

Dickinson Independent School District

Dunbar Middle School

2022-2023 Campus Improvement Plan



Mission Statement

Dunbar Middle School will continue to hire highly qualified, highly trained staff and continue to make research-based, data-driven decisions in seeking out and employing innovative programs and technology to increase student achievement.

Vision

Dunbar Middle School will continue to increase student performance for all students in all subjects and ensure that all students are learning at their full potential.

Value Statement

Children First!

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Comprehensive Needs Assessment

Revised/Approved: May 17, 2022

Demographics

Demographics Summary

Dunbar Middle School is a Title 1 campus in Dickinson Independent School District. Dunbar Middle School serves predominantly low socioeconomic families. Dunbar Middle School serves 666 students in grades 5 and 6. The student populations are as follows 1.56% Asian, 16.41% African-American, 22.07% White, 57% Hispanic/Latino, 2.69% Multi-Race, 48% Female, and 52% Male, with a low socioeconomic status of 75%. The average daily attendance rate for students is 94%. Our staff has identified the area of classroom management as a need. Dunbar Middle School campus serves 61-504 students, 141-SpEd students, 42-GT students, and 212-ELL students.

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Dickinson, TX 77539-3553
(281) 229-6600 Phone
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School Population (2021 - 2022 Fall PEIMS file loaded 02/14/2022)

Student Total
5th Grade
6th Grade

District Information

Offers the ASVAB test

Programs of Study

- (002) - Advanced Manufacturing and Machinery Mechanics
- (003) - Agribusiness
- (004) - Animal Science

More 

Gifted and Talented Programs

- (01) - Pull-out
- (04) - Full-time inclusion

Administration (2021 - 2022 Fall PEIMS file loaded 02/14/2022)

Principal **Temeka Brown**

Student Demographics (2021 - 2022 Fall PEIMS file loaded 02/14/2022)	Count	Percent
Gender		
Female	315	47.30%
Male	351	52.70%
Ethnicity		
Hispanic-Latino	387	58.11%
Race		
American Indian - Alaskan Native	1	0.15%
Asian	10	1.50%
Black - African American	110	16.52%
Native Hawaiian - Pacific Islander	0	0.00%
White	140	21.02%
Two-or-More	18	2.70%

Special Services (2021 - 2022 Fall PEIMS file loaded 02/14/2022)
Primary Disabilities
No Disability
Orthopedic impairment
Other health impairment
Auditory impairment
Visual impairment
Deaf-Blind
Intellectual disability
Emotional disturbance
Learning disability
Speech impairment
Autism
Developmental delay

Student by Program (2021 - 2022 Fall PEIMS file loaded 02/14/2022)	Count	Percent
Emergent Bilingual (EB)	197	29.58%
Bilingual	0	0.00%
English as a Second Language (ESL)	81	12.16%
Alternative Bilingual Language Program	62	9.31%
Alternative ESL Language Program	39	5.86%
Gifted and Talented	41	6.16%
Special Education (SPED)	127	19.07%
Title I Participation	666	100.00%
Dyslexia	60	9.01%
Economic Disadvantage		
Economic Disadvantage Total	498	74.77%
Free Meals	468	70.27%
Reduced-Price Meals	28	4.20%
Other Economic Disadvantage	2	0.30%
Homeless Statuses		
Homeless Status Total	7	1.05%
Shelter	1	0.15%
Doubled Up	6	0.90%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

Traumatic brain injury	
Noncategorical early childhood	
Instructional Settings	
Speech Therapy	
Homebound	
Hospital Class	
Mainstream	
Resource Room	
VAC	
Off Home Campus	
State School	
Residential Care	
Self Contained	
Full-Time Early Childhood	
Nonpublic Day School	

Other Student Information (2021 - 2022 Fall PEIMS file loaded 02/14/2022)	Count	Percent
At-Risk	306	45.95%
Title I Homeless	0	0.00%
Immigrant	7	1.05%

Staff Information (2021 - 2022 Fall PEIMS file loaded 02/14/2022)
Administrative Support
Teacher
Educational Aide
Auxiliary

Migrant	1	0.15%
Military Connected	12	1.80%
Foster Care	0	0.00%
CTE Single Parent/Pregnant Teen	0	0.00%
Section 504	53	7.96%
Intervention Indicator	86	12.91%
IEP Continuer	0	0.00%
Transfer In Students	7	1.0511%

Demographics Strengths

Campus Strengths:

- - Diverse student population
 - Many teachers are ESL certified
 - Multiple training opportunities to better prepare staff for our diversified campus, including AVID, STEM, Lead4ward, Teach Like a Champion 2.0, Restorative Practices, Solution Tree, and Safe Civil

Problem Statements Identifying Demographics Needs

Problem Statement 1: Based on our most recent data, first-time instruction is not effective for all student groups resulting in missing state safeguards for African -American, Economically Disadvantaged, EL, and Special Education student groups. **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 far below the state's attendance average. **Root Cause:** Effective partnerships, including consistent communication between home and school are needed.

Problem Statement 3: 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

Leader: Tiffany Mumford-Guyton, Crystal Chachere

Committee Members: Dana Cherry, Donquetta Simmons, Celina Vasquez, Charles Suttle, Stephanie Fountain, S. Brown, Nelle Castillo

Date Committee Met: May 17, 2022

Summary:

Students' achievement was evaluated using the following data: MAP testing, MAP projections, Interim, and previous year STAAR scores. When comparing the previous academic years' STAAR scores to the current scores, a plethora of students grew in the areas of math and reading. We found that all teachers and support staff must continuously discuss student performance, to properly provide interventions and accelerated learning opportunities in order for all students to grow academically in all subjects.

During STAAR preparation, data is also disaggregated by teacher and class period to provide teachers with additional support with lower performing classes and/or students. This support can be through collaborative efforts between content teachers and instructional coaching, inclusion support, and/or individual student pull out. In the area of reading, the intervention teacher is able to pull students based on data or online programs that include but are not limited to KAT and WeWrite. Math intervention is based on data from common weekly formative assessments and ST Math. The end of unit campus assessments are aligned with grade level and subject specific SE's which provided teachers with the ability to see where students were based on grade level standard. All core subjects offer intervention opportunities. Students are able to attend intervention during the school day as well as after school in the extended day program leading up to STAAR testing dates. Our data indicates that our student groups have shown negligible growth in student achievement with meeting grade level standards.

Parents have opportunities such as curriculum nights in the spring, parent teacher conferences, and Open House to be involved with the school. This is an opportunity for parents to have their finger on the pulse of the school and their child's current academic levels. The committee agreed to remove problem statements problem 1, 4, 5, 7, 8. The committee identified and agreed on three problem statements and root causes that we need to improve on and/or achieve to assist with student achievement. We were also able to identify some of our campus strengths that we will continue to implement in the 2022-2023 school year.

Student Achievement Strengths

Campus Strengths:

- We provide intervention daily during PRIDE time based off of data
- Reviewing data helps us make instructional decisions
- 5th grade interim scores went up in the meets and masters categories and 6th grade in approaches, meets, and masters
- Grade Level Content Teams and interdisciplinary teams are able to lesson plan, disaggregate data, and participate in weekly professional developments.
- The counselor, teachers, social worker and campus administrators make home visits when necessary to support academics, attendance, behavioral or emotional needs

- Teacher work directly with homebound teacher to meet the academic needs of students that are apart of the homebound program

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Based on data initial instruction and interventions are not as effective when reviewing our demographic groups. **Root Cause:** Effectively prioritizing and understanding the data when working on weekly intervention and initial instruction plans. (Differentiated instruction)

Problem Statement 2: Teachers need the opportunity to effectively implement intense accelerated learning to promotes growth **Root Cause:** Need to identify ways to consistently and accurately track student data by standard. As well as implementing this tool at the start of the school year.

School Culture and Climate

School Culture and Climate Summary

Leader: Gillespie

Committee Members Present: Audirsch, Wadley, Phillip, Laird, Amos, Cuapio, Hernandez (Absent- Conti, K. Johnson, Caswell)

Date Committee Met: May 17, 2022

Summary:

During our meeting, members reviewed the following documents :(20-21 Campus Improvement Plan- School Culture and Climate Section, 21-22 Staff Climate Survey and 21-22 Attendance Data), and then collaborated using the Lead4ward strategy Rise and Shine to answer discussion questions and reach a consensus on the Campus Strengths and Problem Statements with Root Causes listed below. 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 - 8/23/21 thru 5/16/22, for 161 days for both 5th and 6th grade shows an overall average attendance of 92.39% (5th grade 92.87% and 6th grade 91.90%). According to Ms. Amos, Dunbar's average attendance goal is around 95%. Committee members agreed that the drop in attendance is due in part to COVID- 19, high-poverty, transportation issues, and late arrivals due to parents' lack of knowledge of the ADA time of 8:50am.

Campus wide we have implemented the AVID binder as an organizational tool to help students maintain notes and school work in one place. Students are expected to maintain a binder and keep it organized. Overall, Dunbar does not have a consistent AVID binder system to regularly check students' AVID binders during homeroom between 7:30am - 7:55am. Teachers should have a checklist to ensure all papers are in the proper section, remove unnecessary papers, and look for required items.

Our campus promotes school culture and climate by using Restorative Practices and Character Strong lessons during Homeroom time. The 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 low. Teachers resigning from Dunbar are mostly due to switching professions or job promotion.
- 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 PRIDE Bingo.

- 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: On the attendance report, ADA Report - 8/23/21 thru 5/16/22, for 161 days for both 5th and 6th grade shows an overall average attendance of 92.39%. This is below the goal of 97%. **Root Cause:** Dunbar does not offer school-wide attendance incentives or positive rewards to parents and students for getting to school on-time. There is a need for training for parents, students, and staff.

Problem Statement 2: Students are not expected to maintain their AVID binder, which includes placing papers in the proper section, removing unnecessary paper and ensuring all required materials are present. **Root Cause:** Dunbar does not have a consistent AVID binder system to regularly check students' AVID binders.

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, AVID, 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:

- >70% retention rate of professional staff members (all staff)
- 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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: DMS has 25+ paraprofessionals that are in need of professional development specific to paraprofessionals within SPED, ELL, Behavior, and Instruction so they can provide more meaningful support for teachers and students. **Root Cause:** The number of special programs students have increased over time.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Leader: Chazzman Caldwell

Committee Members: Riesha Johnson, Sharon Boudreaux, Emily Faulk, Armistric Sowell, Christina Strain, Pearline Williams-Brown, Andy Padilla, Ciara Allen

Date Committee Met: May 17, 2022

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. As a supplement to the state curriculum Reading teachers were also provided with the KAT curriculum to assist in intervention. 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.

Due to covid there were many anticipated academic gaps for the 2021-2022 school year. 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 teachers took place in professional development PLC. PLC focussed on collaborative planning for teachers and intervention that targeted each student by standard. Based on this training teachers re-introduce pride time to students and begin looking at the focus teks of the week and which students needed intervention based on the data. Teachers were given researched strategies to put in their tool belt for small groups. Accelerated learning was introduced in the middle of 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

Campus Strengths:

- Pride time candidates were carefully selected and monitored through data.
- Data was the main determining factor on 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.
- Teachers were trained to use the KAT/We Write strategy across the curriculum.
- Paraprofessionals and other support staff were included in all academic initiatives.
- Math and Reading Content Areas both participated in pre and post testing.
- Teachers provided tutorials for striving students.
- Our counselor supports the emotional needs of both students and families through direct services and referral to outside agencies.
- To welcome incoming fifth graders and help families feel at home in their new school, an orientation is held. Parents and students tour the school and any questions they have are answered at that time.
- A strong local business partnership supporting DMS teachers, students and activities.
- Teachers across campus worked in a collaborative manner.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Based on our most recent data, first-time instruction is not effective for all student groups resulting in missing state safeguards for African -American, Economically Disadvantaged, EL, and Special Education student groups. **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 2021-2022 MAP testing 5th and 6th grade Reading and 5th and 6th grade Math students are performing at a rate lower than district and state averages. **Root Cause:** Teachers are adjusting to regularly monitoring students to ensure that individual needs are met and adjustments are made to support student achievement.

Problem Statement 3: All students are not on track to make at least one year's growth in reading as determined by the MAP Reading Growth Assessment. **Root Cause:** No set structured time in content classes for students to independently read.

Parent and Community Engagement

Parent and Community Engagement Summary

Leader: Darlisha Smith

Committee Members: Shawn Flores, Rebekah Delgado, Stephanie Kinzie, Donald Moore, Nicole Marak, Hope Payne, Elizabeth See

Date Committee Met: May 17, 2022

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, Theater, Choir and Drama 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.

Parent 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 fifth graders and help families feel at home in their new school, an orientation is held. Parents and students tour the school and any questions they have are answered at that time.
- Each year, during the G/T Showcase, students present their projects to families and friends.
- A strong local business partnership supporting DMS teachers, students and activities.
- The counselor, teachers, social worker 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 STEM classrooms through lab activities and field trips.
- A survey is emailed to parents to identify needs for the upcoming school year.

Problem Statements Identifying Parent 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 far below the state'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 Context and Organization

School Context and Organization Summary

Dunbar Middle School continues to focus on creating a safe learning environment with high expectations. Daily operations and schedules were created with the idea of maximizing instructional time. The schedule has provided teachers two days of PLC time with their content area team, one day of PLC time with their interdisciplinary team, and one day to attend professional development. The master schedule has also allowed our teachers to provide intervention and enrichment to every student, every day. As a campus, we are continuously working on implementing new routines and procedures to improve our campus. Students are showing growth with changes that are made inside and outside of the classroom. Communication for teachers and staff is sent out each weekend for the week to come. The administrative team meets regularly to disseminate information shared at A-Team. The leadership team meets weekly to share information and plan for what is to come. As a campus, we discuss the needs for our campus culture in order to promote success for all students.

School Context and Organization Strengths

The following strengths were identified:

- Instructional Coaches support teachers' instruction.
- PLC meetings determine which SEs will be addressed by all teachers to ensure alignment.
- After school programs/clubs include: Student Council, Robotics, and Chess Club.
- Students identified as needing intervention were served 30 minutes a day during PRIDE time.
- Master Schedule allows for teachers to meet in subject and grade level teams.
- Teachers use MAP data to create individualized instruction for groups of students.
- Teachers, Staff, and Administration set the example for students in maintaining a positive and productive school environment.
- Implementation of AVID binders gives students a tool for organizational and goal setting purposes.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Disciplinary Procedures are often reactive rather than proactive. **Root Cause:** There are not enough positive relationships being built and not enough proactive strategies being used to deter discipline infractions. (teams will address)

Problem Statement 2: We need more opportunities for students to be involved in extracurricular clubs and organizations. **Root Cause:** We have only three after school clubs for students since coming back from COVID. We need to know the interests of students and have teachers and staff members take on leadership roles to provide opportunities to students.

Problem Statement 3: Students do not fully understand the importance of tracking data and growth, nor do they truly know how to set a goal to strive towards. **Root Cause:**

Teachers do not feel confident in teaching students how to set an appropriate goal and then how to explain in a way that students understand what each part of it means.

Technology

Technology Summary

At Dunbar Middle High 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 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 portfolios, and student data. DMS will transition to Schoology this upcoming school year.

Available Technology

- About 450 chromebooks
- 1 lap top cart for STEM
- SAILS classes have 1 chromebook cart
- Laptops for administrators

Technology Strengths

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 in the internet and technology during class
- The district has a technology department who are readily available to offer help and corrects issues-help desk, instructional support
- 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 (Fast Forward, prodigy, etc.)

Problem Statements Identifying Technology Needs

Problem Statement 1: Additional technology is needed to integrate effectively in all content areas with effective professional development to support implementation. **Root Cause:** Funds necessary to purchase needed devices exceeds what is available.

Priority Problem Statements

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- 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
- 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
- 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
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: June 7, 2022

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

Performance Objective 1: During the 2022-2023 school year, 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			
<p>Strategy 1: All teachers will implement literacy best practices through the development of academic vocabulary utilizing programs such as Flocabulary, and through the implementation of AVID in all classrooms.</p> <p>Strategy's Expected Result/Impact: Documented walk-through observations by administrators to observe literacy best practices and AVID strategies such as WICOR to show a positive impact on student success.</p> <p>Staff Responsible for Monitoring: All Teachers Academic Coaches Administration</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: - 211-Title IA - \$10,025</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Math teachers will implement the district math curriculum with fidelity in all classes to ensure student mastery of the Math TEKS.</p> <p>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</p> <p>Staff Responsible for Monitoring:</p> <p>Math teachers. Other: Academic Coaches, Curriculum Specialist</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers and support staff will provide small group and individualized instruction in core classes for all students who are not demonstrating mastery of concepts.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Instructional Staff</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students who did not meet standard on 2022 STAAR Reading and/or Math administrations will be provided with research-based interventions during the school day to close the gaps</p> <p>Strategy's Expected Result/Impact: Interventions will be provided to students who do not meet standards on assessments.</p> <p>Staff Responsible for Monitoring: ELA and Math Instructional Staff</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: We will provide Data PLC Meetings for core departments to conduct data analysis and instructional planning.</p> <p>Strategy's Expected Result/Impact: Lesson plans turned in weekly to demonstrate collaboration; Sign-in sheets and meeting documents from data PLC meetings.</p> <p>Staff Responsible for Monitoring: Teachers, Academic Coaches, Campus Administrators</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>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 PRIDE Time.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Instructional Staff</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Weekly Lesson Planning and Professional Learning agendas and sign in sheets.</p> <p>Review of instructional practices embedded into the LP. Observations of instructional practices during classroom/campus observations.</p> <p>Staff Responsible for Monitoring: Instructional Staff</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: DMS will purchase supplies for teachers to provide small-group remediation during STAAR Blitz and to support individual instruction in core classes for students who are not demonstrating mastery of concepts.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Instructional Staff</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Teachers will implement literacy best practices within all core contents and electives, and participate in training provided by the district ELA Curriculum Specialist and instructional coaches.</p> <p>Strategy's Expected Result/Impact: Lesson plans and documented walk-throughs. Documentation of attendance at training provided. Evidence of student STAAR or ELL progress measures and TELPAS progress.</p> <p>Staff Responsible for Monitoring: All instructional leaders</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

Performance Objective 2: During the 2022-2023 school year English Learners will show one year or more growth in STARR 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			
<p>Strategy 1: Teachers will demonstrate consistent use of ELPS strategies in all classrooms which follows the District 3-year Plan for improved performance on PBMAS, which is supported by participation in planned district and campus professional development.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Anchor Charts and other instructional strategies evidenced in walkthroughs and observations.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will continue to plan and implement both TEKS and language objectives with fidelity in all lessons, supported by professional development throughout the school year.</p> <p>Strategy's Expected Result/Impact: Lesson plans, lesson and language objectives written and observed implementation during classroom observations/documentated walk-throughs. Improved CAs, MAP and STAAR results for all students and improved TELPAS results for ELL students.</p> <p>Staff Responsible for Monitoring: Instructional Staff</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Evidence of student growth on common assessments and STAAR</p> <p>Staff Responsible for Monitoring: Teachers, Instructional support staff</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: During the 2022-2023 school year, Special Education students will show one year or more growth in reading, math, and science STAAR.

High Priority

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will demonstrate consistent use of vocabulary strategies in instruction to support academic language development.</p> <p>Strategy's Expected Result/Impact: Documented walk-through data</p> <p>STAAR results for the economically disadvantaged student group.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Evidence of student growth on common assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Support Staff</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Evidence of student growth on CA.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Support Staff</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: SAILS 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: TIDES and SAILS teachers</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Reading level data (MAP, DRA). Student CA and STAAR results.</p> <p>Staff Responsible for Monitoring: Campus dyslexia teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: Throughout the 2022-2023 school year the campus leadership team will collaborate with the campus and the district attendance officers to improve attendance rates to reach 97% daily.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Attendance incentives will be offered each nine weeks and rewards will be given to students who meet the campus goal.</p> <p>Strategy's Expected Result/Impact: Records of students who met the goal, lists of incentives and rewards.</p> <p>Staff Responsible for Monitoring: Counselor and Communities and Schools Partnership</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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</p> <p>Strategy's Expected Result/Impact: Attendance records, campus counselor/social worker records, transportation logs.</p> <p>Staff Responsible for Monitoring: Homeless Liaison</p> <p>Funding Sources: - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Foster care students will be provided with transportation to their school of origin.</p> <p>Strategy's Expected Result/Impact: Attendance records, campus counselor/social worker records, transportation logs.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: Throughout the 2022-2023 school year, 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			
<p>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, BACODA resources etc</p> <p>Strategy's Expected Result/Impact: Increase in students solving their own problems and correctly identifying conflict versus bullying.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus will participate in Red Ribbon Week.</p> <p>Strategy's Expected Result/Impact: Schedule of events</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus interdisciplinary teams will develop a consistent set of expectations, rules and consequences through restorative practices.</p> <p>Strategy's Expected Result/Impact: Decrease in referrals</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students in ISS/OSS will participate in and complete targeted character-building lessons prior to returning to class.</p> <p>Strategy's Expected Result/Impact: Skyward ISS/OSS data collected every three months should show a reduction in repeat offenses.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: Throughout the 2022-2023 school year, 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). Strategy's Expected Result/Impact: Safe and orderly drills within expected time frame. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 4: Throughout the 2022-2023 school year, 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			
<p>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.</p> <p>Strategy's Expected Result/Impact: PE, lesson plans and documented walk-through, observations.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: During the 2022-2023 school year, 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			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in Parent Engagement</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Documentation of sign-in sheets for attendance. Results of STAAR Math, Science and Reading of students whose parents attend.</p> <p>Staff Responsible for Monitoring: Counselor, Academic Coaches</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: DMS, partnering with Communities in Schools and BACODA, will work together with at-risk students to provide them with support, counseling and resources to prevent students from dropping out of school.</p> <p>Strategy's Expected Result/Impact: Documentation of students receiving additional counseling, instructional materials, drop-out meetings with parents and students</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Counselor</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: During the 2022-2023 school year, 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			
<p>Strategy 1: Campus provides interpreters for 2nd language families at ARDs and LPAC meetings, and at campus events and meetings.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in Parent Engagement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in Parent Engagement</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets from meetings. Documented phone calls from teachers/administrators.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal and teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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: During the 2022-2023 school year, 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			
<p>Strategy 1: New teachers will be matched with a knowledgeable staff member in order to be oriented to the campus and campus procedures</p> <p>Strategy's Expected Result/Impact: Retention rate of new staff</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Meeting minutes. Retention of effective teachers.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets/agenda from meetings. Retention of highly qualified and effective teachers.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Director of Teacher Development and Professional Learning</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Evidence of completed professional development activities, certification classes, tutoring for testing prep provided. SBE certification.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources, Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Academic Coaches and Instructional Support will hold Special Education and ESL certification.</p> <p>Strategy's Expected Result/Impact: Evidence of attendance at certification training. SBEC records reflect certification.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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: During the 2022-2023 school year, 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			
<p>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.</p> <p>Strategy's Expected Result/Impact: Number of teachers who meet the qualifications for GT certification.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers who work with EL students will attend training to take the state's test for a certification in ESL.</p> <p>Strategy's Expected Result/Impact: Evidence of attendance at ESL certification prep training provided by district.</p> <p>SBEC award of certification attached to current teaching certification.</p> <p>Staff Responsible for Monitoring: Teacher</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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, Teach Like a Champion, and AVID-WICOR and participation will be documented on sign-in sheets

Evaluation Data Sources: Sign-In Sheets and Training Agendas

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Sign in sheets, certificates of participation, observations, walkthroughs and student data. Improved student performance on state tests.</p> <p>Staff Responsible for Monitoring: Campus instructional and support staff</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators will attend current, research-based professional development in order to provide effective instructional leadership at the campus.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets, certificates of training attended. Evidence/ documentation of campus training presented to staff.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: During the 2022-2023 school year, 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. Strategy's Expected Result/Impact: Financial records Staff Responsible for Monitoring: Principal, Secretary	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Throughout the 2022-2023 school year, 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. Strategy's Expected Result/Impact: Work orders entered and completed. Staff Responsible for Monitoring: Principal Secretary	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administration will do at least quarterly walkthroughs of the campus to list structural and classroom maintenance needs. Strategy's Expected Result/Impact: Work orders entered and completed. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
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. Strategy's Expected Result/Impact: Purchase orders, Master Schedule, and professional development documentation. Policy and procedures followed. Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Dunbar Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2.42

Brief Description of SCE Services and/or Programs

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Personnel for Dunbar Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allen, J	Social Worker	0.08
Arrendondo, N	Paraprofessional	0.17
Jackson, T.	Instructional Support Paraprofessional	1
Jenkins, J	Paraprofessional	0.17
Sifuentes, K.	Instructional Support Paraprofessional	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Paul, M.	Instructional Coach		1.0

2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Principal	Temeka Brown	Principal
LEA District Level Administrator	Amanda Rodriguez	Math Curriculum Specialist
Other School Leader	Jeremy Walker	Assistant Principal
Classroom Teacher	Aida (Janet) Audirsch	Teacher
Classroom Teacher	Andy Padilla	Teacher
Classroom Teacher	Rebecca Delgado	Teacher
Classroom Teacher	Nathan Robinson	Teacher
Classroom Teacher	Charles Suttle	Teacher
Classroom Teacher	Steven Phillip	Teacher
Non-classroom Professional	Mary Paul	Campus Interventionist-Title One
Non-classroom Professional	Tiffany Mumford Guyton	Math Academic Coach
Community Representative	William King	Pastor-Greater New Hope Church
Community Representative	Ivey Stewart	Retired Police Office
Community Representative	Stacie Roberts	Communities in Schools
Paraprofessional	Leslie (Hope) Payne	School Secretary
Paraprofessional	Lucero Nguyen	EL Paraprofessional
Paraprofessional	Tatum Jackson	SPED Paraprofessional
Classroom Teacher	Crystal Chachere	Math Support Teacher
Parent	Melanie Burnett	Parent
Parent	Ariana Rangel	Parent
Classroom Teacher	Donquetta Simmons	Teacher
Other School Leader	Jillian Callaway	Special Programs Facilitator
LEA District Level Administrator	Kathy Behrendsen	Director of Federal and State Programs

Campus Funding Summary

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$10,025.00
2	1	2			\$0.00
Sub-Total					\$10,025.00

Addendums

AVID Schoolwide College Readiness Goals 2020-2021

DUNBAR MIDDLE SCHOOL

I. Instruction

Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All

II. Systems

Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis

III. Leadership

Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.

IV. Culture

Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Dunbar Middle School

Date: 2020-2021

Site Team Members:

INSTRUCTION							
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>							
GOAL	A. Focused Note-Taking (3) Ensure AE students in grades 5 & 6 routinely use focused note-taking strategies (e.g., two-and three-column notes, interactive notebooks, graphic organizers, and/or Cornell notes, etc.).						
		Progress					
	Actions	OCT	DEC	MAR	MAY	Responsible	Evidence
	1) Dunbar will utilize 2-3 column notes campus wide					Teachers: Weekly	Lesson plans and student work samples
	2) Dunbar students will utilize interactive journals					Site Team: Weekly	Lesson Plans
	3) Lesson plans will indicate when and how focused note-taking will be implemented					Teachers: Weekly	Lesson plans
	4) Dunbar teachers will scaffold the note-taking requirements from 5 th to 6 th grade					Teachers: Weekly	Lesson Plans
	5)						

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Dunbar Middle School

Date: 2020-2021

Site Team Members:

INSTRUCTION										
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>										
GOAL	B. Collaboration (7, 8): AE Students in 5 and 6 routinely work together collaboratively use ICT resources as a tool for collaboration both synchronously and/or asynchronously (e.g., Google Classroom, Flip Grid, Near Pod, Kahoot, etc.)									
					Progress					
Actions					OCT	DEC	MAR	MAY	Responsible	Evidence
1) Teachers and students will collaborate using Google Classroom Discussions synchronously and asynchronously									Teachers: Monthly	
2) Teachers will provide feedback to students regarding personal growth and next steps on Common Formative Assessments									Teachers: : Monthly	
3)										
4)										
5)										

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Dunbar Middle School

Date: 2020-2021

Site Team Members:

INSTRUCTION										
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>										
GOAL	C. Organization (9,10): AVID Elementary students in grades 5 and 6 routinely use organization and planning tools such as binders and planners/agendas to track academic coursework, organize their thinking and learning, and monitor their academic success.									
					Progress					
Actions					OCT	DEC	MAR	MAY	Responsible	Evidence
1) Dunbar students will utilize Data Folders to track their growth in their core classes									Teachers: Monthly	Data folders
2) Dunbar students will have an ongoing assignment list with missing grades for every subject									Teachers: Monthly	Binders
3) Teachers will update their Google Classroom calendars with assignments									Teachers: Monthly	Google Classroom Calendar
4)										
5)										

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Dunbar Middle School

Date: 2020-2021

Site Team Members:

INSTRUCTION										
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>										
GOAL	D. WICOR (12): The AVID Site Team routinely uses WICOR strategies in the AVID Elementary classroom, and collaborates with grade level PLCs in the design of lessons that engage students in rigorous curriculum.									
					Progress					
Actions					OCT	DEC	MAR	MAY	Responsible	Evidence
1) Dunbar will create a digital WICOR Board using Google Classroom to share AVID Strategies in the classroom									AVID Site Team: Weekly	
2) Dunbar will share a resource that connects lead4ward strategies to AVID strategies									AVID Site Team	
3) The Dunbar Counselor include AVID WICOR strategies in the Counselor updates and character lessons									Dunbar Counselor: Weekly	
4)										
5)										

Progress Measures: (○) Not Started; (◻) In Progress; (◻) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Dunbar Middle School

Date: 2020-2021

Site Team Members:

INSTRUCTION										
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>										
GOAL	E. Higher Level Thinking (4): AVID Elementary students in 1 grade level actively participate in questioning using Costa's Levels of Thinking during class lessons, discussions, and problem-solving.									
					Progress					
Actions					OCT	DEC	MAR	MAY	Responsible	Evidence
1)										
2)										
3)										
4)										
5)										

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Dunbar Middle School

Date: 2020-2021

Site Team Members:

SYSTEMS										
Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.										
GOAL	A. SITE TEAM + PLAN (1, 2, 3): The AE Site Team will collaborate to develop, write and implement AVID Site Goals that address AVID Implementation, and will meet regularly to collaborate and advocate on issues of planning, logistics, and awareness of AE strategies to ensure effective implementation.									
					Progress					
Actions					OCT	DEC	MAR	MAY	Responsible	Evidence
1) Dunbar MS Site Teams will meet on the on the 3 rd Thursday of each month after school to measure progress towards its goals.									AVID Site Team: Monthly	
2) The Dunbar MS Site Team will ensure that AVID is on the agenda at each Monthly Faculty meeting									AVID Site Team: Monthly	
3)										
4)										
5)										

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Dunbar Middle School

Date: 2020-2021

Site Team Members:

SYSTEMS							
<i>Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.</i>							
GOAL	B. Instructional Methods (12): The AVID Site Team collaborates to increase awareness and receive professional learning about AVID Instructional Methodologies for other faculty and staff.						
		Progress					
	Actions	OCT	DEC	MAR	MAY	Responsible	Evidence
	1)						
	2)						
	3)						
	4)						
	5)						

Progress Measures: (○) Not Started; (◻) In Progress; (◻) Good Progress; (◻) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Dunbar Middle School

Date: 2020-2021

Site Team Members:

SYSTEMS										
Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.										
GOAL	C. Academic Support Structures (5): The Principal and School Leadership Team (SLT) implement academic support structures (e.g., flexibly grouping, Collaborative Study Groups, mentoring, etc.) and scaffolded, rigorous instructional practices to help ensure AVID Elementary students develop deeper levels of understanding in rigorous work.									
					Progress					
Actions					OCT	DEC	MAR	MAY	Responsible	Evidence
1) Dunbar MS will implement PRIDE Time for 30 minutes each day that will allow for flexible grouping of students for RTI and extended learning									Teachers: Daily	
2) Dunbar Teachers will plan for small group and 1:1 conferences with students in class									Teachers: Weekly	
3) Dunbar MS will plan weekly morning tutorial times for binder organization									Teachers and Coaches: Weekly	
4) Dunbar MS will hold Data Talks with teachers that support teachers select instructional materials and strategies for their students									Teachers and Coaches: Post CFA	
5)										

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Dunbar Middle School

Date: 2020-2021

Site Team Members:

SYSTEMS <i>Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.</i>							
GOAL	D. AE Assessments (10): The AVID Site Team administers assessments 3x per year to AE students in grades 5 and 6; data is analyzed to inform instruction and horizontal/vertical progression of skill development.						
	Progress						
	Actions	OCT	DEC	MAR	MAY	Responsible	Evidence
	1)						
	2)						
	3)						
	4)						
	5)						

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Dunbar Middle School

Date: 2020-2021

Site Team Members:

LEADERSHIP							
<i>Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.</i>							
GOAL	A. SLT + AVID SITE TEAM (3, 4, 5): The SLT and the AVID Site Team collaborate to create a cohesive vision for student instruction and student success through careful implementation of AVID and collaborative decision-making.						
		Progress					
	Actions	OCT	DEC	MAR	MAY	Responsible	Evidence
	1) The AVID Site Team will meet on the 3 rd Thursday of each month to monitor the effectiveness of our implementation of AVID strategies campus wide					AVID Site Team	
	2) The AVID Site Team will ensure that AVID is on the agenda for each Faculty meeting					AVID Site Team	
	3) The Principal will meet with the Instructional Team regularly to ensure implementation of AVID strategies campus wide					Principal	
	4)						
	5)						

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Dunbar Middle School

Date: 2020-2021

Site Team Members:

CULTURE <i>Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment</i>							
GOAL	A. COLLEGE DISPLAYS + TALK (5, 6): The campus promotes a college-going culture through displays in classrooms and public spaces throughout campus and routinely engaging AE students in college talk.						
	Progress						
	Actions	OCT	DEC	MAR	MAY	Responsible	Evidence
	1) The AVID Site team will maintain College Bulletin Boards and/or display cases for students to view					AVID Site Team	
	2) Dunbar MS will promote college awareness with College T-Shirts on each Monday and will highlight colleges and universities during morning announcements					Staff and Teachers	
	3) Dunbar MS will organize and participate in virtual field trips of college campuses					AVID Site Team	
	4) Dunbar MS will organize and facilitate a College Fair for students to participate in					AVID Site Team	
	5)						

Progress Measures: (○) Not Started; (◻) In Progress; (◻) Good Progress; (☑) Completed

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Dunbar Middle School

Date: 2020-2021

Site Team Members:

CULTURE <i>Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment</i>								
GOAL	B. Community Activities (3): Ensure at least 50% of AE students and their families participate in community/college awareness activities/workshops offered by the school (e.g., enrichment activities, community service, service learning and college/career exploration, etc.) to promote a culture of college and career readiness.							
					Progress		Responsible	Evidence
Actions					OCT	DEC		
	1)							
	2)							
	3)							
	4)							
	5)							

Progress Measures: (○) Not Started; (◻) In Progress; (◻) Good Progress; (◻) Completed