

Dickinson Independent School District

Silbernagel Elementary School

2022-2023 Campus Improvement Plan



Mission Statement

Our Mission

To build a foundation for ALL learners by educating and empowering leaders.

Vision

Our Vision

An inviting campus that provides a safe environment for authentic and innovative learning.

Table of Contents

- Comprehensive Needs Assessment 4
- Demographics 4
- Student Achievement 9
- School Culture and Climate 15
- Staff Quality, Recruitment, and Retention 16
- Curriculum, Instruction, and Assessment 17
- Parent and Community Engagement 19
- School Context and Organization 21
- Technology 22
- Priority Problem Statements 23
- Goals 24
- Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success. 25
- Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment. 37
- Goal 3: DISD will make family and community partnerships a priority. 39
- Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success. 42
- Goal 5: DISD will provide operational services to support the success of student learning. 45
- State Compensatory 48
- Budget for Silbernagel Elementary School 49
- Personnel for Silbernagel Elementary School 49
- Title I Personnel 49
- Campus Funding Summary 50
- Addendums 52

Comprehensive Needs Assessment

Revised/Approved: May 11, 2022

Demographics

Demographics Summary

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

2014-2015

Total Population		Ethnic Breakdown		Student Group Distribution	
Population	# of Students	Population by Ethnicity	% of Students	Student Groups	% of Students
EE	7	African American	10.10%	Econ. Disadvantaged	78.65%
Prekindergarten	69	Asian	0.10%	At-Risk	57.57%
Kindergarten	105	Hispanic	75.30%	ESL	0.54%
1st Grade	119	Native American	0%	OLEP (BIL)	28.65%
2nd grade	137	Pacific Islander	0%	Military	0.95%
3rd grade	133	White	13.40%	Special Ed	7.03%
4th Grade	170	Two or More	1.10%	Speech Services	4.32%
				Gifted/Talented	2.98%
Total	740				

2015-2016

Total Population		Ethnic Breakdown		Student Group Distribution	
Population	# of Students	Population by Ethnicity	% of Students	Student Groups	% of Students
EE	4	African American	9.97%	Econ. Disadvantaged	74.11%
Prekindergarten	72	Asian	0.28%	At-Risk	56.47%
Kindergarten	97	Hispanic	75.21%	ESL	0.85%
1st Grade	115	Native American		OLEP (BIL)	33.43%
2nd grade	136	Pacific Islander		Military	1.991%
3rd grade	136	White	12.96%	Special Ed	6.88%
4th Grade	142	Two or More	1.57%	Speech Services	4.32%
				Gifted/Talented	3.56%
Total	702				

2016-17

Total Population		Ethnic Breakdown		Student Group Distribution	
Population	# of Students	Population by Ethnicity	% of Students	Student Groups	% of Students
EE	15	African American	11.05%	Econ. Disadvantaged	75.3%
Prekindergarten	64	Asian	0.40%	At-Risk	62.45%
Kindergarten	138	Hispanic	73.50%	ESL	1.60%
1st Grade	124	Native American		OLEP (BIL)	30.3%

Total Population		Ethnic Breakdown		Student Group Distribution	
2nd grade	125	Pacific Islander		0Military	0.93%
3rd grade	137	White	13.58%	Special Ed	9.19%
4th Grade	148	Two or More	1.33%	Speech Services	4.32%
				Gifted/Talented	2.93%
Total	770				

2017-18

Total Population		Ethnic Breakdown		Student Group Distribution	
Population	# of Students	Population by Ethnicity	% of Students	Student Groups	% of Students
EE	21	African American	10.04%	Econ. Disadvantaged	83.06%
Prekindergarten	69	Asian	0.40%	At-Risk	80.09%
Kindergarten	120	Hispanic	71.80%	ESL	3.49%
1st Grade	134	Native American		OLEP (BIL)	29.8%
2nd grade	125	Pacific Islander		0Military	0.94%
3rd grade	131	White	11.96%	Special Ed	10.08%
4th Grade	144	Two or More	.941%	Speech Services	4.32%
				Gifted/Talented	2.93%
Total	744				

2018-19

Total Population		Ethnic Breakdown		Student Group Distribution	
Population	# of Students	Population by Ethnicity	% of Students	Student Groups	% of Students
EE	17	African American	9.5%	Econ. Disadvantaged	81.75%
Prekindergarten	57	Asian	.59%	At-Risk	62.90%
Kindergarten	120	Hispanic	75.22%	ESL	3.85%
1st Grade	108	Native American	.59%	LEP (BIL)	31.75%
2nd grade	124	Pacific Islander	.15%	Military	1.78%
3rd grade	123	White	13.1%	Special Ed	14.54%
4th Grade	125	Two or More	.89%	Speech Services	8.01%
				Gifted/Talented	5.64%
Total	674				

2019-20

Total Population		Ethnic Breakdown		Student Group Distribution	
Population	# of Students	Population by Ethnicity	% of Students	Student Groups	% of Students
EE	14	African American	7.73%	Econ. Disadvantaged	77.54%
Prekindergarten	62	Asian	.76%	At-Risk	64.34%
Kindergarten	119	Hispanic	75.87%	ESL	5.16%
1st Grade	119	Native American	.46%	LEP (BIL)	40.82%
2nd grade	107	Pacific Islander	.0%	Military	2.12%
3rd grade	113	White	13.66%	Special Ed	13.66%
4th Grade	122	Two or More	1.52%	Speech Services	10.01%

Total Population

Ethnic Breakdown

Student Group Distribution

Gifted/Talented

5.76%

Total 659

2020-21

Total Population

Ethnic Breakdown

Student Group Distribution

Population	# of Students	Population by Ethnicity	% of Students	Student Groups	% of Students
EE	16	African American	11.11%	Econ. Disadvantaged	74.18%
Prekindergarten	48	Asian	0.94%	At-Risk	62.13%
Kindergarten	103	Hispanic	73.40%	ESL	4.38%
1st Grade	127	Native American	0.31%	LEP (BIL)	35.99%
2nd grade	114	Pacific Islander	.0%	Military	2.66%
3rd grade	108	White	12.83%	Special Ed	17.21%
4th Grade	123	Two or More	1.41%	Speech Services	13.15%
				Gifted/Talented	7.51%

