Dickinson Independent School District

Dunbar Middle School

2025-2026 Campus Improvement Plan

Mission Statement

The mission of Dunbar Middle School is to ensure ALL students achieve at high levels through collective responsibility and a collaborative culture.

Vision

All Dunbar Middle School students will learn the necessary skills, behaviors, and attitudes to be successful at grade level or above.

Value Statement

Together we can! Juntos Podemos!

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Comprehensive Needs Assessment

Revised/Approved: May 20, 2025

Demographics

Demographics Summary

Dunbar Middle School is a Title 1 campus in Dickinson Independent School District. Dunbar Middle School serves a predominantly low socioeconomic families. Dunbar Middle School serves 558 students in grades 4 and 5. The student populations are as follows: 2.33% Asian, 15.41 African-American, 23.66 white, 56.09% Hispanic/Latino, 2.15 multi-race, 45.16 female, and 54.84 male, with a low socioeconomic status of 72.04%. The average daily attendance rate for students is 94%. Our staff has identified the area of classroom management as a need. Dunbar Middle School serves 34 504 students, 126 Special Education students, 51 GT students, and 280 ELL students.

Demographics Strengths

Campus Strengths:

- Diverse student population
- Many teachers are ESL certified
- Multiple training opportunities to better prepare staff for our diversified campus, including Character Strong, Lead4ward, Restorative Practices, Solution Tree, and Safe and Civil Schools.

Demographic Needs:

Teachers need training on disaggregating data for student groups.
More trainings for how to use inclusion teachers/paraprofessionals to assist special pops in class.
Need more teachers to be trained in ELL strategies to use in general education.
Increase the proportion of male teachers ensuring staff representation that reflects the cultural and demographic makeup of the student body can better support students' academic and social development.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Based on our assessments throughout the year and observational data, as a campus we need to continue to improve and support Tier 1 instruction.
Root Cause: Teachers are learning and adjusting to new researched based instructional strategies and need time to properly implement to see best results.

Problem Statement 2: Dunbar Middle School attendance rate is below the district's attendance average.
Root Cause: Effective partnerships, including consistent communication between home and school, are needed.

Problem Statement 3 (Prioritized): Classroom management is a concern among the highest serviced student population.
Root Cause: Specific trainings, regarding classroom management, failed to meet the needs of our teachers.

Student Achievement

Student Achievement Summary

Dunbar Middle School has shown growth in all subject areas over the last two years. The most recent PreSTAAR benchmark data has proven that these gains have been the product of teachers utilizing effective instructional strategies (Lead4Ward, PLC/RtI@work, etc.), a comprehensive curriculum that includes consistently implementing and refining the 15-Day Challenge, the process of PLC during team collaboration, identifying individual student needs, and providing targeted interventions and supports to address those needs throughout the year. Staff members will continue to use the most current STAAR Interim, Map, Common Assessment, and CFA data to provide interventions and extensions to meet the needs of all students.

Throughout the year, 4th and 5th grade students have increased their performance on their STAAR Interim and Map tests. However, the achievement gap still persists between the performance of our White students and Black and Hispanic students. Teachers will continue to work within the professional learning community to provide multiple layers of support through the Summit K-12 language program, small group instruction during WIN Time and throughout the day, IXL and other web-based programs, so students are able to receive differentiated and individualized academic support.

Student Achievement Strengths

Campus Strengths:

Dunbar Middle School Overall PreSTAAR Benchmark Data				
Grade Level	**Content**	**Approaches**	**Meets**	**Masters**
4th	Math	67%	36%	13%
4th	RLA	75%	44%	19%
5th	Math	62%	30%	11%
5th	RLA	75%	46%	22%

Dunbar Middle School PreSTAAR Benchmark Data - STRENGTHS					
Grade Level	**Content**	**Sub-Pop**	**Approaches**	**Meets**	**Masters**
4th	Math	White 70 Students	73%	46%	20%

		Dunbar Middle School PreSTAAR Benchmark Data - STRENGTHS			
4th	Math	Eco Dis 161 Students	60%	25%	6%
4th	RLA	White 70 Students	76%	51%	28%
4th	RLA	Eco Dis 161 Students	71%	32%	10%
5th	Math	White 51 Students	65%	37%	20%
5th	Math	Eco Dis 201 Students	58%	25%	6%
5th	RLA	White 51 Students	81%	51%	23%
5th	RLA	Eco Dis 201 Students	71%	44%	18%

Multi-Tiered Systems of Supports are built into the Master Schedule:

- WIN Time (refined to include small group instruction, targeted and data driven)
- Tier 2 Interventions planned before assessments and implemented w/immediacy
- Technology applications that can individualize instruction are being utilized
- Summit K-12 used with fidelity to help increase the performance of our EB students on TELPAS
- Tracking daily exit tickets/warm-ups and providing immediate intervention
- Choice Boards/Enrichment for students mastering TEKS

Student Achievement Needs:
- Improve the implementation and more differentiated WIN Time that is adjusted to students' needs.
- RTI system - the assistant principal, counselor and district are working to to improve these systems
- Improve the PLC process within the core departments
- Increase the use of researched based strategies that teachers have been trained on in the classroom to increase learning in content areas

- Increase the use of HQIMs and continue to aggressively monitor student learning
- Teachers should be more intentional about providing the appropriate accommodations for our RTI/SPED students and ensuring that students are using these accommodations with fidelity
- Data Tracking is essential for small groups and should be focused on closing the gaps in learning

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: There is a clear achievement gap in academic performance on STAAR that exists between our White student group and our Black/Hispanic student groups.
Root Cause: Data shows that our Black and Hispanic students make up most of our Economically Disadvantaged group, which can lead to challenges such as limited experiences, reduced academic vocabulary, language barriers, and single-parent households. Diverse teachers can help bridge these gaps by offering relatable experiences and cultural sensitivity that support student success.

Problem Statement 2 (Prioritized): PreSTAAR benchmark data show that students in special education are performing significantly below grade-level expectations in reading and math, indicating a persistent academic achievement gap. This highlights the need for more effective instruction and targeted support.
Root Cause: Inconsistent IEP implementation, often due to limited teacher training, instructional time, and access to evidence-based interventions. Additionally, accommodations are not always used intentionally or effectively, as both teachers and students may lack the support or understanding needed to apply them in ways that truly enhance learning and curriculum access.

School Culture and Climate

School Culture and Climate Summary

Overall, the committee members' sentiment from the staff survey is that Dunbar is heading in the right direction. Some examples committee members shared from the survey include, a trustworthy administration, collaboration and cooperation among staff members and a safe environment for students and staff. Committee members were asked to collaborate and answer the discussion question : How would students describe their campus life? Committee members came up with responses such as, safe, cared for, high expectations, teachers mean and strict, teachers don't listen to them, lots of testing, teachers are fair, and fun incentives.

The attendance report, ADA Report - both 4th and 5th grade show an average daily attendance rate of about 94%. Dunbar's average attendance goal is 95%. Committee members agreed that the drop in attendance may be due to transportation issues, and late arrivals due to parents' lack of knowledge of the ADA time of 8:50am.

Our campus promotes school culture and climate by using Restorative Practices and Character Strong lessons during WIN time. Our master schedule also includes character ed in our student elective rotation where lessons are taught daily to encourage positive interactions and build stronger relationships between students, as well as teachers and students.

School Culture and Climate Strengths

Campus Strengths:

- Teacher turnover rate is lower than the previous 2 years.

- Use of technology and integrating technology in the classroom due to chromebook carts in every classroom.

- Parents, teachers and students have a strong sense of safety at Dunbar Middle School.

- Incentives for students and staff, such as CHOMP Cash and our "look-fors" cart.

- School Facebook postings provide information about great things happening at Dunbar.

- Use of Restorative Practices and Character Strong lessons for creating a positive school culture and climate.

- Academic and behavioral support for students through the use of coaches, paraprofessionals and teachers.

- Connect with families and community members by holding in-person events, such as Curriculum Night and Fine Arts Performances

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): On the attendance report, Dunbar's average attendance for grades 4 and 5 is approximately 94%. This is below the goal of 95%.
Root Cause: Dunbar does not offer school-wide attendance incentives or positive rewards to parents for getting students to school on-time. There is a need for training for parents, students, and staff.

Problem Statement 2: Students are not expected to maintain a binder/folder that travels with them throughout the day. This organization includes placing papers in the proper section, removing unnecessary paper and ensuring all required materials are present.

Root Cause: Dunbar does not have a system to regularly check students' binders/take home folders.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

DMS is committed to meeting the district requirements of interviewing and employing highly qualified teachers, instructional paraprofessionals, and academic coaches. We work closely with the district's Educational Services and Human Resources department when selecting candidates and/or providing assistance to those seeking highly qualified positions. Instructional positions are posted on our district website with ample time to recruit certified, highly qualified and effective candidates prior to the beginning of the school year.

We have some support systems set in place to ensure that our sought after highly qualified staff members have their needs met and those include: expert/mentor teachers, content based collaborative teams, academic/instructional coaches and behavior coaches. The district and DMS have adopted a Mentor/Protégé program that meets regularly throughout the year and new to DMS teachers, novice or experienced, are given buddy teachers to help with school wide procedures, expectations, curriculum, etc.

DMS always strives to ensure that retention rates remain high at our campus and in order to accomplish these goals, we are constantly learning new instructional tools through Lead4ward, 7 Steps, Solution Tree, etc. We meet regularly for faculty meetings and PLCs to learn about these various instructional tools. We have opportunities to view our fellow DMS teachers utilizing these tools in their classrooms through observations known as "Instructional Walks." Instructional Walks gives us campus information to help make campus wide instructional decisions. We will continue to use a coaching cycle to help a teacher focus on bite sized area for growth every few weeks.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified:

- DMS staff members meet the requirement of highly qualified according to our district and state requirements
- Our district uses multiple opportunities for professional development throughout the school year and summer
- We set and maintain specific campus wide goals
- Buddy/Mentor teacher system for experienced teachers who are new to Dunbar
- Participation in district, campus, and individual training surveys relating to professional development
- Trainings focused on developing more effective classroom instruction across a variety of student groups and needs
- Providing paraprofessionals on the job training so when they graduate with their degree, they are able to stay and continue teaching at DMS
- Campus committees that work hard to improve the overall campus culture to benefit all students, parents, and staff.

The following are identified as needs:

- More modeling of excellence is needed for all teachers by consultants and Academic Coaches in the areas of lesson planning and lesson delivery
- Surveys are needed to obtain needs of staff and must mean something and bring effective change.
- Continue support for 1st and 2nd year teachers
- Continue contracted services that support strategies that improve instruction related to inclusion, co-teach model, English language acquisition, student behavior, writing and reading improvement.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Some teachers are experiencing higher rates of burnout and leave the field due to some consistently poor student academic performance and behavior, and inconsistency with enforcing campus wide procedures and expectations.
Root Cause: Inconsistencies in consequences and expectations between teams and admin. While DMS teachers are trained on campus-wide expectations, we need to be more intentional with staff and students who struggle to follow them throughout the year. This leads to a lack of follow-through and buy-in. Many students are two to three years behind in core content and struggle w/conflict resolution & communication.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

A committee of teachers and specialists compose the curriculum used throughout DIckinson ISD. These professionals use the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and the College Career Readiness Standards (CCRS) as an outline when writing curriculum. In addition to the state curriculum, Reading teachers were also provided with the KAT curriculum to supplement components of Instruction. Also provided with the curriculum is a year-at-a-glance outline and pacing guide for instruction. Team members, team leaders and academic coaches collaborate with both the specialists and their teams of teachers to break down the standard (TEKS), share best practices, dissect assessments based on data, and plan lessons. Curriculum is revisited and updated as needed based on data.

In preparation to get students on grade level, Dunbar Middle School placed academic initiatives to begin closing the gaps. At the beginning of the year instructional coaches delivered professional development related to the PLC process to teachers. PLC focussed on collaborative planning for teachers and intervention that targeted each student by standard. Teachers implement WIN time to students and begin looking at the focus teks of the week and which students needed intervention based on the data. Teachers meet weekly in CTT to discuss instructional strategies and practices and ensure equity across the grade level. Teachers were given researched strategies to put in their tool belt for small groups. Accelerated learning was implemented throughout the year and allowed teachers to introduce skills/concepts to students before the unit came in order for them to be successful in the next unit. Math and Reading content both engaged in pre and post testing to frequently monitor growth or no growth in each unit. Teachers and academic coaches take this data and adjust instruction based on results. Teachers, academic coaches, and bilingual/special education support staff analyze common assessments, MAP testing, and state testing as well as informal assessments to identify the needs of students. Small groups held during class are selected based on these needs. Striving students also receive RTI intervention, academic coach support and online intervention programs in both Math and Reading.

Curriculum, Instruction, and Assessment Strengths

Curriculum, Instruction, and Assessment Strengths Campus Strengths:

- WIN time candidates were carefully selected and monitored through data.
- Data was the main determining factor if a student needed intervention.
- Teachers focused on students by standard intervention across all content areas.

- The large majority of the people who responded to the parent survey felt that DMS was very strong and effective in communicating with them.

- Integrating writing through all subjects (Read-draw write, ECRS, CERs).

- Paraprofessionals and other support staff were included in all academic initiatives.
- Math and Reading Content Areas both participated in pre and post testing.
- Our counselor supports the emotional needs of both students and families through direct services and referral to outside agencies.

- To welcome incoming fourth graders and help families feel at home in their new school, a transition day is held. Parents and students tour the school and any questions they have are answered at that time.
- A strong local business partnership supporting DMS teachers, students and activities.
- Teachers worked in a collaborative manner according to content levels.
- Teacher teams were initial about creation, implementation, and analysis of CFU data to improve student learning.
- Teachers have a process for conducting student conferences to set goals and for students tracking data for assessments.

Curriculum, Instruction, and Assessment Needs

Our campus needs include:
- Pre-teaching for support in an upcoming unit based on student data from previous year/units.
- Instructional strategies to utilize when working with TIER II and III students
- Provide training in differentiated instruction
- Vocabulary development
- The use of Lead4ward templates to evaluate student data
- More technology and increased bandwidth to allow use of wifi devices during instruction
- Training from district and campus specialist to better understand the TEKS
- Increasing student reading levels
- Focus on the Language Objectives (ELPS) to increase ELL growth Lesson planning that addresses intervention for academic fragile students as well as enrichment for advanced students

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Based on our assessments throughout the year and observational data, as a campus we need to continue to improve and support Tier 1 instruction.
Root Cause: Teachers are learning and adjusting to new researched based instructional strategies and need time to properly implement to see best results.

Problem Statement 2: Based on 2024-2025 MAP testing 5th grade Math and Reading students are performing below average in achievement according to the MAP norm.. 4th grade Math and Reading Students are performing average in achievement according to the MAP norm.
Root Cause: Teacher turnover impacts collaborative teams and does not provide consistency. Students come to middle school with achievement gaps that were not addressed.

Problem Statement 3 (Prioritized): All students are not on track to make at least one year's growth in reading as determined by the MAP Reading and Math Growth Assessment.
Root Cause: Students enter 4th and 5th grade below level.

Family and Community Engagement

Family and Community Engagement Summary

A parent survey was sent out and those responding felt overwhelmingly positive about the school's welcoming atmosphere and effectiveness. Parents have opportunities such as curriculum nights in the fall and spring, Open House, student dances, etc. to be involved with the school. Individual parent/teacher conferences are scheduled at the end of October. Parents are invited to celebrate students at the End of Year Awards Ceremony, Music and Art Showcase and other campus events. This is an opportunity for parents to have their fingers on the pulse of the school and their child's current academic level, and extracurricular activities happening on campus. 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. Principal sends out monthly information for parents to read and review important dates on the DMS Calendar. 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. Parents participate in site-based planning through Campus Improvement Committee and the Education Improvement Committee. They are invited and serve on a volunteer basis.

Family and Community Engagement Strengths

Campus Strengths:

- Skyward was used by administrators and teachers to email communication to parents.

- The large majority of the people who responded to the parent survey felt that DMS was very strong and effective in communicating with them.

- Communities in Schools works to help parents and students with needs such as eyeglasses, school supplies, clothes, food, transportation, mentoring and tutoring, and many other types of support for students and parents.

- Our counselor supports the emotional needs of both students and families through direct services and referral to outside agencies.

- To welcome incoming fourth graders and help families feel at home in their new school, a transition day is held before the first day of school. Students tour the school, learn expectation and procedures, and any questions they have are answered at that time.

- Each year, during the G/T Showcase, students present their projects to families and friends.

- A strong local business partnership supporting DMS teachers, students and activities.

- The counselor, teachers, SLO and campus administrators make home visits when necessary to support academics, attendance, behavioral or emotional needs of students.

- Our district social worker and campus counselor provide services and coordinate transportation for our identified homeless students.

- Parents and community members were involved in STEAM classrooms through lab activities and field trips.

- A survey is emailed to parents to identify needs for the upcoming school year.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: DMS is in need of more parental support on our campus and in structured campus activities and events
Root Cause: Finding accurate ways to communicate to parents. Ensuring that parents update skyward information when something changes. Providing incentives for parents to join on after school activities.

Problem Statement 2: Dunbar Middle School attendance rate is below the district's attendance average.
Root Cause: Effective partnerships, including consistent communication between home and school, are needed.

Problem Statement 3: DMS has not established effective communication with all stakeholders.
Root Cause: Using multiple channels for communication. There is no PTO/ Booster Club for DMS that can assist with reaching out to stakeholders to support the campus.

School Organization

School Organization Summary

Dunbar Middle School, serving 4th and 5th grade students, is committed to maintaining high expectations for all students and staff while fostering a safe, supportive learning environment. The master schedule is designed to maximize instructional time and provide daily intervention and enrichment tailored to student needs.

Teachers are provided with weekly time for collaboration and professional growth, including two days for content team PLCs and one day dedicated to campus-led professional development. These opportunities ensure instructional alignment and data-informed decision-making across grade levels.

The campus has implemented Positive Behavioral Interventions and Supports (PBIS) and introduced a common language around behavior expectations, which has led to more consistent routines and improved procedures schoolwide. Students are showing growth as these systems take root both inside and outside the classroom. Weekly staff updates keep communication clear and focused to support the success of every teacher and student.

School Organization Strengths

- **High Expectations and Safe Environment**: The campus maintains a clear focus on academic excellence and student safety, creating a supportive and structured learning environment.

- **Protected CTT Time**: Teachers meet twice weekly in content CTTs/planning and once weekly for professional development, ensuring alignment and data-driven planning.

- **TEKS Alignment Through CTTs**: CTTs are used to determine which Student Expectations (SEs) will be addressed, ensuring curriculum consistency across classrooms.

- **Data-Driven Instruction**: Teachers analyze MAP and classroom assessment data to deliver individualized instruction and targeted support.

- **Daily Intervention and Enrichment**: Students identified for academic support receive 30 minutes of targeted intervention daily during WIN time.

- **Positive School Culture**: Staff consistently model respectful and productive behavior, contributing to a campus-wide culture of responsibility and high standards.

- **Behavior Systems That Work**: The implementation of PBIS and the use of a common language for expectations have led to more consistent routines and smoother transitions.

- **After-School Enrichment Opportunities**: Programs such as Student Council, Robotics, Choir, Art, UIL, and Chess Club offer students meaningful ways to connect, lead, and explore interests beyond the classroom.

- **Flexible and Purposeful Master Schedule**: Designed to support content collaboration, intervention, and planning across grade levels and content areas.

Problem Statements Identifying School Organization Needs

Problem Statement 1 (Prioritized): Staff coverage and consistency during morning duty and the first instructional period were inconsistent throughout the year.
Root Cause: Arrival expectations were not thoroughly reviewed with new and returning staff at the start of the year, nor were they revisited after long breaks, leading to uneven implementation.

Problem Statement 2: The current master schedule did not support interdisciplinary collaboration or allow for structured lunch detentions without disrupting instructional time.
Root Cause: Schedule planning prioritized uninterrupted instruction but overlooked logistical needs for team planning and midday student supports.

Problem Statement 3: Disciplinary systems were not fully in place during the first semester, leading to reactive responses to student behavior.
Root Cause: At the beginning of the year, a campus-wide rollout of expectations, procedures, and tiered interventions was delivered, but inconsistent or a lack of consequences left teachers and students without immediate consequences for disruptive behavior that progressed.

Technology

Technology Summary

At Dunbar Middle School, the teachers and staff will be equipped with adequate technology to teach students and enhance lessons. All classrooms will have a teacher computer, projectors, and document cameras. In addition, there is a computer lab and mobile computer carts for instructional use. Along with tangible technology items, the district technology department provides professional development on effectively using the hardware, software, district programs and new technology tools. DISD uses Eduphoria to document and record curriculum documents, lesson plans, professional learning, and student data.

Available Technology
About 450 Chromebooks
1 laptop cart for STEM
Life Skills classes have 1 chrome book cart
Laptops for administrators

Technology Strengths

Campus Strengths:
The Instruction Technology Specialist visits Dunbar often to offer support to staff
Teachers and students use many interactive websites to further their knowledge of the content area
Mobile labs on campus are used to engage students on the internet and technology during class
Parents access Skyward Messenger, allowing them to track their students' grades, testing progress, and contact teachers via email
Students have access to internet-based education programs (IXL, prodigy, etc.)

Technology Needs

Life Skills students need touch screen chrome books.

Problem Statements Identifying Technology Needs

Problem Statement 1: The technology inventory on campus is not as organized and efficient as it could be.
Root Cause: There was a turnover of the technology liaison position on campus.

Problem Statement 2: The technology procedures on campus have not been consistently followed by students, resulting in technology mistreatment.
Root Cause: The procedures and expectations have not been consistent across the campus classrooms with incentives in place for exceptional technology use and treatment.

Priority Problem Statements

Problem Statement 1: Based on our assessments throughout the year and observational data, as a campus we need to continue to improve and support Tier 1 instruction.

Root Cause 1: Teachers are learning and adjusting to new researched based instructional strategies and need time to properly implement to see best results.

Problem Statement 1 Areas: Demographics - Curriculum, Instruction, and Assessment

Problem Statement 2: Classroom management is a concern among the highest serviced student population.

Root Cause 2: Specific trainings, regarding classroom management, failed to meet the needs of our teachers.

Problem Statement 2 Areas: Demographics

Problem Statement 3: PreSTAAR benchmark data show that students in special education are performing significantly below grade-level expectations in reading and math, indicating a persistent academic achievement gap. This highlights the need for more effective instruction and targeted support.

Root Cause 3: Inconsistent IEP implementation, often due to limited teacher training, instructional time, and access to evidence-based interventions. Additionally, accommodations are not always used intentionally or effectively, as both teachers and students may lack the support or understanding needed to apply them in ways that truly enhance learning and curriculum access.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: On the attendance report, Dunbar's average attendance for grades 4 and 5 is approximately 94%. This is below the goal of 95%.

Root Cause 4: Dunbar does not offer school-wide attendance incentives or positive rewards to parents for getting students to school on-time. There is a need for training for parents, students, and staff.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: Some teachers are experiencing higher rates of burnout and leave the field due to some consistently poor student academic performance and behavior, and inconsistency with enforcing campus wide procedures and expectations.

Root Cause 5: Inconsistencies in consequences and expectations between teams and admin. While DMS teachers are trained on campus-wide expectations, we need to be more intentional with staff and students who struggle to follow them throughout the year. This leads to a lack of follow-through and buy-in. Many students are two to three years behind in core content and struggle w/conflict resolution & communication.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: All students are not on track to make at least one year's growth in reading as determined by the MAP Reading and Math Growth Assessment.

Root Cause 6: Students enter 4th and 5th grade below level.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: Staff coverage and consistency during morning duty and the first instructional period were inconsistent throughout the year.

Root Cause 7: Arrival expectations were not thoroughly reviewed with new and returning staff at the start of the year, nor were they revisited after long breaks, leading to uneven implementation.

Problem Statement 7 Areas: School Organization

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- 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 failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: June 26, 2025

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

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

High Priority

Evaluation Data Sources: STAAR scores

Strategy 1 Details	Reviews			
Strategy 1: All teachers will implement literacy best practices through the development of academic vocabulary utilizing strategies such as but not limited to vocabulary banks, sentence stems, and word walls. **Strategy's Expected Result/Impact:** Documented walk-through observations by administrators to observe literacy best practices and strategies from lead4ward and 7 steps training to show a positive impact on student success. **Staff Responsible for Monitoring:** All Teachers Academic Coaches Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Math teachers will implement the district math curriculum with fidelity in all classes to ensure student mastery of the Math TEKS.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Classroom walk-throughs and lesson plans will improve student performance in Math for all student groups on CAs, Benchmarks and STAAR **Staff Responsible for Monitoring:** Math teachers. Other: Academic Coaches, Curriculum Specialist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Teachers and support staff will provide small group and individualized instruction during WIN time and in core classes for all students who are not demonstrating mastery of concepts.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Instructional Support schedules, lesson plans, documented walk-throughs will indicate improvement in student performance in Math, reading and science on CAs and STAAR. Improved TELPAS levels. **Staff Responsible for Monitoring:** Instructional Staff **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: Students who did not meet standard on the STAAR Reading and/or Math administrations will be provided with research-based interventions during the school day to close the gaps	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Interventions will be provided to students who do not meet standards on assessments. **Staff Responsible for Monitoring:** Math and RLA Interventionists, Academic Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing				

Strategy 5 Details	Reviews			
Strategy 5: We will provide Data PLC Meetings for core departments to conduct data analysis and instructional planning.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Lesson plans turned in weekly to demonstrate collaboration; Sign-in sheets and meeting documents from data PLC meetings. **Staff Responsible for Monitoring:** Teachers, Academic Coaches, Campus Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning				

Strategy 6 Details	Reviews			
Strategy 6: Students who are not demonstrating mastery on CAs will be provided instructional support with small group interventions. Support will consist of mini-lessons of missed learning objectives utilizing Lead4Ward strategies during WIN Time.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Instructional Support schedules, lesson plans, documented walk-throughs, CA data analysis will indicate improvement in student performance in Math, reading/ SS and science on CAs and STAAR. Improved TELPAS levels. **Staff Responsible for Monitoring:** Instructional Staff **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction				

Strategy 7 Details	Reviews			
Strategy 7: All instructional staff will engage in weekly content-specific professional learning communities (PLC) to offer opportunities to learn and practice best instructional practices geared to improve student investment and engagement, instructional rigor aligned to DOK/TEKS, and classroom management strategies that build a warm and demanding school culture.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Weekly Lesson Planning and Professional Learning agendas and sign in sheets. Review of instructional practices embedded into the LP. Observations of instructional practices during classroom/ campus observations. **Staff Responsible for Monitoring:** Instructional Staff **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning				

Strategy 8 Details	Reviews			
Strategy 8: DMS will purchase supplies for teachers to provide small-group intervention during STAAR Blitz and to support individual instruction in core classes for students who are not demonstrating mastery of concepts.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Instructional Support schedules, lesson plans, documented walk-throughs will indicate improvement in student performance in Math, reading, and science on CAs and STAAR. Improved TELPAS levels. **Staff Responsible for Monitoring:** Instructional Staff **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments				
No Progress Accomplished Continue/Modify Discontinue				

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

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

High Priority

Evaluation Data Sources: STAAR scores

Strategy 1 Details	Reviews			
Strategy 1: Teachers will demonstrate consistent use of ELPS strategies in all classrooms.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Documented use of strategies in walkthroughs and observations, documentation of attendance in professional development will increase in ELL student scores on classroom assessments, CAs, benchmarks and STAAR. **Staff Responsible for Monitoring:** Instructional Staff, Asst. Principal, Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide instruction using researched-based supplemental materials, consistent use of anchor charts, purchase programs such as Flocabulary, and implement research-based vocabulary strategies in all classrooms to support academic language development.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Anchor Charts and other instructional strategies evidenced in walkthroughs and observations. **Staff Responsible for Monitoring:** Classroom teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will continue to plan and implement learning intentions and success criteria with fidelity in all lessons, supported by professional development throughout the school year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Lesson plans, lesson and language objectives written and observed implementation during classroom observations/documented walk-throughs. Improved CAs, MAP and STAAR results for all students and improved TELPAS results for ELL students. **Staff Responsible for Monitoring:** Instructional Staff **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will accelerate instruction supported by Instructional Support Staff, paraprofessionals, and supplemental materials for EL students based on common assessments, interim assessments, and STAAR during the school day.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Evidence of student growth on common assessments and STAAR **Staff Responsible for Monitoring:** Teachers, Instructional support staff **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✖ Discontinue

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

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

    High Priority

    Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
Strategy 1: Teachers will demonstrate consistent use of vocabulary strategies in instruction to support academic language development.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Documented walk-through data	**Nov**	**Jan**	**Mar**	**June**
STAAR results for the economically disadvantaged student group. **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will improve instruction supported by Instructional Support Staff, paraprofessionals, and supplemental materials for students based on common assessments, interim assessments, and STAAR during the school day.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Evidence of student growth on common assessments and STAAR.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Instructional Support Staff **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing				

Strategy 3 Details	Reviews			
Strategy 3: Instructional Support staff will provide student intervention by providing targeted small group instruction for students not meeting standards on common assessments, interim assessments, and STAAR.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Evidence of student growth on CA. **Staff Responsible for Monitoring:** Teachers, Instructional Support Staff **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 4 Details	Reviews			
Strategy 4: Life Skills teachers will attend professional from DISD Special Programs to learn key elements necessary for setting up and maintaining a self contained classroom that met standards based on the STAAR alt assessment.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Instructional Support schedules, lesson plans, documented walk-throughs, CA data analysis will indicate improvement in student performance in Math, reading/ SS and science on CAs and STAAR. Improved TELPAS levels. **Staff Responsible for Monitoring:** Life Skills teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing				

Strategy 5 Details	Reviews			
Strategy 5: Students identified with dyslexia will be served by teachers who have participated in appropriate, targeted training using Neihaus materials and district/campus created resources.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Reading level data (MAP, DRA). Student CA and STAAR results. **Staff Responsible for Monitoring:** Campus dyslexia teacher				

No Progress   Accomplished   → Continue/Modify   ✗ Discontinue

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

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

    High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Attendance incentives will be offered each nine weeks and rewards will be given to students who meet the campus goal.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Records of students who met the goal, lists of incentives and rewards. **Staff Responsible for Monitoring:** Counselor and Communities and Schools Partnership				

Strategy 2 Details	Reviews			
Strategy 2: Provide clothing, school supplies and transportation to and from their home campus for identified homeless students in order for them to attend school on a daily basis	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Attendance records, campus counselor/social worker records, transportation logs.
     Staff Responsible for Monitoring: Homeless Liaison
 	
     TEA Priorities:
 Improve low-performing schools
  - **ESF Levers:**
 Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Foster care students will be provided with transportation to their school of origin.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Attendance records, campus counselor/social worker records, transportation logs. **Staff Responsible for Monitoring:** Counselor				

    ⭕ No Progress   🟢 Accomplished   ➡️ Continue/Modify   ❌ Discontinue

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

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

High Priority

Evaluation Data Sources: Evidence of training held

Strategy 1 Details	Reviews			

Strategy 1: Led by the counselor, lessons in homeroom and/or assemblies will be implemented to address bully prevention, conflict resolution, drug and violence prevention, harassment, etc.
    Strategy's Expected Result/Impact: Increase in students solving their own problems and correctly identifying conflict versus bullying.
    Staff Responsible for Monitoring: Counselor
	Formative			**Summative**

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

Strategy 2 Details	Reviews			

Strategy 2: Campus will participate in Red Ribbon Week.
    Strategy's Expected Result/Impact: Schedule of events
    Staff Responsible for Monitoring: Counselor
	Formative			**Summative**

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

Strategy 3 Details	Reviews			

Strategy 3: Campus interdisciplinary teams will develop a consistent set of expectations, rules and consequences through restorative practices.
    Strategy's Expected Result/Impact: Decrease in referrals
    Staff Responsible for Monitoring: Campus Administrators
	Formative			**Summative**

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

Strategy 4 Details	Reviews			

Strategy 4: Students in ISS/OSS will participate in and complete targeted character-building lessons prior to returning to class.
    Strategy's Expected Result/Impact: Skyward ISS/OSS data collected every three months should show a reduction in repeat offenses.
    Staff Responsible for Monitoring: Administration
	Formative			**Summative**

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

○ No Progress   ○ Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

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

Evaluation Data Sources: Drill log sheets

Strategy 1 Details	Reviews			
Strategy 1: Campus will participate in monthly drills aligned to SRP (Safety Response Protocol).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Safe and orderly drills within expected time frame.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrators				

⬤ No Progress ⭕ Accomplished ➡ Continue/Modify ✖ Discontinue

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

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

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

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

No Progress ⭘   Accomplished ⭘   ➡ Continue/Modify   ✖ Discontinue

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: DMS will offer a variety of Parent and Family Engagement meetings quarterly throughout the school year in order to strengthen involvement between home and school.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase in Parent Engagement
     Staff Responsible for Monitoring: All Staff
 	
     TEA Priorities:
 Improve low-performing schools				

Strategy 2 Details	Reviews			
Strategy 2: Campus will provide opportunities for students and their families to visit school, meet with the counselor or teachers and attend meetings involving transitioning from elementary to middle school and middle school to junior high school. New students/families during the school year, are provided a tour of the school, if requested.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Documentation of fliers and attendance at parent meetings. Evidence of smooth transition of students to new schools at the beginning of the school via communication with receiving principal **Staff Responsible for Monitoring:** Counselor				

Strategy 3 Details	Reviews			
Strategy 3: DMS will provide a Curriculum Night for parents in early Spring prior to STAAR. Emphasis will be placed on instructional strategies parents can support at home with students as they prepare for STAAR.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Documentation of sign-in sheets for attendance. Results of STAAR Math, Science and Reading of students whose parents attend.
     Staff Responsible for Monitoring: Counselor, Academic Coaches
 	
     TEA Priorities:
 Build a foundation of reading and math, Improve low-performing schools
  - **Additional Targeted Support Strategy**				

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

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✕ Discontinue

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Campus provides interpreters for 2nd language families at ARDs and LPAC meetings, and at campus events and meetings.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Sign-in sheets from programs/parent meetings (resulting in increased attendance during the year). Parent understand academic goals for their child and will encourage/support their child's learning.
    Staff Responsible for Monitoring: Campus Administrators
 	
    TEA Priorities:
Improve low-performing schools				

Strategy 2 Details	Reviews			
Strategy 2: The campus will make available the English and Spanish versions of the Campus Needs Assessment, Campus Improvement Plan, and Parent and Family Engagement Policy by making them accessible through various sources which include: the student handbook, the campus website, the campus library, and the district administration building in an effort to build parent engagement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase in Parent Engagement
    Staff Responsible for Monitoring: Principal
 	
    TEA Priorities:
Improve low-performing schools				

Strategy 3 Details	Reviews			
Strategy 3: DMS will make English versions of the Campus Needs Assessment and Campus Improvement Plan by posting it on our district and campus websites, as well as the campus library in an effort to build parent engagement. Spanish translation is available upon request.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in Parent Engagement **Staff Responsible for Monitoring:** Principal				

Strategy 4 Details	Reviews			
Strategy 4: In order to inform parents of their student's progress, teachers will send home team/teacher conference requests as needed; additionally, students will have parent/teacher conferences in accordance with the district calendar.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Sign-in sheets from meetings. Documented phone calls from teachers/ administrators. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Improve low-performing schools				

Strategy 5 Details	Reviews			
Strategy 5: DMS will provide parents with timely information regarding district and campus information, their child's assessment results, access to district curriculum and opportunities to participate in various campus and district activities in a language they can understand.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Documentation of meetings, agendas, sign-in sheets. Increase in positive communication with community/business partners/media with positive press and surveys conducted periodically throughout the year by the district and campus. **Staff Responsible for Monitoring:** Principal and teachers				

No Progress   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: 100% of new teachers to the campus will be assigned to a mentor teacher in order to provide support and assistance with campus procedures and expectations.

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

Strategy 1 Details			Reviews			
Strategy 1: New teachers will be matched with a knowledgeable staff member in order to be oriented to the campus and campus procedures			**Formative**			**Summative**
Strategy's Expected Result/Impact: Retention rate of new staff **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools			**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details			Reviews			
Strategy 2: Meetings will be held with mentors and administration each nine weeks to discuss any concerns or support needed regarding new teachers to the campus.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Meeting minutes. Retention of effective teachers. **Staff Responsible for Monitoring:** Principal and Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools			**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details			Reviews			
Strategy 3: New to the profession teachers will participate in the DISD mentor/mentee program and will also meet with campus leaders at least once per nine weeks.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Sign-in sheets/agenda from meetings. Retention of highly qualified and effective teachers. **Staff Responsible for Monitoring:** Campus Administrators and Director of Teacher Development and Professional Learning **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools			**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Teachers hired during the year who do not meet highly qualified standards will be provided opportunities such as trainings, certification classes and support from campus and district administration to obtain the necessary requirements for the job.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Evidence of completed professional development activities, certification classes, tutoring for testing prep provided. SBE certification. **Staff Responsible for Monitoring:** Executive Director of Human Resources, Campus Principal				

Strategy 5 Details	Reviews			
Strategy 5: Academic Coaches and Instructional Support will hold Special Education and ESL certification.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Evidence of attendance at certification training. SBEC records reflect certification.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Principal				

No Progress   Accomplished   Continue/Modify   Discontinue

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

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

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

Strategy 1 Details			Reviews			

Strategy 1: Teachers who work with advanced and/or GT students will attend 30 hours of core training in the area of gifted and talented education; in addition teachers will maintain their eligibility by receiving six hours of training yearly.
  Strategy's Expected Result/Impact: Number of teachers who meet the qualifications for GT certification.
  Staff Responsible for Monitoring: Teachers
 	
  TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - Additional Targeted Support Strategy
			Formative			**Summative**

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

Strategy 2 Details			Reviews			

Strategy 2: Teachers who work with EL students will attend training to take the state's test for a certification in ESL.
  Strategy's Expected Result/Impact: Evidence of attendance at ESL certification prep training provided by district. SBEC award of certification attached to current teaching certification.
  Staff Responsible for Monitoring: Teacher
 	
  TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
 - Additional Targeted Support Strategy
			Formative			**Summative**

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

    ◯ No Progress   ◯ 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 3: The instructional leadership team will provide monthly professional development on instructional strategies of such as 7-Steps, Lead4ward, Visible Learning, PLC@work protocols, and participation will be documented on sign-in sheets

 Evaluation Data Sources: Sign-In Sheets and Training Agendas

Strategy 1 Details				Reviews			
Strategy 1: Provide training and support opportunities for teachers in all subject areas to support campus goals and enhance first time instruction to increase student achievement.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Sign in sheets, certificates of participation, observations, walkthroughs and student data. Improved student performance on state tests. **Staff Responsible for Monitoring:** Campus instructional and support staff **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- Additional Targeted Support Strategy**							

Strategy 2 Details				Reviews			
Strategy 2: Administrators will attend current, research-based professional development in order to provide effective instructional leadership at the campus.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Sign-in sheets, certificates of training attended. Evidence/ documentation of campus training presented to staff. **Staff Responsible for Monitoring:** Principal and Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools							

◯ No Progress	◯ Accomplished	→ Continue/Modify	✕ Discontinue

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

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

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

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

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

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

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

Strategy 1 Details		Reviews			
Strategy 1: Staff will report any maintenance items to front office personnel as they occur.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Work orders entered and completed.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Secretary					

Strategy 2 Details		Reviews			
Strategy 2: Administration will do at least quarterly walkthroughs of the campus to list structural and classroom maintenance needs.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Work orders entered and completed.					
Staff Responsible for Monitoring: Campus Administrators					

Strategy 3 Details		Reviews			
Strategy 3: Campus administration will collaborate with district business office and grant managers to plan and coordinate campus funds in order to provide improved academic instruction for all students.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Purchase orders, Master Schedule, and professional development documentation. Policy and procedures followed.					
Staff Responsible for Monitoring: Campus Principal					

      ◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue