

Hays Consolidated Independent School District

Dahlstrom Middle School

2023-2024



Board Approval Date: November 28, 2023
Public Presentation Date: November 13, 2023

Mission Statement

Dahlstrom Middle School currently serves 900 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 of and advance our students' successful learning.

Value Statement

Pride in excellence!

Goals

Revised/Approved: September 8, 2023

Goal 1: Hays CISD believes in the achievement, growth and success of every student.

Performance Objective 1: Through attention to individual student's needs, each campus will demonstrate continuous improvement by showing academic growth and student engagement, including intervention and enrichment. The campus will evaluate and address the individual needs of each student. Student performance will be evaluated in academics; college, career, and military readiness; and character and power skills education.

High Priority

HB3 Goal

Evaluation Data Sources: Student Advising: The district will utilize a career interest profiler to track academic advising beginning the spring semester of 5th grade based on student interest and academic achievement. In June 2024, the district will provide a comprehensive report showing evidence of the academic advising captured through a career interest profiler by campus and grade level.

Student Achievement: In February, a public hearing on TAPR will be held to summarize student academic performance/achievement and accessibility gaps, including the district's college, career, and military readiness counts. In August 2024, the superintendent will present the student growth goals addressing the Hays CISD approaches/meets/masters % vs. the state performance.

College & Career Readiness: The district will use data from PSAT8 and PSAT to track student progress toward college readiness. SAT and TSIA2 will be utilized to assess college readiness along with attainment of college credit through advanced placement exams, dual credit, and dual enrollment courses. Career readiness will be assessed through the attainment of industry-based certification through CTE courses. The district will monitor progress throughout the 2023-2024 school year and will provide an update on college readiness to the Board by January 2024 for the final 2022 CCMR results.

Professional Development: Campus staff will participate in differentiated Just-in-Time professional development offered by the District in all content areas to support our campus initiatives and student achievement goals. To inform campus professional development, campus administrators will conduct at least 60 minutes of walk-throughs per day. A focus on lesson design and delivery will amplify student learning experiences that will lead to mastery learning and improved student outcomes. Phonics instruction will be required in the primary grades.

Strategy 1 Details

Strategy 1: Reading Language Arts:

ELAR teachers will utilize RACER (Restate the question; Answer the Question; Cite text evidence; Explain: Restate your position) as a writing strategy to help students go more in-depth with their writing practices. Teachers will utilize Quill to assist with grammar, editing, and revising. Teachers in other content areas will also utilize RACER to have a consistent implementation of a writing strategy campus-wide.

Teachers will provide targeted reading through differentiated Tier 1 instruction. Students will participate in HMH screeners. Teachers will utilize common formative assessments and offer real-time feedback to help monitor student understanding and mastery of the content.

Strategy's Expected Result/Impact: The percentage of students who master the Reading STAAR in each grade level will increase by 5%.

When looking at STAAR data, 50% of the 8th-grade students will perform at the mastery level. 55% of the 7th-grade students will perform at the master level for STAAR. 45% of the 6th-grade students will perform at the mastery level for STAAR.

Staff Responsible for Monitoring: Campus Principal, Assistant Principals, Instructional Coaches and Department Chair

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 1 - Student Learning 1

Strategy 2 Details

Strategy 2: Math: The math department will utilize stations, hands-on learning activities, and leverage technology when providing instruction to students. Teachers will utilize common formative assessments and offer real-time feedback to help monitor student understanding and mastery of the content. Teachers will utilize Get More Math to support targeted student support and practice.

Strategy's Expected Result/Impact: The percentage of students who master the Math STAAR will increase to 25% for 6th-grade math students, 5% for 7th-grade students, 73% for 7th-grade advanced students, 40% for 8th-grade math, and 92% for Algebra.

