monitoring, follow-up, and impact analysis need to be more clearly defined to ensure meaningful implementation and continuous growth.

Problem Statement 2 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 3: CTT discussions lack consistent depth in scaffolding and differentiation strategies.

Root Cause 3: While differentiation is valued, there is a need for clearer systems and targeted professional development to ensure consistent instructional adjustments for struggling learners.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

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

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Goals

Revised/Approved: September 1, 2025

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

Performance Objective 1: For the 202-2026 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 | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Teachers will follow the district's literacy plan and curriculum in order to embed literacy instruction in the classroom.</p> <p>Strategy's Expected Result/Impact: STAAR Performance TELPAS Growth Improved TIER 1 instruction</p> <p>Staff Responsible for Monitoring: ELA Curriculum Specialists Administrators Instructional Interventionist Instructional Coaches Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 2: DJHS will utilize Instructional Interventionists, Dyslexia Specialists and Instructional Paraprofessionals to provide intervention, dyslexia services, and/or inclusion support for at-risk students in TIER 2 and 3.</p> <p>Strategy's Expected Result/Impact: District Assessments STAAR Performance TELPAS Growth</p> <p>Staff Responsible for Monitoring: Administrators Instructional Interventionists Instructional Paraprofessional Dyslexia Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Math teachers will implement the district math curriculum Bluebonnet math program with fidelity to ensure student mastery of the Math TEKS.</p> <p>Strategy's Expected Result/Impact: Increased number of students at meets and masters in math</p> <p>Staff Responsible for Monitoring: Math Teachers, district Math curriculum specialist, and admin</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Contracted Services providers will be utilized throughout the year to provide professional development and instructional direction to support math and reading for staff on campus.</p> <p>Strategy's Expected Result/Impact: District created assessments STAAR Performance TELPAS Growth Improved TIER 1 instruction</p> <p>Staff Responsible for Monitoring: Teachers Consultants Administrators Instructional Coaches ELAR Curriculum Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 1: DJHS 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 2025-2026 STAAR assessments to 90% at Approaches Grade Level, 60% at Meets Grade Level, and 30% at Masters Grade Level resulting in a TEA accountability rating for Domain 1 as a 90%.

Evaluation Data Sources: STAAR

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Use student data to drive instruction that allows students to apply their knowledge to master the grade level curriculum in both familiar and unfamiliar ways.</p> <p>Strategy's Expected Result/Impact: Increased Domain 1 Scores Increased number of students achieving meets and masters on STAAR</p> <p>Staff Responsible for Monitoring: Teachers Coaches Administrators Students</p> <p>TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>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.</p> <p>Strategy's Expected Result/Impact: STAAR</p> <p>Staff Responsible for Monitoring: Teachers Coaches Administrators Students</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>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.</p> <p>Strategy's Expected Result/Impact: STAAR</p> <p>Staff Responsible for Monitoring: Teachers Coaches Administrators Students</p> <p>TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 1: DJHS 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 | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Content Team Time will be conducted with a focus to monitor student growth and progress on achievement.</p> <p>Strategy's Expected Result/Impact: Content Team Time meetings and minutes will reflect the monitoring of student progress.</p> <p>Staff Responsible for Monitoring: Principal , Assistant Principals, Teachers</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 1: DJHS 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 | | | |
|--|-----------|-----|-----|-----------|
| <p>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.</p> <p>Strategy's Expected Result/Impact: Increase student awareness of career pathways.</p> <p>Staff Responsible for Monitoring: Teachers Coaches Administrators</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| <p>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.</p> <p>Strategy's Expected Result/Impact: Increased student social and emotional well being.</p> <p>Staff Responsible for Monitoring: Counselors</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

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

Performance Objective 5: Ninety percent of EB students will increase their TELPAS composite score by one or more proficiencies levels.

Evaluation Data Sources: TELPAS

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: All teachers of ELL students will work to increase language mastery and academic vocabulary acquisition through sheltered instruction.</p> <p>Strategy's Expected Result/Impact: TELPAS Composite Scores</p> <p>Staff Responsible for Monitoring: ELL Teachers Instructional Coaches Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will review TELPAS proficiency levels from previous year in Reading, Listening and Speaking and monitor ELL progress throughout the year in all areas.</p> <p>Strategy's Expected Result/Impact: TELPAS Growth</p> <p>Staff Responsible for Monitoring: Instructional Coaches Administrators LPAC Coordinators ELL teachers</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

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

Performance Objective 1: Referrals for noncompliance, disrespect and class disruptions will decrease by 10%.