Total 639

2021-22

Total Population Ethnic Breakdown Student Group Distribution

Total Population		Ethnic Breakdown		Student Group Distribution	
Population	# of Students	Population by Ethnicity	% of Students	Student Groups	% of Students
EE	8	African American	11.31%	Econ. Disadvantaged	79.30%
Prekindergarten	53	Asian	1.43%	At-Risk	65.76%
Kindergarten	114	Hispanic	72.13%	ESL	8.28%
1st Grade	105	Native American	0.32%	LEP (BIL)	38.85%
2nd grade	120	Pacific Islander	.0%	Military	4.14%
3rd grade	114	White	13.69%	Special Ed	17.52%
4th Grade	114	Two or More	1.11%	Speech Services	8.60%
				Gifted/Talented	7.32%
Total	628				

Demographics Strengths

Due to our high low SES, our campus is a Title 1A campus which receives federal funds to implement programs for our students. Our enrollment numbers have slightly decreased the last couple of years. The average daily attendance rate for students is 95-96%. The class size ranges from 22:1 - 25:1.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Daily attendance rate was below 98%. **Root Cause:** Students absent from school due to COVID-19.

Student Achievement

Student Achievement Summary

2013-2014 STAAR Raw Score Averages: Reading 3rd grade - 74%, 4th grade - 63%; Math 3rd grade - 83%, 4th grade - 79%; Writing - 61%

Performance Index Report: Index 1 Student Achievement - 74, Index 2 Student Progress - 39, Index 3 Closing Performance Gaps - 41, Index 4 Postsecondary Readiness - 24.5.

Data was reviewed throughout the school year and ongoing adjustments were made to instruction and student groups so that learning and success was maximized for each student.

2014-2015 STAAR Raw Score Averages: Reading 3rd grade - 72%, 4th grade - 71%; Math 3rd grade - 86%, 4th grade - 83%; Writing - 62%

Performance Index Report: Index 1 Student Achievement - 67, Index 2 Student Progress - 22, Index 3 Closing Performance Gaps - 40, Index 4 Postsecondary Readiness - 25.

- Reading - ELL population - 31%
- Writing - Hispanic population - 58%, ELL population - 32% & Low SES population - 59%

2015 State System Safeguards: Reading for ELL and Economically Disadvantaged students not met; Writing for Hispanic and ELL student were not met. Math was not included on 2015 State Performance Safeguards. Campus met participation rate for all student groups.

2015 Federal System Safeguards: Campus did not meet federal reading Safeguards for: All Students, African American, Hispanic, Economically Disadvantaged, Special Education or ELL student groups. Campus did not meet federal math safeguards for: All Students, Hispanic, Economically Disadvantaged, Special Education and ELL student groups. Campus met participation rate for all student groups.

2016-17 STAAR Scores: Reading - 67%, Math - 83%, Writing - 58%

2016-17 Performance Index: Index 1 - Student Achievement - 71, Index 2 - Student Progress - 48, Index 3 Closing Performance Gaps - 44, Index 4 - Postsecondary Readiness - 43

2017 State System Safeguards: Writing for Hispanic and Economically Disadvantaged students was not met. Campus met participation rate for all student groups.

2017 Federal System Safeguards: Campus did not meet federal reading Safeguards for: All Students, African American, Hispanic, Economically Disadvantaged, Special Education or ELL student groups. Campus did not meet federal math safeguards for: All Students, Hispanic, Economically Disadvantaged, Special Education and ELL student groups. Campus met participation rate for all student groups.

2017 2nd grade DRA: All Students - Above Level - 28.23% On Level - 8.06% Below Level - 63.71% **Economically Disadvantaged Students** - Above Level - 21.1% On Level - 8.26% Below Level - 70.64%

Greater number of our disadvantaged students left second grade reading below grade level.

2017-18 STAAR Performance Data:

Reading - 72% approached grade level standards, 38% met grade level standards, 17% mastered grade level standards

Math - 80% approached grade level standards, 46% met grade level standards, 23% mastered grade level standards

Writing - 57% approached grade level standards, 35% met grade level standards, 15% mastered grade level standards

2017-18 Closing the Gaps Status - Campus did not meet target in reading for : All Students, Hispanic, Economically Disadvantaged, EL (Current & Monitored), Continuously & Non-Continuously Enrolled. Campus did not meet target in math for: Continuously Enrolled.

2017-18 2nd grade DRA: All Students - Above Level - 32.46% On Level - 16.67% Below Level - 50.88% **Economically Disadvantaged Students** - Above Level - 26.67% On Level - 16.67% Below Level - 50.88%

2018-19 STAAR Performance Data:

Reading -

3rd grade - 64% approached grade level, 25% met grade level, 13% mastered grade level

4th grade - 67% approached grade level, 34 % met grade level, 9% mastered grade level

Math -

3rd grade - 86% approached grade level, 48% met grade level, 17% mastered grade level

4th grade - 76% approached grade level, 48% met grade level, 16% mastered grade level

Writing -

4th grade - 55% approached grade level, 21% met grade level, 3% mastered grade level

2nd grade DRA: 41.56% above level, 19.48% on level, 38.96% below level

Bilingual DRA: 26.09% on level, 73.91% below level

Economically Disadvantaged: 29.31% above level, 22.41% on level, 42.28% below level

2019-2020 - MAP - STAAR Projected Proficiency

3rd grade Mathematics - 105 students - 20% Did Not Meet, 38% Approaches, 30% Meets, 11% Masters

3rd grade Reading - 105 students - 25% Did Not Meet, 43% Approaches, 26% Meets, 6% Masters

4th grade Mathematics - 116 students - 30% Did Not Meet, 47% Approaches, 18% Meets, 5% Masters

4th grade Reading - 116 students - 39% Did Not Meet, 37% Approaches, 19% Meets, 5% Masters

3rd & 4th grade combined

Total students - 221

Mathematics - 25% Did Not Meet, 43% Approaches, 24% Meets, 8% Masters

Reading - 33% Did Not Meet, 39% Approaches, 22% Meets, 6% Masters

2020-21 STAAR Performance Data:

Reading -

3rd grade - 68% approached grade level, 33% met grade level, 12% mastered grade level

3rd grade/Spanish - 71% approached grade level, 52% met grade level, 32% mastered grade level

4th grade - 64% approached grade level, 27% met grade level, 10% mastered grade level

4th grade/Spanish - 40% approached grade level, 25% met grade level, 10% mastered grade level

Math -

3rd grade - 73% approached grade level, 30% met grade level, 14% mastered grade level

3rd grade/Spanish - 68% approached grade level, 32% met grade level, 21% mastered grade level

4th grade - 70% approached grade level, 39% met grade level, 23% mastered grade level

4th grade/Spanish - 44% approached grade level, 11% met grade level, 11% mastered grade level

Writing -

4th grade - 47% approached grade level, 10% met grade level, 2% mastered grade level

4th grade/Spanish - 45% approached grade level, 15% met grade level, 0% mastered grade level

2021-22 STAAR Performance Data:

Reading -

3rd grade - 79% approached grade level, 51% met grade level, 26% mastered grade level

3rd grade/Spanish - 50% approached grade level, 13% met grade level, 7% mastered grade level

4th grade - 66% approached grade level, 27% met grade level, 10% mastered grade level

4th grade/Spanish - 38% approached grade level, 19% met grade level, 13% mastered grade level

Math -

3rd grade - 75% approached grade level, 39% met grade level, 19% mastered grade level

3rd grade/Spanish - 50% approached grade level, 28% met grade level, 0% mastered grade level

4th grade - % approached grade level, % met grade level, % mastered grade level

4th grade/Spanish - 33% approached grade level, 0% met grade level, 0% mastered grade level

Student Achievement Strengths

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

School Culture and Climate

School Culture and Climate Summary

Silbernagel is a safe, inviting and friendly place to learn. Our campus is well maintained and clean considering the age of the campus. Our students enjoy coming to school. They are greeted daily with words of encouragement and a genuine sense of caring by all Silbernagel staff. Our students are provided free breakfast. Visitors to our campus comment on the positive school climate felt upon entering our building. Our school is well organized and has a family atmosphere. Students, parents and visitors are welcomed into our school with warmth and professionalism.

School Culture and Climate Strengths

- Teacher expectations of student academic success and behavior are high.
- Bullying is not tolerated...classroom lessons on bullying/social emotional are instructed by our counselor.
- Silbernagel conducted all required safety drills.
- Teachers are given an increased amount of time for planning.
- Student birthdays are recognized daily.
- Students in 3rd & 4th grade participate in Robotics competitions.
- Grandparents and parents are recognized through Grandparents Day, Muffins for Mom Day and Doughnuts for Dad.
- CTT (Collaborative Team Times) are every Tuesday.
- Field trips are provided for all grade levels that are TEKs aligned to support curriculum taught in classrooms.
- Conflict Corner
- Restorative Practice
- Motivational Assemblies
- Red Ribbon Week Assemblies
- Parent Engagement Coordinator
- Author Visit

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Limited environmental print in Spanish.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Silbernagel Elem. has 100% of highly qualified and dedicated teachers who believe in our students and their success. Eight new teachers joined the Silbernagel staff this year due to former staff members resigning, retiring and/or moving out of the area. All of our teachers received training in Navigating the ELPS, Seven Steps, Character Strong and Restorative Practices.

Staff Quality, Recruitment, and Retention Strengths

- High expectations are set for staff attendance.
- Our instructional specialists 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 with the interviews of prospective candidates.
- Implementation of The 7 Steps for a Language Rich Environment has increased the use of complete sentences by the students.
- Protege and Mentor program provided to new teachers.
- Instructional resources are provided to meet all teacher needs in math and reading at the campus level to provide maximum student success opportunities.
- Math and reading teachers are provided professional autonomy within the campus vision and in coordination with campus instructional specialists.
- Teacher professional growth opportunities are encouraged to meet present goals and provide for career advancement.
- Positive reinforcement styles implemented on behavioral cases.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Data is used as a source to lead instruction, spiraling, and re-teaching. Common Assessments are aligned with the TEKS and the data is used to guide instruction. Instruction is designed to meet the needs of all learners in a balanced literacy and math program. Common Assessments are based on the same scope and sequence for each nine weeks grading period. Students are measured on what skills they are to master in that time period. The assessments are created by the instructional coaches and teachers use the assessments in backward planning in order to ensure the instruction is aligned to the district curriculum and the rigor is evident. AVID schoolwide systems will ensure improved academic performance for all students on their path to college and career readiness.

Curriculum, Instruction, and Assessment Strengths

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

- Instructional Specialists provide Tier 2 intervention for our students and provide coaching to teachers to improve Tier 1 instruction.
- CTT meetings are held every Tuesday to plan for instruction.
- Maximized minutes are spent on instruction throughout the day.
- Teachers use Lead4ward field guides and quick starts to plan engaging experiences and activities.
- LLI/SIL instruction is provided to students identified through the RTI process.
- Dyslexia classes provided to students identified through 504 and special ed.
- ST Math is used Pre-K - 4th grade as an intervention and reinforcement for math.
- Teachers pull their Lead4Ward data to improve quality of instruction.
- Dual Language in Pre-k, Kindergarten, 1st grade, 2nd grade and 3rd grade
- MAP testing three times a year in 2nd - 4th grade
- MClass/Amplify testing - K-1st grade
- WICOR strategies (AVID)
- Instructional coaches provide strategies on how to enrich during planning.
- Foundations in Pre-K - 3rd grade (English)

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Campus is in need of supplemental math and reading books (print/digital) for 3rd & 4th grade students(Sirius math/Iready books).

Problem Statement 2: Teachers need support with providing appropriate interventions and enrichment in all subjects.

Problem Statement 3: Too many of our economically disadvantaged students leave without a solid balanced literacy background.

Problem Statement 4: The campus needs continued support, training and materials to accomplish the campus goals in AVID Schoolwide Domains: Instruction, Systems, Leadership

and Culture.

Problem Statement 5: All ELA teachers need specific training in shared reading, guided reading and writing instruction.

Problem Statement 6: Campus is in need of up-to-date literature in the library in English and Spanish.

Parent and Community Engagement

Parent and Community Engagement Summary

Family involvement is evident through our attendance rosters gathered during our literacy and mathematics nights, fall and spring open house, parent resource night, muffins with mom and donuts with dad. Translated communication is provided for our Spanish speaking families. Parents receive school information through flyers, the call out system, email, class remind, and campus web page/facebook. Parents are able to monitor grades and attendance through Skyward. In the past, we have a large community turn out for our Thanksgiving Luncheon. Our business partners participate in serving our Thanksgiving Luncheon.

Our Campus Parent Engagement Policy was updated on Wednesday, May 11, 2022. Committee members included Leslie Burke - Principal, Tameka Henry - counselor, AJ Lemmon - Assistant Principal, Jamie Morreale - teacher, Michael Delacruz - teacher, Caitlyn Cloud - teacher, Julie Rearick - Instructional Specialists, Allison Boaz - teacher, Tiffany Biggars - parent, Cynthia Valencia - grandparent.

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

DISD maintains a district website as well as campus websites for all campuses. The DISD Educational Services Building (ESC) is where the community comes when they need assistance. The building was a temporary shelter during Hurricane Harvey due to the fact that it was one of the few places that did not flood. Since the ESC is a known location throughout the community, we store documents such as the District Improvement Plan, Campus Improvement Plans, District and Campus Parent Engagement Policies and any other pertinent documents at this location. We have translation services available at each campus, as well as the ESC for Spanish Speaking parents in the community since approximately 12% of our population speaks Spanish. We also offer translations services in other languages if a community member requests a district document to be translated. Those translation services are outsourced to a third party. Parents can also access their child's grades through Skyward Family and Student Access that is set up in the parents preferred language.

Parent and Community Engagement Strengths

Several opportunities for family involvement exist such as.....

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

- Veteran's Day program
- Career Day
- Parent Resource Fair
- GT Product Fair
- Notification of STEAM night to 4th grade parents
- Parent Assistance Night understanding content standards
- PTO meetings
- Choir programs
- Kindergarten Graduation

Problem Statements Identifying Parent and Community Engagement Needs

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

Problem Statement 2: .

School Context and Organization

School Context and Organization Summary

The students' perception of the school is generally positive as is that of parents and community members. The school has a long-standing history of transfer requests from parents. Silbernagel has Pre-K through 4th grade as well as SAILS and ECSE. All teachers are provided a sixty minute planning time every day in order to write common assessments, lesson plan, plan for guided reading and math small group instruction, disaggregate data, and complete appropriate documentation for student needs.

School Context and Organization Strengths

The goals of the campus and the district are aligned in curriculum and instruction, safety and security, facilities and operation and in parent and community involvement. The collaborative teams are comprised of grade level teachers, academic coaches, and campus administrators. These teams meet every Tuesday to plan for instruction. The assessment data helps to dictate where extra teacher and instructional specialist support are needed and used at each grade level.

The daily operations reveal a structured schedule that maximizes instructional time and is being implemented in systematic fashion campus-wide. The rules and regulations in place facilitate learning and provide students and staff a safe and secure learning environment. The campus implemented Restorative Practices campus wide and meets as a campus team two to three times a year to re-evaluate the learning environment. The parents are given the opportunity to participate in the school-wide discipline through the behavior chart. Two-way communication exists between parents and teachers. Teachers are generally given the autonomy to solve their own problems with their classroom or grade level and are given academic and administrative support on a case-by-case basis. The campus leadership team and campus improvement committee meet regularly to discuss progress as well as concerns of the campus. Campus administrators make expectations known for the campus.

Problem Statements Identifying School Context and Organization Needs

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

Problem Statement 2: Staff and teachers will need support/resources to transition to post-pandemic schooling. **Root Cause:** COVID 19

Problem Statement 3: Staff, teachers and students will need support, resources and plans to transition to a Pre-K-3 campus. **Root Cause:** School restructure

Technology

Technology Summary

JSES currently has chrome book carts in every classroom, one computer lab, document cameras in every classroom, teacher computer in every room, and extra computers in the library.

Technology Strengths

- Part of the auxiliary schedule allows students to rotate through the lab at least once a week
- Teachers use technology to introduce, reinforce, extend, enrich, and assess student mastery of curriculum targets.
- Every student has access to the computer lab at least 3 times a week.
- Second, third and fourth graders are proficient at logging on independently.
- Kindergarten and first grade are proficient at logging on with Class Quick Cards.
- Technology is used across the curriculum.
- All teachers use Schoology.
- Campus specific training available through the campus technology liaison.
- Every student has access to a chrome book daily.

Priority Problem Statements

Goals

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

Performance Objective 1: During 2022-23, 100% of all students will show one year or more growth in reading and 50% of the students will achieve Meets performance standard on STAAR Reading Grades 3 and 4.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: ELA Instructional Specialists attend ELA & Social Studies CLT meetings that model research based best practice in the content areas.</p> <p>Strategy's Expected Result/Impact: Improved STAAR performance.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Academic Coaches - 211-Title IA - 211--8-11-105-30-00-6119-00 - \$126,661</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Contracted services with consultants will be provided to assist teachers in overall student improvement through differentiation and focused teaching.</p> <p>Strategy's Expected Result/Impact: Improved STAAR performance in all student groups</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Contracted Services - 255-Title IIA - 255-8-13-105-24-29-6299-00 - \$2,600</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide supplemental instructional materials/student access to programs that support daily instruction or professional development trainings implemented in the core content classrooms.</p> <p>Strategy's Expected Result/Impact: Documented classroom observations of teachers and students using materials during instruction. Increased scores on CBA, benchmarks and STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Supplies and materials - 211-Title IA - 211-8-11-105-30-29-6399-00 - \$22,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: CTT meetings once a week for planning and professional learning.</p> <p>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</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialists, Classroom teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Team meetings, data to reflect increase in individual scores.</p> <p>Staff Responsible for Monitoring: teachers instructional specialists</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Students can articulate their progress.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Instructional Specialists will model and coach teachers as needed with the implementation of balanced literacy, readers and writers workshop, and Foundations.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Academic Coaches - 211-Title IA - 211-8-11-105-30-00-6119-00 - \$126,661</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Improve TELPAS proficiency levels from previous year. Monitor ELL, ESL, M1, M2 and waiver students for academic progress.</p> <p>Strategy's Expected Result/Impact: Evidence of student growth and performance level on common assessments, CBA, TELPAS and STAAR.</p> <p>Staff Responsible for Monitoring: Administrators, Bilingual teachers, instructional specialists</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Conduct Power CTT once a nine weeks to disaggregate data, plan for the nine weeks, learning walks.</p> <p>Strategy's Expected Result/Impact: Evidence of student growth and increased performance level on curriculum based assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Administrators and instructional specialists c</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Dyslexia students served every day for forty-five minutes with the dyslexia teacher.</p> <p>Strategy's Expected Result/Impact: Student progress and achievement level on common assessments, curriculum based assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Dyslexia specialist</p> <p>Funding Sources: - Special Programs</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
<p>Strategy 11: Provide professional development to assist teachers and instructional specialists in overall student improvement through differentiation and focused teaching.</p> <p>Strategy's Expected Result/Impact: Documented classroom observations of teachers and students using strategies. Increased scores on CBA, benchmarks and STAAR.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Support from educational staff in reading explaining the TEKS at each grade level and involving teachers from selected grade levels to write and review common assessments.</p> <p>Strategy's Expected Result/Impact: Student progress and increase achievement levels on curriculum based assessments and STAAR & training sign-in sheets</p> <p>Staff Responsible for Monitoring: Curriculum specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Increase in walkthroughs to ensure implementation of TEKS in reading at all grade levels.</p> <p>Strategy's Expected Result/Impact: Student progress and higher achievement levels on curriculum based assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Administrators, ELA curriculum specialists</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
<p>Strategy 14: GT enrichment will be provided throughout the instructional day for students identified as GT.</p> <p>Strategy's Expected Result/Impact: 10% increase of students reaching Masters performance level on STAAR.</p> <p>Staff Responsible for Monitoring: Instructional Specialists</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
<p>Strategy 15: Leveled Literacy Invention and SIL groups are provided as needed to improve the reading levels of at-risk and EL students.</p> <p>Strategy's Expected Result/Impact: Student progress in reading</p> <p>Staff Responsible for Monitoring: Instructional Specialists and Administrators</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 16 Details	Reviews			
<p>Strategy 16: Basic Language Skills groups are provided daily. Strategy's Expected Result/Impact: Student progress in reading Staff Responsible for Monitoring: Instructional Specialists</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
<p>Strategy 17: 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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 18 Details	Reviews			
<p>Strategy 18: 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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 19 Details	Reviews			
<p>Strategy 19: 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</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 20 Details	Reviews			
<p>Strategy 20: Bilingual teachers in 1st and 2nd grade will receive training in Esperanza. Esperanza will assist teachers with phonics instruction with our ELL students.</p> <p>Strategy's Expected Result/Impact: Increase number of ELL students on grade level in reading</p> <p>Staff Responsible for Monitoring: Bilingual instructional specialists and administrators.</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 21 Details	Reviews			
<p>Strategy 21: Bilingual teachers in Pre-K and Kindergarten will receive training in Estrellita. Estrellita will assist teachers with phonics instruction with our ELL students.</p> <p>Strategy's Expected Result/Impact: Increase number of ELL students on grade level in reading</p> <p>Staff Responsible for Monitoring: Bilingual instructional specialists and administrators.</p> <p>- TEA Priorities: Build a foundation of reading and math</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 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 2: During 2022-23, 100% of all students will show one year or more growth in math and 50% of the students will achieve Meets performance standard on STAAR Math Grades 3 and 4.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional specialist will attend math & science CLT meetings that model research based best practice in the content areas.</p> <p>Strategy's Expected Result/Impact: Documented sign-in sheets of training, classroom environment, small guided groups and formative data binders.</p> <p>Staff Responsible for Monitoring: Instructional specialists & administrator</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Academic Coaches - 211-Title IA - 211-8-11-105-30-00-6119-00 - \$126,661</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: To improve instructional practices and promote small group instruction, teachers will have an opportunity to observe other math teachers.</p> <p>Strategy's Expected Result/Impact: Evidence of student growth on common assessments and curriculum based assessment.</p> <p>Staff Responsible for Monitoring: Instructional specialists and administrator</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers and instructional specialists will continue to receive professional development to improve instructional practices...CAMT, Math Games for the Texas State Standards, etc</p> <p>Strategy's Expected Result/Impact: Evidence of student growth on common assessments and curriculum based assessment.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Funding Sources: - Local Funding, - 255-Title IIA</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide supplemental instructional materials/student access to programs that support daily instruction or professional development trainings implemented in the core content classrooms.</p> <p>Strategy's Expected Result/Impact: Documented classroom observations of teachers and students using materials during instruction. Increased scores on CBA, benchmarks and STAAR.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Funding Sources: Materials - 211-Title IA - 255-8-23-105-24-29-6399-00 - \$946</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide professional development to assist teachers and instructional specialists in overall student improvement through differentiation and focused teaching.</p> <p>Strategy's Expected Result/Impact: Documented classroom observations of teachers and coaches using strategies. Increased scores on CBA, benchmarks and STAAR.</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 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 3: During 2022-23, 100% of all students will show one year or more growth in writing.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional specialist will attend ELA & Social Studies CLT meetings that model research based best practice in the content areas.</p> <p>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</p> <p>Staff Responsible for Monitoring: Curriculum specialists, teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Contracted services will be provided to assist teachers in overall student improvement through differentiation and focused teaching in writing.</p> <p>Strategy's Expected Result/Impact: Documented sign-in sheets of training, classroom environment, small guided groups and formative data binders.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: Contracted Services and programs - 211-Title IA - 211-8-13-105-30-24-6200-DW - \$4,166, - IDEA B, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide supplemental instructional materials that support professional development.</p> <ul style="list-style-type: none"> -Writing - Empowering Writers -Social Studies -Leveled books (Balanced Literacy Library) -Comprehension -Phonics -Guiding Readers and Writers -Climb Inside a Poem -Interactive Read Aloud -Lucy Calkins Units of Study -Multisensory Grammar - Patterns of Power - Scholastic Storyworks - Scholastic Short Reads <p>Strategy's Expected Result/Impact: Documented classroom observations of teachers and students using materials during instruction. Improved scores in content areas via DRA, CBA and STAAR results</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Instructional specialists will model and coach teachers as needed with the implementation of balanced literacy, readers and writers workshop. Instructional Interventionists provide Tier 2 intervention to students.</p> <p>Strategy's Expected Result/Impact: Classroom environment, small guided groups and formative data binders.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Funding Sources: FTE 2.0 - 211-Title IA - 211-8-11-105-30-00-6119-00 - \$126,661, - 199-SCE, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide professional development to assist teachers and instructional specialists in overall student improvement through differentiation and focused teaching.</p> <p>Strategy's Expected Result/Impact: Documented classroom observations of teachers and students using strategies. Increased scores on CBA, benchmarks and STAAR.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Teachers will use Lucy Calkins Units of Study to assist in writing instruction in grades K-4. Strategy's Expected Result/Impact: Evidence of growth in students' writing. Staff Responsible for Monitoring: Administrators, & instructional specialists	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 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 4: During 2022-23 we will 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			
<p>Strategy 1: Provide professional development to assist teachers and instructional specialists in overall student improvement through differentiation and focused teaching.</p> <p>Strategy's Expected Result/Impact: Evidence of student growth on informative and formative assessments.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development to assist instructional specialist in writing goals and objectives for our students with disabilities.</p> <p>Strategy's Expected Result/Impact: Well developed program for students with disabilities.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Special Ed staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>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 (STEM/Robotics related field trips), and supporting of non-profit competitions related to STEM/Robotics in order to provide an enriched and accelerated curriculum.</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Recess will provided to all students every day.</p> <p>Strategy's Expected Result/Impact: Promote healthy students through daily exercise.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	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. Strategy's Expected Result/Impact: Promote fine arts with our students. Staff Responsible for Monitoring: Principal	Formative			Summative
	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. Strategy's Expected Result/Impact: Improved STAAR scores Staff Responsible for Monitoring: Administrator	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: Increase student attendance from 95% to 98%.

High Priority

Evaluation Data Sources: Weekly PEIMS/Skyward/Attendance Data

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff members will attend training and receive reading materials on safety, restorative practices, and/or relationship building in order to promote a safe learning environment.</p> <p>Strategy's Expected Result/Impact: Analysis of office referral data</p> <p>Staff Responsible for Monitoring: Administrators, Cafeteria staff, Custodial staff, Teachers, Academic Coaches, Counselor, Librarian</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Use Core Essential Social Skills, character counts and right choice programs, Project Wisdom and It Starts with Hello to promote positive character development.</p> <p>Strategy's Expected Result/Impact: Classroom walk-throughs, office referral documentation</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide counseling, materials, clothing and transportation to identified homeless students so they are able to attend school on a daily basis.</p> <p>Strategy's Expected Result/Impact: Documented services and materials supplied to students. Student attendance.</p> <p>Staff Responsible for Monitoring: Counselor, District Social Worker</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: 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 6 Details	Reviews			
Strategy 6: Teachers will complete training's 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 7 Details	Reviews			
Strategy 7: 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 8 Details	Reviews			
Strategy 8: 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
<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: Increase the number of parent engagement activities.

Evaluation Data Sources: Sign in sheets, feedback from survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Hold Family Literacy and Math Night on October 18, 2022 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.</p> <p>Strategy's Expected Result/Impact: Analysis of parent surveys, attendance sheets</p> <p>Staff Responsible for Monitoring: Academic Coaches Administrators Classroom Teachers Librarian</p> <p>Funding Sources: Snacks - 211-Title IA - 211-8-61-105-30-29-6499-00 - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents will be invited to all school functions such as:</p> <ul style="list-style-type: none"> - Parent Orientation/Title 1 Nights - - ELL parent night - Field Day - Thanksgiving Luncheon - Evening book fairs - Open House - Music Programs <p>Strategy's Expected Result/Impact: Parent survey, sign in sheets</p> <p>Staff Responsible for Monitoring: Academic coaches, Administrators, classroom teachers, counselor, librarian</p> <p>Funding Sources: Snacks for parent meetings - 211-Title IA - 211-8-61-105-30-29-6499-00 - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Staff Schoology and campus web pages will be kept current and used to communicate with parents and the community.</p> <p>Strategy's Expected Result/Impact: up-to-date web pages</p> <p>Staff Responsible for Monitoring: Classroom teachers, receptionist</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Documentation of invitations, meetings with sign-in sheets, agendas, notes and completed CIP.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Documentation of distribution of information, sign-in sheets at activities and parent survey results.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Improvement on STAR, Telpas, common assessments and CBA</p> <p>Staff Responsible for Monitoring: teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide opportunities for parents of PreK students to visit the campus in the Spring and receive information about PreK.</p> <p>Strategy's Expected Result/Impact: Documentation of invitations and parent survey results</p> <p>Staff Responsible for Monitoring: Teacher, Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide parents with their child's academic results on state assessment.</p> <p>Strategy's Expected Result/Impact: Provide necessary student information for parents to access website.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide parental conferences with teachers on their child's academics.</p> <p>Strategy's Expected Result/Impact: Documentation of invitation and sign in sheets</p> <p>Staff Responsible for Monitoring: teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: 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.</p> <p>Strategy's Expected Result/Impact: Community Involvement</p> <p>Staff Responsible for Monitoring: Administrator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Pre-K and Kindergarten social provided for students and parents in August before the start of school.</p> <p>Strategy's Expected Result/Impact: Students and parents meet teachers and other students before school begins.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Parent Engagement Coordinator will help plan and implement parent engagement activities throughout the year.</p> <p>Strategy's Expected Result/Impact: Increase in parent involvement - sign-in sheets</p> <p>Staff Responsible for Monitoring: Administrator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Parent assistance in understanding content standards, how to monitor their child's progress and help improve student achievement.</p> <p>Strategy's Expected Result/Impact: Parent Survey Results</p> <p>Staff Responsible for Monitoring: Parent Engagement Coordinator and Administrators</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 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			
<p>Strategy 1: Administrators will provide tiered interventions designed to assist teachers who experience difficulty in meeting district and state standards in the classroom.</p> <p>Strategy's Expected Result/Impact: PDAS and walk throughs</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Any new teacher will be provided support from a mentor teacher located on the campus.</p> <p>Strategy's Expected Result/Impact: Good teaching in the classroom and the individual desire to grow on campus. Increased in certification for staff.</p> <p>Staff Responsible for Monitoring: Director of Professional Development, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 255-Title IIA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Give timely feedback to teachers from walkthrough visits and observations.</p> <p>Strategy's Expected Result/Impact: Eduphoria records, administrator tracking sheets of walkthrough visits</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Documentation of trainings and achievement of certification in a timely manner.</p> <p>Staff Responsible for Monitoring: Director of Professional Development, Principal, Director of Human Resources</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide staff with researched based training and materials to enhance instruction for all students in all content areas.</p> <p>-</p> <p>Strategy's Expected Result/Impact: Improvement in MAP Reading Levels and STAAR scores</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for Educational Services, Director of Federal Programs, Director of Professional Development, Principal, Teacher</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Supplies and materials - 255-Title IIA - -8-13-105-24-29-6399-00 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Documentation of training and achievement of certification in a timely manner.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for Educational Services, Director of Professional Development</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Principal will attend college recruitment.</p> <p>Strategy's Expected Result/Impact: Hiring of highly qualified teacher</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Campus administration will attend special education legal training in order to remain current on special education laws.</p> <p>Strategy's Expected Result/Impact: Documentation of training and achievement of certification in a timely manner.</p> <p>Staff Responsible for Monitoring: Director of Special Programs</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Campus administration will attend professional development throughout the year.</p> <ul style="list-style-type: none"> -lead4ward -Restorative Practice -Lucy Calkins -etc <p>Strategy's Expected Result/Impact: Documentation of training</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for Educational Services</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: Ensure 100% of allotted budget is spent on activities to improve student achievement and campus environment.

Evaluation Data Sources: Budget

Strategy 1 Details	Reviews			
<p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: Amira, Prodigy and ST Math data

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level technology TEKS will be the basis of instruction in the classroom and computer lab. Strategy's Expected Result/Impact: Lesson plans incorporating technology, evidence of students using technology observed in walkthrough visits and observations Staff Responsible for Monitoring: Teachers, Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to purchase instructional technology hardware that will support the most current educational software and testing requirements. 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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The two computer labs will be used to provide students with such programs as ST Math. 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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize the instructional technologist to help teachers utilize technology to develop and continue to improve instruction. Strategy's Expected Result/Impact: Teachers use of technology Staff Responsible for Monitoring: Administrators, instructional technologist</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Provide supplemental and researched based instructional resources to support teachers with instruction of students. Strategy's Expected Result/Impact: Student progress on curriculum based assessments and STAAR. Staff Responsible for Monitoring: Administrators, instructional technologist Funding Sources: - 211-Title IA - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: MAP testing conducted two times a year to assess 4th grade students in reading and math. Strategy's Expected Result/Impact: Student progress in math and reading. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: MClass testing conducted three times a year to assess Kinder-3rd grade students in reading and math. Strategy's Expected Result/Impact: Student progress in math and reading Staff Responsible for Monitoring: Administrators	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>				

State Compensatory

Budget for Silbernagel Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

--

Personnel for Silbernagel Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allen, J	Social Worker	0
Cantrell, J	Instructional Support	1
Hunter, M.	Instructional Support Paraprofessional	1
Pinegar, S.	Instructional Support Paraprofessional	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
James, C.	Instructional Specialist		1.0

Campus Funding Summary

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Academic Coaches	211--8-11-105-30-00-6119-00	\$126,661.00
1	1	3	Supplies and materials	211-8-11-105-30-29-6399-00	\$22,000.00
1	1	7	Academic Coaches	211-8-11-105-30-00-6119-00	\$126,661.00
1	1	11	Academic Coaches	211-8-11-105-30-00-6119-00	\$126,661.00
1	1	11	Contracted Services	211-8-13-105-30-24-6200-DW	\$4,166.00
1	2	1	Academic Coaches	211-8-11-105-30-00-6119-00	\$126,661.00
1	2	4	Materials	255-8-23-105-24-29-6399-00	\$946.00
1	3	2	Contracted Services and programs	211-8-13-105-30-24-6200-DW	\$4,166.00
1	3	4	FTE 2.0	211-8-11-105-30-00-6119-00	\$126,661.00
2	1	4	Instructional materials	211-8-11-105-30-29-6399-41	\$300.00
2	1	4	Transportation	211-8-11-105-30-29-6412-41	\$2,083.00
3	1	1	Snacks	211-8-61-105-30-29-6499-00	\$200.00
3	1	2	Snacks for parent meetings	211-8-61-105-30-29-6499-00	\$200.00
5	2	3	Supplies and materials	211-8-11-105-30-29-6399-00	\$22,000.00
5	2	5			\$3,000.00
Sub-Total					\$692,366.00
255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Contracted Services	255-8-13-105-24-29-6299-00	\$2,600.00
1	1	11	Professional Development	255-8-13-105-24-29-6299-00	\$2,600.00
1	2	3			\$0.00
4	1	2			\$0.00
4	1	5	Supplies and materials	-8-13-105-24-29-6399-00	\$1,000.00
Sub-Total					\$6,200.00
199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4			\$0.00

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

Addendums

AVID Schoolwide College Readiness Goals 2020-2021

SILBERNAGEL ELEMENTARY

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: Silbernagel Elementary

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. Writing Process (2): Ensure students in grades 2, 3 and 4 routinely spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing, or editing, and publishing) and produce a final product at least 1x each nine weeks.					
		Progress				
	Actions				Responsible	Evidence
	1) Provide PD to ensure common understandings and expectations in grades 2, 3, and 4.				Zamarripa, Batchelor & James	Agenda, Sign-in sheets, notes
	2) Ensure Writing Products/Process lessons and experiences are planned within grade level PLC each nine weeks.				Zamarripa, Batchelor & James	Agenda, Sign-in sheets, notes, lesson plans
	3) Display student products each 9 weeks.				ELA teachers – grades 2 nd -4 th	Student products
	4) Implement plan to celebrate student authors in each grade level (publishing parties, learning walks, show and tell, etc).				ELA teachers – grades 2 nd -4 th	Checklist/reflecti on, pictures, celebration

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

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Silbernagel Elementary

Date: 2020-2021

INSTRUCTION						
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>						
GOAL	B. Collaboration (8): AE Students routinely use structures for collaboration and are provided opportunities to work collaboratively (e.g.....)					
		Progress				Evidence
	Actions				Responsible	Evidence
	1) Create a vertical articulation of collaboration expectations and models for grades PK-4.				Site team members	Agenda, notes from grade level planning
	2) Ensure Collaboration strategies are modeled and planned within lessons at each grade level within the PLC.				Site team members	Agenda, notes, lesson plans
	3) Establish professional learning walks—real time or virtual—to provide feedback for implementation.				Burke	Checklist/reflection

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

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Silbernagel Elementary

Date: 2020-2021

INSTRUCTION						
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>						
GOAL	C. Collaboration (7): AE Students in grades 3 and 4 routinely 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					Responsible	Evidence
1) PD for teachers on student ICT collaboration tools and strategies to ensure common understandings and expectations				<input type="checkbox"/>	<input type="checkbox"/>	Gilcrest, Simpson, Porter Agenda, student use of google classroom
2) Ensure ICT Collaboration strategies are planned within lessons within the PLC.				<input type="checkbox"/>	<input type="checkbox"/>	Gilcrest, Simpson, Porter Lesson plans
3) Establish professional learning walks—real time or virtual—to provide feedback for implementation.				<input type="checkbox"/>	<input type="checkbox"/>	Burke Feedback/reflection

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

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Silbernagel Elementary

Date: 2020-2021

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	Responsible	Evidence	
Actions							
1) Site Team Collaboration on WICOR framework and strategies to ensure common understandings and expectations						Site Team	Notes from site team collaboration
2) Establish connection within PD between current practice/instructional strategies and connection to WICOR.						Site Team	Notes, discussion and planned lessons
3) Create visuals/displays/anchor charts to enforce connection between current practice and connection to WICOR through the campus, in PLC Conf Room, common spaces.						Site Team	Photos, walk-throughs
4) Ensure WICOR strategies are modeled and planned within lessons with the PLC.						Site Team	Agenda, notes, lesson plans
5) Establish professional learning walks—real time or virtual—to provide feedback for implementation and to model WICORized lessons and planning.						Burke	Feedback/reflection

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

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Silbernagel Elementary

Date: 2020-2021

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				Responsible	Evidence
	1) Ensure inquiry strategies according to Costa’s Levels are modeled and planned within lessons within the PLC.				Tonnies, Samuelson, Owens, Rearick, Zamarripa, Burke	Agenda, lesson plans
	2) Establish professional learning walks—real time or virtual—to provide feedback for implementation and to model inquiry and Costa’s Levels of questioning within lessons and planning.				Burke	Reflection/feedb ack

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

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Silbernagel Elementary

Date: 2020-2021

INSTRUCTION						
<i>Promotes WICOR Strategies, 21st Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>						
GOAL	F. Learning through Writing (1): AVID Elementary students in grades 3, 4 spend time processing content through writing (learning logs, quick writes, annotations, etc.) 1x per week in every content.					
			Progress			
	Actions				Responsible	Evidence
	1. Ensure Learning through Writing strategies are modeled and planned within lessons within the PLC.				Farris, Porter, Simpson, Lopez, Batchelor, Gilchrest, Burke	Lesson plans, student samples, displays in PODs, hallways, etc.
	2. Establish professional learning walks—real time or virtual—to provide feedback for implementation and to model Learning through Writing within lessons and planning.				Burke	Reflection/feedb ack

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

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Silbernagel Elementary

Date: 2020-2021

SYSTEMS						
<i>Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.</i>						
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				Responsible	Evidence
	1) Establish AE Site Team membership that includes campus representation from all grade levels and leadership positions.				Burke	Agenda & sign-in sheet
	2) AE Site Team will collaborate and develop Site Plan for implementation.				Site Team	Plan
	3) AE Site Team will at least meet quarterly to review implementation progress and set action goals for future work.				Site Team	Agenda, notes, goals

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

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Silbernagel Elementary

Date: 2020-2021

SYSTEMS						
Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.						
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				Responsible	Evidence
	Actions					
	1) Develop plan for instructional PD to support instruction in Collaboration, ICT for Collaboration, WICORized lessons, and Inquiry strategies.				Site team	Agenda, sign-in sheets & plan for each
	2) AVID Site Team participates in AVID Communities of Practice through the year to continue AVID learning.				Site team	Certificate of Attendance
	3) AVID Site Team cultivates resources to support instruction implementation made available to whole campus. <ul style="list-style-type: none"> a. Writing To Learn - 3rd & 4th grade AVID teachers b. Inquiry - Samuelson, Tonnies, Owens, Zamarripa & Rearick c. Collaboration – Lopez & Batchelor d. Organization – Tonnies & Samuelson e. Reading to Learn – Site team members f. AVID Weekly – Site team members g. Learning Walks – Rearick & Burke h. College & Career Awareness – Housh, Lemmon, Campbell, Cantrell & Rearick i. College-Going Culture – Housh, Lemmon, Campbell, Cantrell & Rearick 					Agenda, plans & displays

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

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Silbernagel Elementary

Date: 2020-2021

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 (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.						
				Progress			
Actions						Responsible	Evidence
1) AVID Site Team and SLT collaborate on AVID Site Plan development and implementation.						Site team	Agenda, sign-in sheets, plan
2) Ensure AVID Site Team composition includes SLT Representation.						Burke	List of team leaders/site team
3) Plan regular meetings between AVID Site Team and SLT to discuss implementation progress (at least 3x per year).						Burke	Sign-in sheets, agenda, notes

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

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Silbernagel Elementary

Date: 2020-2021

LEADERSHIP						
<i>Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.</i>						
GOAL	B. MISSION + VISION (1, 2): Align campus mission and vision statements with AVID’s mission and vision for students on their path to college and career readiness; mission and vision are communicated to stakeholders.					
		Progress				
	Actions				Responsible	Evidence
	1) Work with SLT + AVID Site Team to articulate campus expectations for student success and campus purpose.				Site team	Sign-in sheet, agenda, notes & campus expectations
	2) Work with CIC to write updated mission statement.				Burke, Lemmon, Owens, Porter, Rearick	Mission statement
	3) Work with CIC to write updated vision statement.				Burke, Lemmon, Owens, Porter, Rearick	Vision statement
	4) Communicate Mission/Vision to all stakeholders.				Site team	Communication

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

AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: Silbernagel Elementary

Date: 2020-2021

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				Responsible	Evidence	
	1) Create public displays throughout the campus that promote college-going culture and opportunity awareness for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Housh, Lemmon, Campbell, Cantrell & Rearick	Displays	
	2) Organize HS guest speakers/virtual college field trip opportunities for students to promote opportunity awareness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Housh, Lemmon, Campbell, Cantrell & Rearick	Virtual speakers/field trips	
	3) Implement College Shirt Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Housh, Lemmon, Campbell, Cantrell & Rearick	Participation	
	4) Provide college promotion/opportunity awareness through weekly/daily announcements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Housh, Lemmon, Campbell, Cantrell & Rearick	Announcements	
	5) Provide opportunities for career exploration for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Housh, Lemmon, Campbell, Cantrell & Rearick	Lessons	

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