

# Hays Consolidated Independent School District

## Dahlstrom Middle School

### 2018-2019 Goals/Performance Objectives/Strategies

Accountability Rating: Met Standard



# Mission Statement

Dahlstrom Middle School currently serves 957 students. Our mission is to provide a diverse, competitive, and rigorous level of education for every student, every day, within a safe learning environment. Our Dahlstrom team along with our parents and community will assist students in developing the skills to become independent and self-sufficient learners who will succeed and contribute responsibly in a global community.

# Vision

Maintain progressive, dynamic instruction in every classroom, every period, every day to enrich the lives and advance our students successful learning.

# Value Statement

STUDENT SUCCESS

# Table of Contents

- Goals ..... 4
  - Goal 1: Hays CISD believes in the achievement of every student. .... 4
  - Goal 2: Hays CISD is dedicated to treating all stakeholders with respect and dignity. .... 10
  - Goal 3: Hays CISD is dedicated to the safety, social and emotional well-being of students and staff. .... 13

# Goals

## Goal 1: Hays CISD believes in the achievement of every student.

**Performance Objective 1:** The campus will evaluate and address the individual needs of each student. Student performance will be evaluated in academics, college readiness, and career development. Our staff believes in the education of the whole child and knows that success is based on more than the result of a single test.

T-PESS Standard 1- Instructional Leadership: The principal is responsible for ensuring every student receives high-quality instruction.

**Evaluation Data Source(s) 1:** The principal will provide a report to their Deputy Academic Officer summarizing student academic performance, including college, career, and military readiness efforts at their campus. A summary of staff professional development efforts addressing data dis-aggregation, administrative walk-throughs, and CTE programs, will be provided by the principal to the Deputy Academic Officer that includes literacy and math data, along with specific curricular and teaching strategies to address these areas. PK-3 reading levels will be measured at the beginning and end of each year. The principal will monitor student growth comparing approaches/meets/masters % vs. the state.

### Summative Evaluation 1:

| Strategy Description  | ELEMENTS | Monitor   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|----------|---|--|-----------|-----|-----|-----------|
|   |          |   |  | Formative |     |     | Summative |
|   |          |   |  | Oct       | Feb | Apr | June      |
| 1) Reading: Target reading through differentiated Tier 1 instruction. Students will participate in daily silent sustained reading for 10 minutes. Utilize club/tutoring time to provide enrichment and re-teach opportunities.                  | 2.4      | District Support Provided by ELA Content Coordinators<br><br>Campus Principal | The percentage of students who pass the Reading STAAR in each reporting category will increase by 5% from the 2018 administration to the 2019 administration.<br><br>TTESS Dimension 2.2 Content Knowledge and Expertise |           |     |     |           |
| 2) Writing: All teachers will participate in ongoing professional development led by the ELAR department to support writing in all classes. Club/tutoring time during the school day will provide opportunities for enrichment and re-teaching. | 2.4      | District Support Provided by ELA Content Coordinators<br><br>Campus Principal | The percentage of students who pass the Writing STAAR in each reporting category will increase by 5% from the 2018 administration to the 2019 administration.<br><br>TTESS Dimension 2.2 Content Knowledge and Expertise |           |     |     |           |

|   |     |  |  |  |  |  |  |
|---|-----|--|--|--|--|--|--|
| 3) Math: The math department is moving to a blended learning format to better provide differentiated and individualized instruction. The teachers will receive ongoing support and professional development as they transition to a blended learning model.   | 2.4 | District Support<br>Provided by Math<br>Content Coordinators<br>Campus Principal                           | Improve at least one quartile in each grade level from 2018 to 2019 according to the distinction designation summary report.<br><br>TTESS Dimension 2.2 Content Knowledge and Expertise  |  |  |  |  |
| 4) Science/STEM: The science department is expanding blended learning efforts that were successful last year. Within the blended learning model, students are provided additional opportunities of enrichment activities that offer more depth and complexity.  | 2.4 | District Support<br>Provided by Science<br>Content Coordinators<br><br>Campus Principal                    | The percentage of students who pass the Science STAAR in each reporting category will increase by 5% from the 2018 administration to the 2019 administration.<br><br>TTESS Dimension 2.2 Content Knowledge and Expertise                         |  |  |  |  |
| 5) Social Studies: Increase the understanding of students by providing more engaging and complex lessons. All social studies teachers will have fully implemented the blended learning model by the end of the 2018-19 school year.   | 2.4 | District Support<br>Provided by Social<br>Studies Content<br>Coordinators<br><br>Campus Principal          | The percentage of students who pass the US History STAAR in each reporting category will increase by 10% from the 2018 administration to the 2019 administration.<br><br>TTESS Dimension 2.2 Content Knowledge and Expertise                     |  |  |  |  |
| 6) Instructional Planning: The campus has purposefully built in PLC times for staff in order for teams to analyze data in a purposeful manner to guide instruction and build differentiated learning experiences.   | 2.5 | District Support<br>Provided by Director<br>of Curriculum and<br>Instruction<br><br>Campus Principal       | 100% of teachers will turn in unit and weekly lesson plans.<br><br>TTESS Dimension 1.1 Standards and Alignment   |  |  |  |  |
| 7) Progress Monitoring: The campus has a progress monitoring team which consists of the Interventionist, Instructional Coach, Assistant Principals, and Principal to track academic progress, attendance, behavior and passing rates of students at risk of failing. Additionally, methods for students to track their own progress are being developed to be implemented during the 2018-19 school year. | 2.4 | District Support<br>Provided by Director<br>of Academic Support<br><br>Campus Principal                    | 100% of the teachers will meet on a weekly basis with the progress monitoring team by grade level to analyze data and discuss and develop strategies to address the various needs of the students.<br><br>TTESS Dimension 2.5 Monitor and Adjust |  |  |  |  |
| 8) Data and Assessment: The campus will assess students for learning by using district outlined assessments by using the data to guide instruction, intervention and future assessments.  | 2.4 | District Support<br>Provided by<br>Coordinator of<br>Accountability and<br>Testing<br><br>Campus Principal | 100% of teachers will analyze student data during PLCs in order to reteach and provide in class intervention and enrichment.<br><br>TTESS Dimension 1.2 Data and Assessment  |  |  |  |  |

|   |     |  |  |  |  |  |  |
|---|-----|--|--|--|--|--|--|
| <p>9) Response to Intervention: The campus will utilize multiple forms of student data to inform instructional and intervention decisions (RTI) to close the achievement gap by consistently communicating student needs and supports through Eduphoria digital documentation. The campus meets monthly to progress monitor students on the "watch list" and working collaboratively with interventionist/instructional coaches/administrators to ensure needs are met of students on Tier 2/3.</p> | 2.6 | <p>District Support<br/>Provided by Director of Academic Support</p> <p>Campus Principal</p>                 | <p>By June 2019, 90% will have made one year of expected growth measured by the 2019 administration of STAAR.</p> <p>TTESS Dimension 2.4 Differentiation</p>   |  |  |  |  |
| <p>10) English Learners: During PLC time, teachers will discuss how and when to implement various ELLevation strategies and reflect on the strategy after implementation.</p>   | 2.6 | <p>District Support<br/>Provided by the Director of PK-12 Multilingual Education</p> <p>Campus Principal</p> | <p>By June 2019, 80% of all current ELs will have made one year growth on TELPAS.</p> <p>TTESS Dimension 2.4 Differentiation</p>   |  |  |  |  |
| <p>11) Special Education Services: The campus will provide programs/services for students requiring Special Education services as identified in their Individual Education Plan (IEP) through least restrictive environments (LRE) by providing push-in, inclusion and specialized support models of instruction.</p>   | 2.4 | <p>District Support<br/>Provided Director of Special Education</p> <p>Campus Principal</p>                   | <p>100% of teachers will ensure that students receive grade level TEKS as guided by their IEPs.</p> <p>By the end of the 2018-19 school year, students in special education will demonstrate increased performance on the STAAR exam by 5% in each reporting category and all special education students will meet their yearly progress measure.</p> <p>TTESS Dimension 2.4 Differentiation</p> |  |  |  |  |
| <p>12) Dyslexia Services: Identified students will receive specialized support through the Wilson Reading program as articulated in their 504 plan.</p>   | 2.4 | <p>District Support<br/>Provided by Director of Academic Support</p> <p>Campus Principal</p>                 | <p>90% of all 504 students receiving dyslexia services will be successful on on achieving progress measurement on their 2019 reading STAAR test.</p> <p>TTESS Dimension 2.4 Differentiation</p>  |  |  |  |  |
| <p>13) 504 Services: The campus assistant principal will ensure that all students identified as needing 504 services will be provided with access to general education opportunities that are progress monitored by teachers.</p>   | 2.4 | <p>District Support<br/>Provided by Director of Academic Support</p> <p>Campus Principal</p>                 | <p>100% of students identified as 504 have adequate documentation to support individualized needs.</p> <p>TTESS Dimension 2.4 Differentiation</p>  |  |  |  |  |

|  |     |   |  |  |  |  |  |
|--|-----|---|--|--|--|--|--|
| <p>14) Accelerated Instruction for At-Risk Students: The campus will support students identified as at-risk and/or economically disadvantaged by monitoring progress through PLC sessions, planning time, Response to Intervention (RTI), teacher/student attendance, providing counseling support as needed and utilizing teachers to monitor at-risk ELL students and others in need of assistance.</p>  | 2.6 | <p>District Support Provided by Director of Academic Support and the Director of Student Services</p> <p>Campus Principal</p> | <p>The campus will move from IR status for economic disadvantaged students in 2018 to met requirement in 2019.</p> <p>TTESS Dimension 1.3 Knowledge of Students</p>  |  |  |  |  |
| <p>15) Gifted and Talented Services: The campus master schedule reflects, with fidelity, a true strategic cluster group model.</p>   | 2.5 | <p>District Support Provided by Coordinator of Gifted and Talented</p> <p>Campus Principal</p>                                | <p>The percentage of students who pass the STAAR at each reporting category will increase overall by 10% from 2018 to 2019.</p> <p>100% of students identified as GT are in a cluster group classroom.</p> <p>TTESS Dimension 1.4 Activities</p>   |  |  |  |  |
| <p>16) College, Career and Military Readiness: Through classroom guidance lessons conducted by DMS school counselors, students will have an opportunity to create an account on Career Cruising. All 6th grade students will complete the Learning Style Inventory. All 7th grade students will complete the career interest survey on Career Cruising. All 8th grade students will begin a four year plan on Career Cruising.</p> <p>Strategies:</p> <ol style="list-style-type: none"> <li>1. Counselors will present and discuss the different learning styles and how students should advocate for the particular learning style in classroom situations.</li> <li>2. Counselors will present and discuss different career paths based on the results of student career interest surveys.</li> <li>3. Counselors will present and discuss graduation requirements and discuss career paths relating to course selections.</li> </ol> | 2.5 | <p>District Support Provided by Director of College and Career Readiness and Counseling</p> <p>Campus Principal</p>           | <p>100% of 6th grade students will have entered their Learning Styles into Career Cruising.</p> <p>100% of 7th grade students will have entered their Career Interest Surveys into Career Cruising.</p> <p>100% of 8th grade students will have begun a four year plan in Career Cruising.</p> <p>TTESS Dimension 2.1 Achieving Expectations</p> |  |  |  |  |
| <p>17) Instructional Technology: 23 Teachers are implementing a blended learning model. They will be supported through PD and individualize support from Administration, Instructional Coach, and the district blended learning coach.</p>   | 2.5 | <p>District Support Provided by the Director of Digital Learning</p> <p>Campus Principal</p>                                  | <p>By June 2019, 80% of core teachers will have fully implemented a blended learning instructional model.</p> <p>TTESS 1.4 Activities</p>  |  |  |  |  |

|   |     |   |  |  |  |  |  |
|---|-----|---|--|--|--|--|--|
| 18) Advanced Academics: The campus will support advanced academics by ensuring students receive differentiated instruction across contents areas.   | 2.5 | District Support<br>Provided by<br>Coordinator of<br>Advanced<br>Academics<br><br>Campus Principal                          | The percentage of students who pass STAAR will increase overall by 5% in all reporting categories.<br><br>TTESS Dimension 2.1 Achieving Expectations   |  |  |  |  |
| 19) Kindergarten: The district will provide guidance to parents to ensure a smooth transition from early childhood programs such as head-start and PK (Countdown to Kindergarten).  | 2.5 | District Support<br>Provided by Director<br>of Early Childhood<br>and Extended Day<br>Programs<br><br>Campus Principal      | 100% of students entering Kindergarten will receive an invitation to participate in Countdown to Kinder.<br><br>TTESS Dimension 4.4 School Community Involvement   |  |  |  |  |
| 20) Pregnancy-Related Services: The district provides support services, including the Compensatory Education Home Instruction (CEHI) program, to pregnant and parenting students. The PEP staff collaborates with other programs including Early Head Start staff, counselors, case managers, educators, support staff and others who support pregnant and parenting students in their completion of requirements needed for graduation while learning to manage the responsibilities of parenthood. These services continue to be administered while the student is receiving home instruction services. | 2.6 | District Support<br>Provided by the<br>Coordinator of<br>Pregnancy Related<br>Services<br><br>Campus Counselor              | 100% of students served with PEP/CEHI services will be provided education in all course subjects required for promotion/graduation, courses in child development, parenting, Job-related skills and community services.<br><br>TTESS Dimension 2.4 Differentiation   |  |  |  |  |
| 21) Higher Education Requirements: The district will ensure that secondary students' teachers, counselors, and parents receive information about higher education admissions and financial aid opportunities, DC opportunities, HB5 graduation requirements, the TEXAS grant program, scholarships, endorsements, and the need for students to make informed curriculum choices to be prepared for success beyond high school.  | 2.5 | District Support<br>Provided by Director<br>of College and<br>Career Readiness<br>and Counseling<br><br>Campus Counselor    | All students grades 8-11 will receive Navigate your Future course guides. All 6-11 grade students will complete a career and learning styles inventory. All students grades 9-11 will complete their course selection and individual graduation plans.<br><br>TTESS Dimension 2.1 Achieving Expectations   |  |  |  |  |
| 22) Title I: The Title I, Part A school wide program is designed to provide supplemental instruction support to campuses, with a population that contains 40% or higher of low-income students, to increase academic achievement. The basis for eligibility is indicated on the ESSA Consolidated Federal Grant Application and campuses are served in rank order, with per pupil allocations tiered, based on need of services (see Title I campus plan).  | 2.4 | District Support<br>Provided by the<br>Director of Federal<br>Programs, State<br>Reports and Grants<br><br>Campus Principal | The Campus Allocations worksheet maintains a rank order with needs prioritized and funds efficiently utilized within the grant year. Campus Title I plans reflect strategies developed from a comprehensive needs assessment and fiscal prioritization categorized by the Commissioner's 4 priorities.<br><br>TTESS 4.1 Professional Demeanor and Ethics |  |  |  |  |



 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 2: Hays CISD is dedicated to treating all stakeholders with respect and dignity.**

**Performance Objective 1:** A safe environment must include secure facilities, staff and student training, and our adopted standard response protocol. The campus will partner with local and state entities to assure preparedness. Specific areas to be addressed are campus access, detecting and reporting possible threats, and building an environment of trust between adults and all students. Our Emergency Operations Plan is updated annually and followed throughout the district.

**Evaluation Data Source(s) 1:** The campus will utilize the updated EOP along with district safety protocols and training. The campus will report to their Deputy Academic Officer an overview of student and staff character development, including extra-curricular/club participation, and social/emotional supports (discipline, attendance, counseling strategies). The principal and appropriate staff will attend all relevant training throughout the year on this topic. Specific attention will be given to the communication of campus/district safety efforts (both physical and training) to our community.

TPESS Standard 2 - Human Capital: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

TPESS Standard 4 - School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

**Summative Evaluation 1:**

| Strategy Description  | ELEMENTS | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|----------|--|--|-----------|-----|-----|-----------|
|   |          |  |  | Formative |     |     | Summative |
|   |          |  |  | Oct       | Feb | Apr | June      |
| 1) Student Safety: The campus conducts regularly scheduled safety drills, increased surveillance infrastructure, will coordinate with the Director of School Safety for Emergency Operation Procedures to continue to increase school safety.   | 2.5      | District Support Provided by the Director of School and Student Safety<br><br>Campus Principal | The percentage of students who feel safe at school will increase based on the students engagement survey compared to the prior year.<br><br>TTESS Dimension 3.1 Environment, Routines and Procedures |           |     |     |           |
| 2) Social Emotional Learning: The campus will utilize surveys and students panels to develop interest inventories to increase engagement in extra and co-curricular activities. The Dahlstrom Dudes mentoring program is being reinstated to add an additional layer of social emotional support. | 2.5      | Director of College and Career Readiness and Counseling<br><br>Campus Counselor                | The student engagement survey will show at least 90% enjoy coming to school and have someone they can turn to for help.<br><br>TTESS Dimension 3.3 Classroom Culture                                 |           |     |     |           |

|   |     |  |   |  |  |  |  |
|---|-----|--|---|--|--|--|--|
| 3) Increasing Attendance, Drop-Out Prevention: Increasing Attendance, Drop-Out Prevention: The campus will reduce the dropout rate and increase the attendance rates by utilizing weekly attendance reports, establishing clear attendance expectations for parents, communicating attendance concerns through letters and phone calls.   | 2.5 | District Support Provided by the Director of Student Services<br><br>Campus Principal                        | The campus will have an attendance rate of at least 97%.<br><br>TTESS Dimension 3.3 Classroom Culture   |  |  |  |  |
| 4) Student Engagement: Students will participate in an organized club, sport, or extra curricular activity.   | 2.6 | District Support Provided by the Director of Extra- and Co-Curricular activities<br><br>Campus Principal     | 100% of students will be engaged in an organized club, sport, or extra curricular activity.<br><br>TTESS Dimension 3.3 Classroom Culture  |  |  |  |  |
| 5) Positive Behavior Intervention Support: The campus will use the positive behavior intervention support (PBIS) model by using school-wide rewards and classroom rewards.  | 2.5 | District Support Provided by the Director of Student Services<br><br>Campus Principal                        | The number of discipline referrals will decrease by 5% compared to the previous year.<br><br>TTESS Dimension 3.2 Managing Student Behavior  |  |  |  |  |
| 6) Health and Wellness: The district will implement the coordinated school health plan and encourage healthy and active lifestyle choices as advised by the Student Health Advisory Committee (SHAC).   | 2.5 | District Support Provided by the Director of Health Services<br><br>Campus Nurse                             | All SHAC meeting notes, sign-in sheets and agendas reflect implementation of actionable items.<br><br>TTESS Dimension 3.1 Classroom Environment, Routines, and Procedures   |  |  |  |  |
| 7) Early Intervention: The district will provide counseling and guidance services to support identified student needs regarding early mental health intervention, suicide prevention, conflict resolution, use of tobacco, and drug/violence prevention/intervention. The district will enter a Counseling/Social workers Intern Model with TX state. The district will continue to train staff in Suicide Prevention and update the Suicide Action Plan. | 2.6 | District Support Provided by Director of College and Career Readiness and Counseling<br><br>Campus Counselor | 100% of all campus personnel will complete the mandatory suite of state training (suicide awareness/prevention, bloodborne pathogens, AED, food allergies, sexual harassment, CPS, and Child Abuse)<br><br>TTESS Dimension 4.1 Professional Demeanor and Ethics |  |  |  |  |
| 8) Addressing Abuse: The district will adhere to the district policy addressing sexual abuse and other maltreatment of children which includes methods for staff, student and parent awareness including prevention techniques and warning signs of victims, actions for the safety and counseling of the victims and CPS reporting by staff and administrators.  | 2.6 | District Support Provided by Director of College and Career Readiness and Counseling<br><br>Campus Counselor | 100% of all campus personnel will complete the mandatory suite of state training (suicide awareness/prevention, bloodborne pathogens, AED, food allergies, sexual harassment, CPS, and Child Abuse)<br><br>TTESS Dimension 4.1 Professional Demeanor and Ethics |  |  |  |  |

|   |     |  |   |  |  |  |  |
|---|-----|--|---|--|--|--|--|
| 9) Anti-Bullying: The district will ensure that the discipline management program provides for prevention, intervention and education concerning unwanted physical and/or verbal aggression, sexual harassment, cyber-bullying, bullying harassment on campus, school grounds, and in school vehicles. Students will have access to the Hays Hope Line to report harassment, bullying and other personal issues.  | 2.6 | District Support<br>Provided by Director of College and Career Readiness and Counseling<br><br>Campus Counselor    | 100% of counselors submit counseling logs and guidance lessons to the Director of College and Career and Guidance.<br><br>TTESS Dimension 4.1 Professional Demeanor and Ethics                          |  |  |  |  |
| 10) Homelessness: Campus counselors will identify students that are homeless and utilize district resources (TI reservations and TEXSHEP funds), in coordination with the homeless liaison, to provide emergency instructional supplies, hygiene products and clothing as needed.   | 2.6 | District Support<br>Provided by the Director of Federal Programs, State Reports and Grants<br><br>Campus Counselor | 100% of students identified as homeless under McKinney Vento, will receive services to fit their individual needs.<br><br>TTESS Dimension 1.3 Knowledge of Students                                     |  |  |  |  |
| 11) Foster Care: The district will provide supplemental transportation and free lunch to ensure educational stability for children in foster care.  | 2.6 | District Support<br>Provided by the Director of Federal Programs, State Reports and Grants<br><br>Campus Counselor | 100% of students identified as a Foster student, will receive services to fit their individual needs.<br><br>TTESS Dimension 1.3 Knowledge of Students  |  |  |  |  |
| 12) Migrant Services: The district will utilize a shared service arrangement with Region 13, to provide a high-quality and comprehensive educational program for migratory children that: reduces the education disruptions and other problems that result from repeated moves, does not penalize in any manner by disparities among the States in curriculum, provides appropriate services, full and appropriate opportunity to meet state academic standards, and that benefits students from systemic reform. | 2.6 | District Support<br>Provided by the Coordinator of LPAC, Testing and Translation<br><br>Campus Principal           | The campus will provide services to 100% of migrant students identified through the utilization of Region 13 SSA. (See Priority for Services Addendum)<br><br>TTESS Dimension 1.3 Knowledge of Students |  |  |  |  |
| 13) DAEP: The district will monitor performance data of students served in the DAEP including: student groups served, attendance rates, pre- post- assessment results, dropout rates, graduation rates and recidivism rates.  | 2.6 | Director of Student Services<br><br>Campus Principal   | Students who are assigned DAEP placements will performs comparatively to their peers who are not assigned to DAEP.<br><br>TTESS Dimension 1.3 Knowledge of Students                                     |  |  |  |  |
|   |     |  |   |  |  |  |  |

### Goal 3: Hays CISD is dedicated to the safety, social and emotional well-being of students and staff.

**Performance Objective 1:** Cultivating great community and staff relations requires empathy, visibility, trust, and communication. Communication through all appropriate avenues is a priority, and staff will receive training in these areas. Our campus is committed to increasing client engagement both internally and externally.

**Evaluation Data Source(s) 1:** Staff will receive targeted training, after a process review, in the areas of customer service and community relations. The campus will develop strategies and systems to make this the best place to work, and these strategies will be shared with the Deputy Academic Officer. The campus will provide a monthly update on community and staff outreach. An employee engagement survey will be given and the results will be utilized to address needs as identified.







TPESS Standard 3 - Executive Leadership: The principal models personal responsibility and a relentless focus on improving student outcomes.

TPESS Standard 5 - Strategic Operations: The principal is responsible for implementing systems that align with the school's vision and mission and improve the quality of instruction.

#### Summative Evaluation 1:

| Strategy Description   | ELEMENTS | Monitor  | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|----------|--|---|-----------|-----|-----|-----------|
|  |          |  |   | Formative |     |     | Summative |
|  |          |  |   | Oct       | Feb | Apr | June      |
| 1) Customer Service: The campus will utilize technology (hardware/software), surveys, social media, newsletters, and award ceremonies to highlight the successes of the campus and build pride within and among the community.   | 3.2      | District Support<br>Provided by the<br>Communication<br>Specialists and the<br>Director of<br>Community<br>Relations<br><br>Campus Principal | The K-12 insight survey will show a 5% increase in customer service indicators.<br><br>TTESS Dimension 2.3 Communication  |           |     |     |           |
| 2) School Community Involvement: The campus will involve families in meeting high expectations for student performance by facilitating parent involvement and parent education opportunities, sharing curriculum and academic expectations with parents through parent teacher conferences and learning walks. | 3.2      | District Support<br>Provided by the<br>Director of Student<br>Services<br><br>Campus Principal   | The number of parents and community members who are involved with the school will increase based on the parent engagement survey.<br><br>TTESS Dimension 4.4 School Community Involvement |           |     |     |           |

|  |     |  |  |  |  |  |  |
|--|-----|--|--|--|--|--|--|
| 3) Goal Setting (CNA/CIP/DIP): The campus principal will meet quarterly with the deputy academic officer to provide formative reviews of the campus improvement plan, inclusive of the comprehensive needs assessment.                       | 3.2 | District Support<br>Provided by the<br>Director of Federal<br>Programs, State<br>Reports and Grants<br><br>Campus Principal          | Quarterly meeting notes will be documented in the Plan Notes section of the CNA/CIP.<br><br>TTESS Dimension 4.2: Goal Setting  |  |  |  |  |
| 4) Communicating Student Achievement to Parents: Communication will include email, progress reports, meetings such as ARDS and RtI and grades.   | 3.2 | District Support<br>Provided by<br>Coordinator of<br>Accountability and<br>Testing<br><br>Campus Principal                           | 100% of students will receive progress reports and report cards to take home.<br><br>TTESS Dimension 2.3 Communication   |  |  |  |  |
| 5) Professional Development: Teachers will be provided with relevant professional development that improves their effectiveness of instruction and student level of engagement as shown in students' content retention.                      | 2.4 | District Support<br>Provided by the<br>Coordinator of<br>Professional<br>Development and<br>Special Projects<br><br>Campus Principal | The campus will earn an A for student achievement on the campus report card.<br><br>TTESS Dimension 4.3 Professional Development   |  |  |  |  |
| 6) Professional Learning Communities: The focus of PLCs this year, will be common assessments, alignment to the TEKS and adjusting instruction based on results.   | 2.5 | District Support<br>Provided by the<br>Coordinator of<br>Professional<br>Development and<br>Special Projects<br><br>Campus Principal | The campus will earn an A rating on student achievement for the 2018-19 school year.<br><br>TTESS Dimension 4.3 Professional Development   |  |  |  |  |
| 7) Attract/Retain high quality staff: The campus utilizes positive recognition and starts all PLCs with celebrations. Leadership opportunities are provided to enhance professional growth.  | 2.4 | District Support<br>Provided by the<br>Director of Human<br>Resources<br><br>Campus Principal  | The number of teachers who indicate they like working at their campus will increase based on the K-12 staff survey.<br>TTESS Dimension 4.3 Professional Development  |  |  |  |  |
| 8) Title I: Title I campuses will conduct an annual meeting to review and revise the written Parental and Family Engagement Plan. The plan is developed jointly with, agreed upon by, and distributed to, parents of participating students. | 3.1 | District Support<br>Provided by the<br>Director of Federal<br>Programs, State<br>Reports and Grants<br><br>Campus Principal          | 100% of Title I campuses will upload agendas, sign in sheets, meeting notes, and meeting announcements of meetings held to discuss and distribute the Parental and Family Engagement Plan.<br><br>TTESS Dimension 4.4 School Community Involvement |  |  |  |  |

|  |            |  |   |  |  |  |  |
|--|------------|--|---|--|--|--|--|
| <p>9) Fiscal Compliance: In order to increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the district will coordinate federal (TI, TII, TIII, TIV), state (SCE, SAMP), and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources.</p>   | <p>2.4</p> | <p>District Support<br/>Provided by the<br/>Director of Federal<br/>Programs, State<br/>Reports and Grants<br/>and the Chief<br/>Financial Officer<br/><br/>Campus Principal</p> | <p>Federal and state compliance will be met in accordance to EDGAR and ESSA, by receiving zero "missed" Initial Compliance Review (ICR) indicators, maintaining 100% rank order with campus allocations, receiving zero audit findings during review, and meeting 100% of comparability and MOE standards. The campuses will utilize ESSA budget templates to plan expenditures with measurable outcomes.</p> |  |  |  |  |
| <p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p> |            |  |   |  |  |  |  |