Evaluation Data Sources: Discipline Referral Data

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Teachers and staff will be trained in and utilize Restorative Practices in order to promote a safe and healthy learning environment.</p> <p>Strategy's Expected Result/Impact: Increased student and teacher relationships Decreased discipline referrals</p> <p>Staff Responsible for Monitoring: Counselors Administrators Behavior Coach Classroom Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Campus will monitor placement of students in ISS/OSS for over-representation of student groups</p> <p>Strategy's Expected Result/Impact: RDA improvement on ISS/OSS placement of Special Education students Decrease in the total number of office referrals by 10%.</p> <p>Staff Responsible for Monitoring: Counselors Administrators Behavior Coach Classroom Teachers</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Teachers and students will utilize the school wide discipline plan and "G.R.E.A.T." lessons on the core values of DJHS in order to teach and reinforce campus behavior expectations.</p> <p>Strategy's Expected Result/Impact: Increased citizenship Increased awareness of expectations Decreased discipline referrals</p> <p>Staff Responsible for Monitoring: Teachers Counselors Administrators</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Performance Objective 2: During the 2025-2026 school year, 100% of staff and students will receive required training and instruction in areas such as emergency response, bullying prevention, conflict resolution, drug and violence prevention, character building, etc. Some staff will receive additional training in each of these areas by outside trainers.

Evaluation Data Sources: Restorative Practices

- No Place For Hate
- Red Ribbon Week
- Standard Response Protocol
- SEL Training
- Character Strong
- Second Step

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: Promote "No Place for Hate" program campus wide. Along with our current Character Education programs we will address the following: Violence Prevention Bullying Character Traits</p> <p>Strategy's Expected Result/Impact: Increased safety Increased citizenship Decreased Office Referrals</p> <p>Staff Responsible for Monitoring: Counselor</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: DJHS will participate in Red Ribbon Week.</p> <p>Strategy's Expected Result/Impact: Increased awareness Increased coping skills Increased decision making skills</p> <p>Staff Responsible for Monitoring: Counselor Outside agencies-BACODA, CIS</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 3: Through a variety of required online trainings, the teachers will meet the drug and violence prevention requirements.</p> <p>Strategy's Expected Result/Impact: Increased awareness Increased safety</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Promote a safe and secure school environment by utilizing the Standard Response Protocol to respond to emergency situations</p> <p>Strategy's Expected Result/Impact: Increased awareness Decreased confusion and response time in emergency situations.</p> <p>Staff Responsible for Monitoring: Administrators Campus Staff</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

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

Performance Objective 3: Student daily attendance will average 96% for the 2025-2026 school year.

Evaluation Data Sources: Attendance data

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>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.</p> <p>Strategy's Expected Result/Impact: Improve students attendance and academic success.</p> <p>Staff Responsible for Monitoring: Campus administration and committee</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Attendance incentives will be offered each nine weeks and rewards giving to students who meet the campus goal.</p> <p>Strategy's Expected Result/Impact: Increased student attendance</p> <p>Staff Responsible for Monitoring: Attendance Clerk Teachers Principal</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: We will continue to monitor student attendance through parent phone calls, home visits, and incentive programs to increase our ADA to 96%. We will also discuss with students the importance of being at school each day so that learning can occur.</p> <p>Strategy's Expected Result/Impact: Increased student attendance</p> <p>Staff Responsible for Monitoring: Teachers Attendance Clerk Receptionist Administrators</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: DJHS will utilize the District Attendance Intervention Specialists to help us with students that have chronic attendance issues that cannot be resolved at the campus level.</p> <p>Strategy's Expected Result/Impact: Increased student attendance</p> <p>Staff Responsible for Monitoring: District Attendance Intervention Specialists Principal Attendance Clerk</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Performance Objective 4: Students will demonstrate age-appropriate physical fitness levels, as measured by the state-mandated fitness assessment (FitnessGram), through increased participation in structured physical activity programs.

Evaluation Data Sources: FitnessGram

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Align PE instruction with national and state fitness standards. Strategy's Expected Result/Impact: Increase in student achievement on the FitnessGram Staff Responsible for Monitoring: PE coaches, Athletic Coordinators, Administrators | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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Goal 3: DJHS will make family and community partnerships a priority

Performance Objective 1: Increase the home to school connection by communicating important school/district information and parent engagement activities to 100% of all stakeholders.

Evaluation Data Sources: Parent Survey Results
 Community/Business Partnerships
 Parent Engagement activity attendance
 Participation in PTO events

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Increase the home/school connection by providing parents with timely information regarding the district and campus, information on their child's assessment results, and opportunities to participate in various campus activities through social media and web pages, teacher communication logs, and flyers.</p> <p>Strategy's Expected Result/Impact: Increased communication Increased parent and community engagement</p> <p>Staff Responsible for Monitoring: Principal Campus Staff</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| <p>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.</p> <p>Strategy's Expected Result/Impact: Increased parent participation</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: The campus will make available the English version of the Campus Needs Assessment and Campus Improvement Plan by posting it on our district and campus websites, as well as the campus libraries in an effort to build parent engagement. A Spanish translation will be available upon request.</p> <p>Strategy's Expected Result/Impact: Increased transparency in planning</p> <p>Staff Responsible for Monitoring: Principal School Secretary</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 4: The campus will offer a variety of parent and family engagement meeting during the school year in order to strengthen involvement between home and school.</p> <ul style="list-style-type: none"> -Registration -Meet the Teacher -Sporting Events -Fine Arts Events -Open House -Book Fairs -Curriculum Nights <p>Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: All staff members</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

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

Performance Objective 1: Keep the turnover rate to below 10% through the use of mentoring, instructional coaching, professional development, teacher feedback and an increased focus on hiring highly qualified personnel.

Evaluation Data Sources: Staff Retention Rate

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>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.</p> <p>Strategy's Expected Result/Impact: Improved student performance on state tests by 10%.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Principal will encourage 100% of certified teachers to apply for ESL and SPED certification so that all teachers are trained to meet the needs of diverse learners.</p> <p>Strategy's Expected Result/Impact: Increased # of teachers with ESL and SPED certifications</p> <p>Staff Responsible for Monitoring: Principal Teachers Human Resources</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 3: Any teacher new to the profession will participate in the mentor/protege program provided by the district. Second year teachers will join the district's Navigator program for additional support.</p> <p>Strategy's Expected Result/Impact: Improved TIER 1 instruction Decreased turnover rate Increased TIA Participation</p> <p>Staff Responsible for Monitoring: Dir. of Prof Development Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: The campus will use T-TESS as our teacher observation tool. T-TESS will allow for teachers to set both professional practice and student growth goals that relate to campus and district goals.</p> <p>Strategy's Expected Result/Impact: Increased Teacher Effectiveness Increased retention of highly qualified staff Increased TIA Participation</p> <p>Staff Responsible for Monitoring: Administrators Teachers Director of HR</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: In the fall and spring, 100% of the staff will have an opportunity to complete an anonymous survey to give their views on school climate and the level of support they feel from mentor teachers, team members, department members and administration.</p> <p>Strategy's Expected Result/Impact: Increased staff input Increased staff satisfaction</p> <p>Staff Responsible for Monitoring: Campus Staff Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 6 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 6: The campus will use T-TESS as our teacher observation tool. T-TESS will allow for teachers to set both professional practice and student growth goals that relate to campus and district goals.</p> <p>Strategy's Expected Result/Impact: Increased Teacher Effectiveness Increased retention of highly qualified staff Increased TIA Participation</p> <p>Staff Responsible for Monitoring: Administrators Teachers Director of HR</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 7 Details | Reviews | | | |
| <p>Strategy 7: Campus will continue to interview and hire highly qualified teachers for our campus. Through the use of our Instructional Coaches, we will work to make sure that no teacher goes unsupported.</p> <p>Strategy's Expected Result/Impact: Increased retention of highly qualified staff</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Director of Professional Development</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 5: DJHS 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 | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Principal will work with the campus secretary to ensure that all funds are appropriately spent and accounted for. Strategy's Expected Result/Impact: Accurate and appropriate spending and funding. Staff Responsible for Monitoring: Principal School secretary</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Campus administration will collaborate with district business office and grant managers to plan and coordinate campus funds in order to provide improved academic and extracurricular experiences for all students. Strategy's Expected Result/Impact: Increased building maintenance Improved access to supplies and materials Staff Responsible for Monitoring: Campus Principal</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

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

Performance Objective 2: All students will have one-to-one devices and technology will be incorporated into instruction in 100% of the core content classrooms.

Evaluation Data Sources: Increased device usage
 Student products that incorporate technology
 Technology usage demonstrated in observations

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| Strategy 1: Campus will provide technology professional to increase the effective usage of the technology. Strategy's Expected Result/Impact: Increased usage of technology Staff Responsible for Monitoring: Instructional Technology Coordinator Principal Librarian | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |