Dickinson Independent School District

Silbernagel Elementary School

2025-2026 Campus Improvement Plan

Accountability Rating: C

PROUD TRADITIONS, EXCITING FUTURES
DICKINSON
INDEPENDENT SCHOOL DISTRICT

Mission Statement

Our Mission

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

Vision

Our Vision

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

Value Statement

Collective Commitments

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

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

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

<u>**Leader**</u>: Lezli Tonnies

Committee members: Sania Arfeen, Danielle Phillips, Allison Boaz Detric Dotson, Mary Termini, Victoria Foley, Carmen Urbisagastegui

Date: March 24, 2025

Summary:

Silbernagel Elementary is one of 12 Title IA schoolwide campuses in Dickinson Independent School District. Silbernagel Elementary opened its doors in February 1980 and serves predominantly low socio-economic families.

Demographics Strengths

Due to our high SES, our campus is a Title IA campus which receives federal funding to implement programs for our students.

- The average daily attendance rate for students is 92-95%.

- 96% of our teachers are ESL certified.
- Our class size ranges from 15:1 - 23:1.

Demographics Needs

- Large percentage of economically disadvantaged population
- The large number of at-risk students
- Staff racial make-up does not mirror the student population
- Our enrollment numbers have slightly decreased the last several years.

Problem Statement Identifying Demographic Needs:

Problem Statement: Lack of parent involvement with at-risk population.

Root causes: Transportation problems, lack of communication between parents and teachers

1. **Transportation Problems** – Parents may lack reliable transportation to attend school events.
2. **Lack of Communication** – Limited or ineffective communication between teachers and parents reduces engagement.

Possible solution: Provide more incentive based opportunities for parents of at-risk students (including all students) to volunteer/attend school functions.

Clear and Accessible Communication - Use multiple platforms such as class dojo, phone calls, translated newsletters, and social media updates to keep parents informed.

Incentives for Participation – Offer rewards like grocery gift cards (drawings of some type), school supply discounts, provide food (pizza, nacho bar) etc. (not sure what we can offer).

Expected Outcomes:

- Increased parent engagement in school activities.

- Improved communication and relationships between parents and teachers.

- Better academic support and success for at-risk students.
- Improve our average daily attendance

Demographics Strengths

Due to our high SES, our campus is a Title IA campus which receives federal funding to implement programs for our students.

- The average daily attendance rate for students is 92-95%.
- 96% of our teachers are ESL certified.
- Our class size ranges from 15:1 - 23:1.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lack of parent involvement with at-risk population.
Root Cause: Transportation problems, lack of communication between parents and teachers

Student Achievement

Student Achievement Summary

CNA Committee 2: Student Achievement Summary

Facilitator:

Lemmon

Committee Members:

Burch, Santos, Dynes, Cortez, Fernandez, Moore

Date: **Location:**

3/24/25   Conference room

Summary:

Overall, there was a lot of growth at Silbernagel Elementary School during the 2023-2024 school year. In reading English RLA outperformed Spanish RLA at every performance level. White and Black/African American students scored highest in English RLA, with 71.43% and 70% Approaches respectively. Hispanic students scored 64.29% Approaches in English, dropping to 51.43% in Spanish.Emergent Bilingual students had low performance in English RLA (16.67% Approaches) but notably stronger in Spanish RLA (51.35% Approaches). Special Education students struggled most in RLA across both English and Spanish, with Approaches percentages below 22%.

In math Approaches percentages were roughly equal between English and Spanish, with Spanish Math slightly edging out English Math (67.57% vs. 66.67%). White students performed highest in English Math (64.29% Approaches) and maintained strong Meets and Masters percentages. Black/African American students showed a drop in Masters (0%) in Math despite a high Approaches score (70%). Hispanic students had similar performance in both English and Spanish Math (67.44% and 68.57% Approaches), though Masters remained low. Emergent Bilingual students improved dramatically in Spanish Math (67.57% Approaches) compared to English Math (33.33% Approaches). Special Education students faced significant challenges in Math, with Approaches percentages around 22%.

Silbernagel Elementary's Grade 3 STAAR results show that students performed stronger in English Reading Language Arts than in Math. While Math scores in Spanish slightly exceeded those in English at the Approaches level, performance declined at the Meets and Masters levels.

White and Black/African American students performed above campus averages, while Hispanic students demonstrated moderate performance, with higher success rates in Math than RLA.

Strengths:
- Implementing a strong, consistent, targeted and individualized intervention time in the master schedule.
- Prioritizing small groups and making them more targeted and implemented consistently.
- Implementing consistent rewards and incentives.
- Utilizing paras and co-teachers strategically.

Problem/Root Cause:
- **Problem #1:** Performance Gaps for Emergent Bilingual (EB) students
- **Root Cause:** Instruction is not sufficiently differentiated to meet the language acquisition needs of EB students.
  - teachers in a routine/already done and not wanting to refine/change from year to year.
  - not enough resources in spanish to support intervention
- **Possible solutions:**
  Leverage bilingual instructional strategies in Math across both English and Spanish classrooms, expanding on the EB students' Math strengths.
  Obtain more resources to support intervention groups for EB students.
- **Problem #2:** Lower Mastery-Level Achievement in All Subjects
- **Root Cause:** Across most groups, the percentage of students reaching the Masters Grade Level was low in both English and Spanish RLA and Math.
- Misconception of what it means to extend their knowledge, so they think they're implementing extensions for the higher kids when in reality they're just giving more of the same work.

- **Possible solutions:**
  - Preplan cross-curricular activities as an extension.
  - Provide professional development on what extensions means and looks like.

Student Achievement Strengths

Strengths:

- Implementing a strong, consistent, targeted and individualized intervention time in the master schedule.
- Prioritizing small groups and making them more targeted and implemented consistently.
- Implementing consistent rewards and incentives.
- Utilizing paras and co-teachers strategically.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Performance Gaps for Emergent Bilingual (EB) students
Root Cause: Instruction is not sufficiently differentiated to meet the language acquisition needs of EB students.

Problem Statement 2 (Prioritized): Lower Mastery-Level Achievement in All Subjects
Root Cause: Teachers need additional training to strategically plan extensions for students demonstrating grade-level proficiency.

School Culture and Climate

School Culture and Climate Summary

Committee 3: School Culture and Climate

Leader: D. Batchelor
Committee Members: A. Flores, T. Sumbler, A. Kielb, R. Green, M. Torres, J. Torres, and J. Morreale
Date Committee Met: March 24, 2025

Campus Needs Assessment Committee Summary

The Campus Needs Assessment Committee conducted a thorough evaluation of our school environment at Jake Silbernagel Elementary, utilizing data from various surveys to identify critical needs for improvement for the 2025-2026 school year. The assessment included insights from the JSES Cultural Audit, the Parent School Climate Survey, and the Staff School Climate Survey, helping us to analyze strengths, challenges, and areas for growth within our campus community. The data collected from the surveys highlights both our achievements and areas needing attention. Moving forward, we aim to address these identified challenges while building upon our strengths to foster a supportive and effective learning environment for all students.

Strengths Identified:

1. **Safety Assurance:** Both parents and staff agree that students feel safe at our school.
2. **Respectful Interactions:** Survey data indicates that students generally treat each other with respect.
3. **Teacher-Student Respect:** Parents believe that teachers treat students respectfully.
4. **Positive Reinforcement:** Students are consistently praised and rewarded for positive behavior.
5. **Clear Expectations:** Parents and teachers express that students are taught rules and expectations effectively.
6. **Student Happiness:** Parents report that their children are happy at school.
7. **Safety Procedures:** Robust safety measures are in place, including secure badges at doors and locked entry points.
8. **CHOMP Expectations:** Clear behavioral expectations are taught and prominently displayed throughout the building.
9. **Inclusive Activities:** School events, such as carnivals, ensure all students have the opportunity to participate.
10. **Positive Relationships:** Data reflects positive relationships and attitudes among students and parents.
11. **Staff Collaboration:** Teachers have opportunities for collaborative team time with academic coaches weekly.
12. **Recognition Programs:** Initiatives like Golden Gators and staff shout outs allow teachers to recognize each other's hard work.
13. **Attendance Rewards:** Students are rewarded for maintaining good attendance.

Problem Statements and Root Causes:

Problem Statements	**Root Cause**
Communication Gaps: Teachers and staff need consistent, clear, and communicated expectations to enhance collaboration and coordination.	**Root Cause:** Inconsistent staff meetings this year have led to communication primarily occurring through emails or informal interactions.
Bullying and Inappropriate Language Concerns: Parents and teachers have expressed concerns about bullying and the use of inappropriate language among students.	**Root Cause:** Students may not always report incidents of bullying or inappropriate language, which can lead to these issues being unknown or investigated days later.

School Culture and Climate Strengths

Strengths Identified:

1. **Safety Assurance:** Both parents and staff agree that students feel safe at our school.
2. **Respectful Interactions:** Survey data indicates that students generally treat each other with respect.
3. **Teacher-Student Respect:** Parents believe that teachers treat students respectfully.
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Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Teachers and staff need consistent, clear, and communicated expectations to enhance collaboration and coordination.
Root Cause: Inconsistent staff meetings this year have led to communication primarily occurring through emails or informal interactions.

Problem Statement 2: Parents and teachers have expressed concerns about bullying and the use of inappropriate language among students.
Root Cause: Students may not always report incidents of bullying or inappropriate language, which can lead to these issues being unknown or investigated days later.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The staff retention rate at Silbernagel Elementary was 65.9% for teaching staff. The 44% White, 45% Hispanic, and 9.2% African American. When compared to the student population, the staff has a higher percentage of White staff members and a lower percentage of Hispanic staff members. Teachers have an average of 9 years of experience in education.

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

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

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

Campus	Total		Ethnicity																			
			American Indian or Alaska Native			Asian			Black or African American			Hispanic or Latino			Native Hawaiian or Other Pacific Islander			White			Two or More		
	Count	FTE	Count	FTE	%	Count	FTE	%	Count	FTE	%	Count	FTE	%	Count	FTE	%	Count	FTE	%	Count	FTE	%
105 - Jake Silbernagel EL	98	94.02	1	1	1.0%	1	1	1.0%	9	8.92	9.2%	44	41.72	44.9%	0	0.00	0.0%	43	41.38	43.9%	0	0.00	0.0%

Gender					
Male			Female		
Count	FTE	%	Count	FTE	%
9	8.92	9.2%	89	85.1	90.8%

Student Demographics	Count	Percent
Gender		
Female	255	50.10%
Male	254	49.90%
Ethnicity		
Hispanic-Latino	374	73.48%
Race		
American Indian - Alaskan Native	7	1.38%
Asian	6	1.18%
Black - African American	55	10.81%
Native Hawaiian - Pacific Islander	0	0.00%
White	59	11.59%
Two-or-More	8	1.57%

Teachers average years of experience: 9

Teacher retention rate: 65.9%

Staff Quality, Recruitment, and Retention Strengths

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The percentage of Hispanic staff is below the percentage for Hispanic students.
Root Cause: Administrators need to explore more options to recruit and retain bilingual teaching staff.

Problem Statement 2 (Prioritized): 1/3 of the teaching staff were not retained the previous year.
Root Cause: Targeted professional development and growth opportunities are needed for staff to feel invested in staying at Silbernagel Elementary.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Committee 5:   Curriculum, Instruction, and Assessment

Leader:Cristina Samuelson

Committee Members: Shelley, Kleckner, Vazquez, Magdaleno, Aranda Salazar, Lundy

Date Committee Met: March 24 , 2025

Also turn in 3 column sign-in, agenda with minutes, and handouts

Summary:

 At the district level, a committee of teachers and specialists collaboratively develops the curriculum used across Dickinson ISD. This curriculum is grounded in the Texas Essential Knowledge and Skills (TEKS), the English Language Proficiency Standards (ELPS), and the College and Career Readiness Standards (CCRS). Teachers are provided with a year-at-a-glance outline and pacing guide to support instructional planning. Curriculum documents are revisited and revised annually during the summer to reflect evolving best practices and student needs.

On campus, team leaders and academic coaches work closely with specialists and grade-level teams to plan daily lessons and develop common assessments based on the TEKS and formative assessment data. While the curriculum is aligned to state and college readiness standards, committee members expressed concern about the logical sequencing of some content areas—particularly reading. Comprehension standards are organized by genre and, as a result, some standards are only addressed a few times per semester. Additionally, phonics skills were noted to be misaligned in their progression, impacting the scaffolding of early literacy instruction.

A variety of instructional structures are in place to support all students in meeting challenging academic standards. The implementation of the Fundations phonics program supports early literacy development, and structured small group instruction and designated intervention time are embedded into the master schedule. Foundational reading skills are progress monitored regularly in grades K–2 to guide differentiated instruction and ensure timely support for struggling students. Instructional coaches and interventionists provide targeted assistance and collaborate with teachers to strengthen classroom practices and intervention efforts.

Teachers participate in weekly grade-level collaboration meetings focused on the four PLC questions, using student data to inform planning and instruction. A variety of data sources—including common formative and summative assessments, MAP testing, phonics screeners, and informal classroom data—are used to plan for small group instruction, intervention, and enrichment opportunities. The use of structured data analysis protocols, such as the Content Team Data Analysis document and a campus-wide data tracker, ensures consistent monitoring of student progress.

Technology integration is another strength of the campus. Each classroom is equipped with a Chromebook cart, and teachers use the Schoology learning management system for lesson delivery, digital assignments, and communication with students and families. Instruction is further supported by the use of Lead4Ward strategies, which help teachers plan engaging, collaborative lessons that promote higher-order thinking.

Cross-curricular planning is promoted through the integration of content connections in auxiliary classes, which reinforce core academic concepts in reading, math, science, and social studies. These practices help enhance student engagement and promote deeper understanding of content across disciplines.

Ongoing professional learning and collaboration continue to refine systems of support. Partnerships with PLC@Work and Solution Tree have helped teachers enhance the effectiveness of intervention time by focusing on essential standards, designing formative assessments, and using data to drive instruction. These systems contribute to a strong campus culture of continuous improvement and a commitment to meeting the diverse needs of all learners.

Campus Strengths:

- Implementation of the *Fundations* phonics program to support early literacy
- Structured small group instruction and designated intervention time built into the master schedule
- Regular progress monitoring of foundational skills in grades K–2
- Instructional coaches and interventionists provide ongoing support and intervention
- Weekly grade-level collaboration meetings focused on the 4 PLC questions
- Use of a campus-wide data tracker to monitor student progress and inform instruction
- Established data analysis protocols, including Content Team Data Analysis documents
- Integration of technology with Chromebook carts available in every classroom
- Use of Schoology to support lesson delivery and digital learning
- Instructional planning and student engagement supported by Lead4Ward strategies
- Auxiliary classes incorporate cross-curricular activities to reinforce academic content
- Ongoing professional learning through PLC@Work and Solution Tree
- Use of common formative and summative assessments, MAP, and mClASS.
- Commitment to meeting individual student needs through Tiered interventions and small group support
- Curriculum and pacing guides aligned to TEKS, ELPS, and CCRS
- Annual curriculum revisions to ensure alignment and effectiveness

Problem Statement with Root Cause:

Problem Statement	Root Cause
Students are not receiving consistent, systematic instruction in all reading comprehension standards and phonics skills, leading to gaps in foundational literacy development and reading proficiency.	The reading curriculum lacks logical sequencing. Comprehension standards are organized by genre rather than skill progression, resulting in some standards being addressed infrequently. Additionally, phonics instruction is not aligned in a developmentally appropriate sequence, limiting students' ability to build upon prior knowledge effectively.

Curriculum, Instruction, and Assessment Strengths

Campus Strengths:
- Implementation of the *Fundations* phonics program to support early literacy
- Structured small group instruction and designated intervention time built into the master schedule
- Regular progress monitoring of foundational skills in grades K–2
- Instructional coaches and interventionists provide ongoing support and intervention
- Weekly grade-level collaboration meetings focused on the 4 PLC questions
- Use of a campus-wide data tracker to monitor student progress and inform instruction
- Established data analysis protocols, including Content Team Data Analysis documents
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- Use of common formative and summative assessments, MAP, and mClASS.

- Commitment to meeting individual student needs through Tiered interventions and small group support

- Curriculum and pacing guides aligned to TEKS, ELPS, and CCRS

- Annual curriculum revisions to ensure alignment and effectiveness

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Students are not receiving consistent, systematic instruction in all reading comprehension standards and phonics skills, leading to gaps in foundational literacy development and reading proficiency.
Root Cause: The reading curriculum lacks logical sequencing. Comprehension standards are organized by genre rather than skill progression, resulting in some standards being addressed infrequently. Additionally, phonics instruction is not aligned in a developmentally appropriate sequence, limiting students' ability to build upon prior knowledge effectively.

Committee 6: Family and Community Engagement

Leader: Sandra Gomez

Committee Members: Hope Mata, Tammye Verstrate, Jessica Vrana, Vanessa Luevano, Rusty Dayne Bjerke

Date Committee Met: March 24, 2025

Summary:
The campus demonstrates strong communication practices by providing school information, event updates, and daily behavior reports to families in both English and Spanish. These communications are shared through multiple platforms, including email, newsletters, campus social media, and Class Dojo.
The school also offers a wide range of opportunities for family and community involvement throughout the school year, such as Family Literacy/Math Night, Awards Assemblies, Skyward training sessions, Parent-Teacher Conferences, Pre-K and Kindergarten Roundup, Grandparents' Day, Veteran's Day Program, Career Day, Open House, Book Fair, Grade-level music programs, and Field Day.
Despite these strengths, there remains a need to increase parental involvement in students' day-to-day academic activities. While parents are often present at fun and engaging events, consistent academic engagement is usually limited. This is mainly due to challenges many families face, including demanding work schedules, multiple jobs, and transportation barriers, which make regular participation in academic support more difficult.

Campus Strengths:
- School information, events, and updates on daily student behavior are communicated to families in both English and Spanish.
- The school offers a variety of opportunities for community and family involvement throughout the year.

Problem Statement with Root Cause:

Problem Statement	Root Cause
There is a need for increased parent involvement in students' day-to-day academic activities.	Many parents face significant barriers that prevent them from actively participating in their child's education. These challenges include long or irregular work hours, holding multiple jobs, and a lack of reliable transportation.
There is a need for increased parent involvement in students' day-to-day academic activities.	Parents tend to participate more in fun events, such as Math/Literacy Night, the Book Fair, music programs, and Field Day.

Family and Community Engagement Strengths

Campus Strengths:
- School information, events, and updates on daily student behavior are communicated to families in both English and Spanish.
- The school offers a variety of opportunities for community and family involvement throughout the year.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1 (Prioritized): There is a need for increased parent involvement in students' day-to-day academic activities.
Root Cause: Many parents face significant barriers that prevent them from actively participating in their child's education. These challenges include long or irregular work hours, holding multiple jobs, and a lack of reliable transportation.

Problem Statement 2: There is a need for increased parent involvement in students' day-to-day academic activities.
Root Cause: Parents tend to participate more in fun events, such as Math/Literacy Night, the Book Fair, music programs, and Field Day.

School Organization

School Organization Summary

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Committee 7: School Context and Organization

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Leader: Courtney James

Committee Members: Brandi Bergeron, Morales, Marlene Alaniz, McDowell, Duran, Templos, Palaez

Date Committee Met: March 24, 2025

Summary:

Jake Silbernagel Elementary School is highly regarded by both students and parents, who consistently express positive perceptions of the campus environment. We are committed to providing a safe, structured, and nurturing learning environment where high expectations are set for both students and staff. Our curriculum is thoughtfully designed to engage and challenge learners, closely aligned with the Texas Essential Knowledge and Skills (TEKS) to support academic growth and future readiness.

We place strong emphasis on organization and daily operational efficiency, ensuring that duties, schedules, and procedures are well-managed to create a secure atmosphere and maximize instructional time. Campus-wide initiatives such as PBIS and the Solution Tree framework are thoughtfully implemented by our dedicated educators and leaders. These efforts promote consistency, reinforce positive behavior, and support student achievement across all grade levels. Through ongoing collaboration between staff and administration, we continuously refine our practices to meet the evolving needs of our students and uphold our commitment to academic excellence.

To support our committed educators, we allocate a 60-minute daily planning period. This dedicated time allows teachers to thoughtfully prepare and enhance their lessons, analyze student data, communicate with families, and participate in essential meetings. It ensures they are equipped to deliver high-quality instruction and meet the diverse needs of their students.

By cultivating a positive school climate and prioritizing time for professional planning, we create an environment where students are empowered to succeed and teachers are supported to excel.

Silberangel recently underwent significant changes in administration due to the retirement of two principals and the introduction of a principal from another campus. These changes brought both challenges and opportunities for the school community as they adapted to these revisions.

Campus Strengths:
- Improved daily scheduled intervention time to ensure remediation and enrichment for all students in ELA and Math.
- Collaborative teams made up of grade level teachers, coaches, interventionist and campus administrators meet once a week for 90 minutes to plan for instruction.
- Clearly documented roles and responsibilities of leaders on campus available to all staff members to reference as support

- Positive Behavior Intervention and Supports (PBIS)implemented routinely to combat behaviors
- Silbernagel offers choir as an extracurricular activity.The root cause is a lack of time, training, systems, and culture necessary for principals and mentor teachers to of
- Teachers and students routinely utilize the PLC assessment cycle to set goals focussing on essential standards and include student assistance based on frequent instructional support. common formative assessments to meet the needs of the students. Monitoring and celebrating progress individually and as a class.
- The rules and regulations in place facilitate learning and provide students and staff a safe and secure learning environment.
- The campus implemented Restorative Practices campus wide and meets frequently as a campus team to evaluate the learning environment. Parents are given the opportunity to participate in the school-wide discipline through student behavior charts.
- The campus leadership team, campus improvement committee, guiding coalition and PBIS teams meet regularly to discuss progress as well as concerns of the campus.
- All campus initiatives, routines, and procedures are aligned with the district goals including mission statement, vision statements, and objectives.

Problem Statement with Root Cause:

Problem Statement	Root Cause
and mentor teachers need continued support on assisting teachers who have difficulty planning and effective instruction.	

School Organization Strengths

Campus Strengths:
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- Positive Behavior Intervention and Supports (PBIS)implemented routinely to combat behaviors
- Silbernagel offers choir as an extracurricular activity.
- Teachers and students routinely utilize the PLC assessment cycle to set goals focussing on essential standards and include student assistance based on frequent common formative assessments to meet the needs of the students. Monitoring and celebrating progress individually and as a class.
- The rules and regulations in place facilitate learning and provide students and staff a safe and secure learning environment.
- The campus implemented Restorative Practices campus wide and meets frequently as a campus team to evaluate the learning environment. Parents are given the opportunity to participate in the school-wide discipline through student behavior charts.
- The campus leadership team, campus improvement committee, guiding coalition and PBIS teams meet regularly to discuss progress as well as concerns of the campus.

- All campus initiatives, routines, and procedures are aligned with the district goals including mission statement, vision statements, and objectives.

Problem Statements Identifying School Organization Needs

Problem Statement 1 (Prioritized): Principals and mentor teachers need continued support on assisting teachers who have difficulty planning and executing effective instruction. **Root Cause:** The root cause is a lack of time, training, systems, and culture necessary for principals and mentor teachers to offer deep, differentiated, and consistent instructional support.

Technology

Technology Summary

Leader: Jessica Galvan
Committee Members: Mrs. Martinez, Mrs.Pinegar, Ms. Baker, Mrs. Wright, Ms. Dean, Ms. Vela
Date: 3/24/25
Sign-in sheet, agenda, and handouts attached

Summary: At Jake Silbernagel Elementary, all content classes are equipped with classroom Chromecart for instruction. All classrooms have a teacher's computer, document camera, and projector. Classroom teachers are familiar with Zoom, Classlink, Eduphoria, and Skyward. Most teachers are integrating technology at a *proficient* level. PreK-3rd grade technology classroom, we teach essential digital skills, including typing (Typing.com), word processing (Word), presentations (Google Slides), and basic data entry (Excel). Students also explore creative tools in Adobe Education and learn about computer parts, making technology fun and engaging!

Campus Strengths:

- Content teachers were given the option to be provided with a laptop.
- Content teachers have a Chromecart with devices for each student.
- Teachers have a positive mindset and want to use technology.
- Students have access to Learning Ally, EPIC!, Amplify, Senso, and other internet-based education programs.
- Part of the auxiliary schedule allows students to rotate through the lab at least once a week
- Students have access to Class Link which is user-friendly and seamlessly logs them onto their other accounts. This is also accessible from home.
- All students have access to a Google Account.
- Second and third-graders are proficient at logging on independently.
- Kindergarten and first grade are proficient at logging on with Class Quick Cards.
- Students have access to eBooks.
- Makerspace Technology

Problem Statement with Root Cause:

Problem Statement	Root Cause
All staff are not aware of technology aids to assist them. Some examples include; Schoology.	There is no proper training or appropriate follow-up support for the use of these devices.
Each classroom does not have a headset for technology usage.	We need to do an inventory of working headphones, a lack of training for staff and students for the required use. Students should have their compatible headphones for use at school.

Problem Statement	Root Cause
Limited resources for lower grade levels and life skills classes.	There are no other applications available through the district for lower level grades and life skills classes.

Technology Strengths

Campus Strengths:

- Content teachers were given the option to be provided with a laptop.
- Content teachers have a Chromecart with devices for each student.
- Teachers have a positive mindset and want to use technology.
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- Second and third-graders are proficient at logging on independently.
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- Students have access to eBooks.
- Makerspace Technology

Problem Statements Identifying Technology Needs

Problem Statement 1: All staff are not aware of technology aids to assist them. Some examples include; Schoology.
Root Cause: There is no proper training or appropriate follow-up support for the use of these devices.

Problem Statement 2 (Prioritized): Each classroom does not have a headset for technology usage.
Root Cause: We need to do an inventory of working headphones, a lack of training for staff and students for the required use. Students should have their compatible headphones for use at school.

Problem Statement 3: Limited resources for lower grade levels and life skills classes.
Root Cause: There are no other applications available through the district for lower level grades and life skills classes.

Priority Problem Statements

Problem Statement 1: Lack of parent involvement with at-risk population.
Root Cause 1: Transportation problems, lack of communication between parents and teachers
Problem Statement 1 Areas: Demographics

Problem Statement 2: Lower Mastery-Level Achievement in All Subjects
Root Cause 2: Teachers need additional training to strategically plan extensions for students demonstrating grade-level proficiency.
Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Teachers and staff need consistent, clear, and communicated expectations to enhance collaboration and coordination.
Root Cause 3: Inconsistent staff meetings this year have led to communication primarily occurring through emails or informal interactions.
Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: 1/3 of the teaching staff were not retained the previous year.
Root Cause 4: Targeted professional development and growth opportunities are needed for staff to feel invested in staying at Silbernagel Elementary.
Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Students are not receiving consistent, systematic instruction in all reading comprehension standards and phonics skills, leading to gaps in foundational literacy development and reading proficiency.
Root Cause 5: The reading curriculum lacks logical sequencing. Comprehension standards are organized by genre rather than skill progression, resulting in some standards being addressed infrequently. Additionally, phonics instruction is not aligned in a developmentally appropriate sequence, limiting students' ability to build upon prior knowledge effectively.
Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: There is a need for increased parent involvement in students' day-to-day academic activities.
Root Cause 6: Many parents face significant barriers that prevent them from actively participating in their child's education. These challenges include long or irregular work hours, holding multiple jobs, and a lack of reliable transportation.
Problem Statement 6 Areas: Family and Community Engagement

Problem Statement 7: Principals and mentor teachers need continued support on assisting teachers who have difficulty planning and executing effective instruction.
Root Cause 7: The root cause is a lack of time, training, systems, and culture necessary for principals and mentor teachers to offer deep, differentiated, and consistent instructional support.
Problem Statement 7 Areas: School Organization

Problem Statement 8: Each classroom does not have a headset for technology usage.

Root Cause 8: We need to do an inventory of working headphones, a lack of training for staff and students for the required use. Students should have their compatible headphones for use at school.

Problem Statement 8 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

Goals

Revised/Approved: May 20, 2025

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

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

High Priority

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategy 15 Details	Reviews			
Strategy 15: ELA Curriculum Leadership Team members will actively participate and accurately disseminate information regarding the following district non-negotiable standards and the proficiency levels of the standards: Strand 1: Vocabulary (B) Strand 2: Comprehension (G) Strand 3: Response Skills (C) Strand 4: Multi-Genres (Diii) Strand 5: Literacy Elements (C) Strand 6: Author's purpose and Craft (B) Strand 7: Writing Process (Di) **Strategy's Expected Result/Impact:** Vertical Alignment Kinder-4th grade **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 16 Details	Reviews			

Strategy 16: JSES will implement dual language in Pre-K - 3rd grade. Materials, supplies and training will be provided to teachers and students in order to be successful in the acquisition of their native language(Spanish) as well as learning English.
    Strategy's Expected Result/Impact: Acquisition of Spanish/English
    Staff Responsible for Monitoring: Bilingual Instructional Specialist and Administrators
	Formative			**Summative**

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

Strategy 17 Details	Reviews			

Strategy 17: Fundation phonics will be provided to teachers in Pre-K-3rd grade to assist them with instruction in phonics.
    Strategy's Expected Result/Impact: Increased number of students on grade level in reading.
    Staff Responsible for Monitoring: Administrator
 	
TEA Priorities:
Build a foundation of reading and math
	Formative			**Summative**

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

Strategy 18 Details	Reviews			

Strategy 18: Bilingual teachers in 1st and 2nd grade will receive training in El Proximo Paso. El Proximo Paso will assist teachers with phonics instruction with our ELL students.
    Strategy's Expected Result/Impact: Increase number of ELL students on grade level in reading
    Staff Responsible for Monitoring: Bilingual instructional specialists and administrators.
 	
TEA Priorities:
Build a foundation of reading and math
	Formative			**Summative**

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

Strategy 19 Details	Reviews			
Strategy 19: Bilingual teachers in Pre-K and Kindergarten will receive training in El Camino al exito. El Camino al exito will assist teachers with phonics instruction with our ELL students. **Strategy's Expected Result/Impact:** Increase number of ELL students on grade level in reading **Staff Responsible for Monitoring:** Bilingual instructional specialists and administrators. **TEA Priorities:** Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

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

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Instructional specialist will attend math & science CLT meetings that model research based best practice in the content areas.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Documented sign-in sheets of training, classroom environment, small guided groups and formative data binders.
     Staff Responsible for Monitoring: Instructional specialists & administrator
 	
     TEA Priorities:
 Build a foundation of reading and math
     Funding Sources: Academic Coaches - 211-Title IA - 211-8-11-105-30-00-6119-00 - $126,661				

Strategy 2 Details	Reviews			
Strategy 2: To improve instructional practices and promote small group instruction, teachers will have an opportunity to observe other math teachers.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Evidence of student growth on common assessments and curriculum based assessment.
     Staff Responsible for Monitoring: Instructional specialists and administrator
 	
     TEA Priorities:
 Build a foundation of reading and math				

Strategy 3 Details	Reviews			
Strategy 3: Teachers and instructional specialists will continue to receive professional development to improve instructional practices.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Evidence of student growth on common assessments and curriculum based assessment.
     Staff Responsible for Monitoring: Administrators
 	
     Funding Sources: - Local Funding, - 255-Title IIA				

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

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

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

    High Priority

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

Strategy 1 Details	Reviews			

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

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

Strategy 2 Details	Reviews			

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

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

Strategy 3 Details	Reviews			
Strategy 3: Provide supplemental instructional materials that support professional development.	Formative			Summative
-Writing -Social Studies -Comprehension -Phonics -Interactive Read Aloud - Patterns of Power - Scholastic Storyworks - Scholastic Short Reads **Strategy's Expected Result/Impact:** Documented classroom observations of teachers and students using materials during instruction. Improved scores in content areas via CBA and STAAR results **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funding	Nov	Jan	Mar	June

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

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

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

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

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

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

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

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

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

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

○ No Progress   ◯ Accomplished   → Continue/Modify   ✖ Discontinue

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

Performance Objective 1: Create and maintain a safe and supportive environment for students and staff.

    High Priority

    Evaluation Data Sources: Analysis of office referral data

Strategy 1 Details	Reviews			

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

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

Strategy 2 Details	Reviews			

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

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

Strategy 3 Details	Reviews			

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

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

Strategy 4 Details	Reviews			

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

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

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

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

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

Strategy 8 Details		Reviews			
Strategy 8: Staff members will attend training and receive reading materials on safety, restorative practices, PBIS, and/or relationship building in order to promote a safe learning environment. **Strategy's Expected Result/Impact:** Reduction in the number of referrals **Staff Responsible for Monitoring:** Administrators, cafeteria staff, custodial staff, teachers, instructional coaches, counselor, librarian		**Formative**			**Summative**
		Nov	Jan	Mar	June

No Progress   Accomplished   Continue/Modify   ✖ Discontinue

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

Performance Objective 2: Increase student attendance from 93% to 95%.

High Priority

Evaluation Data Sources: Weekly PEIMS/Skyward/Attendance Data

Strategy 1 Details				Reviews			
Strategy 1: Provide various attendance incentives to individual students and classrooms.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in daily student attendance.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, counselor, teachers, attendance clerk							
No Progress	Accomplished	Continue/Modify	Discontinue				

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

Performance Objective 3: 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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student achievement on the FitnessGram	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PE coaches, Athletic Coordinators, Administrators				

No Progress   Accomplished   Continue/Modify   Discontinue

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

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

    Evaluation Data Sources: Sign in sheets, feedback from survey

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategy 12 Details	Reviews			
Strategy 12: Parent assistance in understanding content standards, how to monitor their child's progress and help improve student achievement. **Strategy's Expected Result/Impact:** Parent Survey Results **Staff Responsible for Monitoring:** Parent Engagement Coordinator and Administrators	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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: Reduce the turnover rate by 5% through mentoring and staff development and increase hiring strategies for highly qualified personnel.

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

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

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

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

Strategy 4 Details	Reviews			
Strategy 4: Any new teacher hired who does not meet highly qualified standards will be provided with training opportunities, certification/test prep practice, and district support in order to meet highly qualified standards.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Documentation of trainings and achievement of certification in a timely manner.
    Staff Responsible for Monitoring: Director of Professional Development, Principal, Director of Human Resources
 	
    Funding Sources: - Local Funding
	Nov	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Provide staff with researched based training and materials to enhance instruction for all students in all content areas. -	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improvement in MCLASS, MAP and STAAR scores **Staff Responsible for Monitoring:** Deputy Superintendent for Educational Services, Director of Federal Programs, Director of Professional Development, Principal, Teacher **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Supplies and materials - 255-Title IIA - -8-13-105-24-29-6399-00 - $1,000				

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

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

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

Strategy 9 Details	Reviews			
Strategy 9: Campus administration will attend professional development throughout the year.	**Formative**			**Summative**
-lead4ward -Restorative Practice -Solution Tree	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Documentation of training **Staff Responsible for Monitoring:** Deputy Superintendent for Educational Services				

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

Performance Objective 1: Ensure 100% of allotted budget is spent on activities to improve student achievement and campus environment.

    Evaluation Data Sources: Budget

Strategy 1 Details	Reviews			

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

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

Strategy 2 Details	Reviews			

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

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

Strategy 3 Details	Reviews			

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

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

Strategy 4 Details	Reviews			

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

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

⬤ No Progress   ⭕ Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

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

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

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

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

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

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

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

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

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

No Progress   Accomplished   Continue/Modify   Discontinue

Campus Improvement Committee

Committee Role	Name	Position
Business Owner	Jorge Garza	Business Owner
Parent	Valeria Castillo	Parent
Parent	Rena Mallet-Smith	Parent
Parent	Reginald Batiste	Parent
Classroom Teacher	Dennell Darilek	3rd Grade RLA Teacher
Classroom Teacher	Breanna Villaloboz	3rd Grade Math/RLA Teacher
Classroom Teacher	Darnel Mafnas	Music Teacher
Administrator	Cristina Samuelson	Assistant Principal
Paraprofessional	Kim Berry	SPED Paraprofessional
Classroom Teacher	Ashlee Burr	3rd Grade Math Teacher
Classroom Teacher	Breanna Stevens	SPED Teacher
Classroom Teacher	Victoria Foley	PK Teacher
Classroom Teacher	Tammy Verstrate	Kindergarten teacher
Classroom Teacher	Jessica Vrana	PE Teacher
Classroom Teacher	Kendall Baker	SPED teacher
Counselor	Marlene Alaniz	Counselor
Administrator	Brendan Fitzpatrick	Principal