Staff Responsible for Monitoring: Campus Principal, Assistant Principals, Instructional Coaches and Department Chair

Problem Statements: Demographics 1 - Student Learning 1

Strategy 3 Details

Strategy 3: Science/STEM: The science department is offering additional opportunities for enrichment activities that offer more depth and complexity. Teachers will focus on unpacking the TEKS and ensuring student mastery along the way. Teachers will utilize common formative assessments and offer real-time feedback to help monitor student understanding and mastery of the content.

Strategy's Expected Result/Impact: The percentage of students who master the Science STAAR will increase by 9%.

Staff Responsible for Monitoring: Campus Principal, Assistant Principals, Instructional Coaches and Department Chair

Problem Statements: Demographics 1 - Student Learning 1

Strategy 4 Details

Strategy 4: Social Studies: Increase the understanding of students by providing engaging and complex lessons. Teachers will continue to focus on readiness skills and student discourse to offer differentiation and individualized learning for students. Teachers will utilize common formative assessments and offer real-time feedback to help monitor student understanding and mastery of the content.

Strategy's Expected Result/Impact: The percentage of students who master the US History STAAR will increase by 10%.

Staff Responsible for Monitoring: Campus Principal, Assistant Principals, Instructional Coaches and Department Chair

Problem Statements: Demographics 1 - Student Learning 1

Strategy 5 Details

Strategy 5: Professional Learning Communities: All teachers will actively participate in PLCs this school year. Teachers will come prepared with data, TEKS, and lesson planning materials.

Strategy's Expected Result/Impact: 100% of the teachers will meet on a bi-weekly basis with their PLC team to analyze data, and discuss and develop strategies to address the various needs of the students. Each teacher will strive for 100% of their students making progress growth and 60% or higher performing at the mastery level on the STAAR test.

Staff Responsible for Monitoring: Campus Principal, Assistant Principals, Instructional Coaches and Department Chairs

Problem Statements: Demographics 1 - Student Learning 1

Strategy 6 Details

Strategy 6: Progress Monitoring: DMS has a progress monitoring time set aside for all STAAR tested teachers built into the school week. Teachers will analyze data, and track academic progress, attendance, and behavior. Students will also utilize data trackers to track their own growth in these areas as well.

Strategy's Expected Result/Impact: 100% of the STAAR-tested teachers will meet on a weekly basis with their grade level content area team to analyze data, and discuss and develop strategies to address the various needs of the students. Each teacher will strive for 100% of their students making progress growth and 60% or higher performing at the mastery level on the STAAR test.

Staff Responsible for Monitoring: Campus Principal, Assistant Principals, Instructional Coaches and Department Chairs

Problem Statements: Demographics 1 - Student Learning 1

Strategy 7 Details

Strategy 7: College, Career, and Military Readiness: Through classroom guidance lessons conducted by DMS school counselors, students will have an opportunity to create an account on Xello. All 6th-grade students will complete the Learning Style Inventory. All 7th-grade students will complete the career interest survey on Xello. All 8th-grade students will begin a four-year plan on Xello.

Strategies:

1. Counselors will present and discuss the different learning styles and how students should advocate for the particular learning style in classroom situations.
2. Counselors will present and discuss different career paths based on the results of student career interest surveys.
3. Counselors will present and discuss graduation requirements and discuss career paths relating to course selections.

Strategy's Expected Result/Impact: 100% of students will complete their career readiness tasks as assigned by the district counseling coordinator.

Staff Responsible for Monitoring: Campus Principal, Assistant Principals and Campus Counselors

Problem Statements: Demographics 1

Strategy 8 Details

Strategy 8: Career and Technical Education: DMS will continue to support both our middle school and high school credit CTE elective courses and utilize fun, hands-on experiences to promote excitement and interest in furthering their CTE education at the high school level.

Strategy's Expected Result/Impact: Our students will enjoy their CTE courses and plan to continue their CTE education when completing their graduation plans.

Staff Responsible for Monitoring: Campus Principal, Assistant Principals, and Counselors

Problem Statements: Demographics 1 - School Processes & Programs 1

Strategy 9 Details

Strategy 9: Advanced Academics: The campus will support advanced academics by ensuring students receive differentiated instruction across content areas.

Strategy's Expected Result/Impact: When looking at STAAR data, 80% of students will be in the meets category and 50% will be in the mastery category.

Staff Responsible for Monitoring: Campus Principal, Assistant Principals, Instructional Coaches, and Department Chairs

Problem Statements: Demographics 1 - Student Learning 1

Strategy 10 Details

Strategy 10: Multilingual: The campus will support our multilingual students with small group support during their Pride in Excellence time.

Strategy's Expected Result/Impact: Impact on EBs: 50% of our EBs will be able to exit the program.

Staff Responsible for Monitoring: Assistant Principal and Instructional Coaches

Problem Statements: Demographics 1

Strategy 11 Details

Strategy 11: Special Education: The campus will support our special education program students three times a week content support during their Pride in Excellence time.

Strategy's Expected Result/Impact: 70% of our students serviced by special education will make one year of progress on their STAAR test.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, SPED Department Chair

Problem Statements: Demographics 1

Strategy 12 Details

Strategy 12: Highly Mobile & At-Risk: We will support our highly mobile and at-risk students through targeted intervention during Pride in Excellence time.

Strategy's Expected Result/Impact: 80% of our at-risk students will make one year of progress on their STAAR tests.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches and Department Chairs.

Problem Statements: Demographics 1 - Student Learning 1

Goal 2: Hays CISD is dedicated to the safety, mental health, and engagement of all students and staff.

Performance Objective 1: A safe environment must include secure facilities, staff and student training, access to mental health supports, opportunities for all students to be engaged in their school community, and our adopted standard response protocol. The district and each campus will partner with local, state, and federal entities to ensure preparedness related to School Safety and Security.

Evaluation Data Sources: Safety and Security: The Board will receive a brief narrative posted in the Board Blog addressing the updated EOP, including plans for a cybersecurity coordinator along with an overview of district safety protocols and training by the end of September.

Social Emotional Learning: All campuses will implement Social Emotional Learning (SEL) strategies with fidelity and embed SEL best practices across all academic areas. The district will capture information about the SEL Program implemented at each campus. Campuses will track and monitor student participation in extracurricular/club participation, and the district will track discipline and attendance on an ongoing basis. SEL information will be presented in December 2023 to provide a district-wide update.

Strategy 1 Details

Strategy 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.

Strategy's Expected Result/Impact: Weekly safety audits will be conducted with 100% fidelity. Unsafe conditions will be reported to maintenance within 24 hours of finding.

Staff Responsible for Monitoring: Assistant Pincipal

Problem Statements: School Processes & Programs 1 - Perceptions 1

Strategy 2 Details

Strategy 2: Social-Emotional Learning: The campus will utilize surveys and student panels to develop interest inventories to increase engagement in extra and co-curricular activities. The campus will utilize Leader In Me, a social-emotional learning program, in the 2023-2024 school year.

Strategy's Expected Result/Impact: The student engagement survey will show an increase in students who enjoy coming to school and have someone they can turn to for help from 2023 to 2024.

Staff Responsible for Monitoring: Campus Counselor

Problem Statements: School Processes & Programs 1 - Perceptions 1

Strategy 3 Details

Strategy 3: Mental Health: We will utilize our Counseling Center on campus to support the mental health of all students.

Strategy's Expected Result/Impact: Students will have a safe place where they can meet with counselors, have time to reset, have a positive place to work through anxiety, and to work through their coping strategies. Students will show a 10% increase in K-12 survey when asked if they feel safe on campus.

Staff Responsible for Monitoring: Counselors, Assistant Principals and Principal

Problem Statements: School Processes & Programs 1 - Perceptions 1

Strategy 4 Details

Strategy 4: Increasing Attendance: The campus will reduce the dropout rate and increase the attendance rates by utilizing weekly attendance reports, establishing clear attendance expectations for parents, and communicating attendance concerns through letters and phone calls. The campus will also create and implement an attendance incentive plan for students.

Strategy's Expected Result/Impact: The campus will have an attendance rate of at least 96.5%.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 1 - Student Learning 1

Strategy 5 Details

Strategy 5: Student Engagement: Students will participate in an organized club, sport, or extracurricular activity.

Strategy's Expected Result/Impact: 100% of students will be engaged in an organized club, sport, or extracurricular activity.

Staff Responsible for Monitoring: Principal, Assistant Principals and Counselors

Problem Statements: School Processes & Programs 1

Goal 3: Hays CISD is dedicated to treating everyone with respect and dignity.

Performance Objective 1: The campus will foster a welcoming culture of positive engagement and public service. Our campus is committed to customer service with timely and effective communication. Our campus is committed to increasing customer service and client engagement, both internally and externally.

Evaluation Data Sources: The Board will receive timely updates on community and staff outreach. An employee engagement survey will be given and the Board will see the results AND how they will be addressed.

Staff will receive targeted training, after a process review, in the areas of customer service and community relations. HCISD will develop strategies and systems to make this the best place to work, and the plan will be presented to the Board in November.

During the December and June Board meetings, the board will receive a report of the recommendations made to Dr. Wright by the Diversity Advisory Council.

Strategy 1 Details

Strategy 1: School Community Involvement: We will continue to foster the relationship between students, teachers, parents, family members, and our community. We will hold events to invite parents and the community onto our campus as well as be visible in our community and support community needs.

Strategy's Expected Result/Impact: To increase the visibility of families and community members on campus and to increase the visibility of DMS in the community. Community support through canned good drives, winter jacket drives, band performances at City of Buda events, and artwork displayed at the PAC and at Marbridge will lead to one event per month.

The number of parents and community members who are involved with the school will increase by 10% based on the parent engagement survey.

Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Coaches

Problem Statements: School Processes & Programs 1

Strategy 2 Details

Strategy 2: Family Engagement (Parent 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.

Strategy's Expected Result/Impact: The number of parents and community members who are involved with the school will increase by 10% based on the parent engagement survey.

Staff Responsible for Monitoring: Principal, Assistant Principals, and Counselors

Problem Statements: School Processes & Programs 1

State Compensatory

Budget for Dahlstrom Middle School

Total SCE Funds: \$5,744.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

DMS plans to use its supplemental SCE funds to support the following initiatives:

Personnel for Dahlstrom Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ashley Scruggs	Instructional Coach	1
Melissa Hall	Instructional Coach	1

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Non-classroom Professional	Ashley Scruggs	Instructional Coach
Administrator	Bridgette Gatzert	Assistant Principal
Administrator	Dedrah Ginn	Principal
Administrator	Stacie Koehler	Assistant Principal
Non-classroom Professional	Melissa Hall	Instructional Coach
Classroom Teacher	Ryan Gregson	Department Chair
Classroom Teacher	Caroline Ford	Department Chair
Classroom Teacher	Carly Lewis	Department Chair
Classroom Teacher	Amy Rangel	Department Chair
Classroom Teacher	Keisha Campbell	Department Chair
Classroom Teacher	Carly Bannister	Department Chair
Non-classroom Professional	Amy Daugereau	AP Secretary
Parent	Jeremy Norton	Parent Representative
Business Representative	Sienna Jones	Business Representative
District-level Professional	Jesus Gomez	District Representative
Classroom Teacher	Elizabeth Rickman	Teacher
Classroom Teacher	Bryeanna West	Teacher
Classroom Teacher	Marisa Garza	Teacher
Classroom Teacher	Jesse Carbajal	Teacher
Classroom Teacher	Justin Strickland	Teacher
Community Representative	Catherine Bracewell	Community Representative