Duncanville Independent School District

Central Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: C

Mission Statement

Duncanville ISD: We engage, equip, and empower all scholars to achieve their unique potential.

Vision

Duncanville ISD: Where dreams are inspired and excellence is achieved.

Value Statement

We are D'Ville...

P - Professionalism

A - Accountability and excellence

N - Nurturing, safe environments

T - Transparent communication

H - Honesty, integrity, and ethics

E - Everyone contributing to student success

R - Relationships, equity, and inclusion

S - Students as our top priority

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Central Elementary is a Pre-Kinder through 4th grade school with approximately 412 students enrolled during the 2021-22 academic year. Of that number, 22.09% are African American, 73.30% are Hispanic, 2.43% white, American Indian 0.24%, 2 or more 1.46%, and 0.49% as other. EL students make up approximately 51%. A small percentage of our students have been identified as Gifted and Talented, 4%. Eight percent of student population has been identified as "Special Needs." 86.65% of the student popualtion is identified as "at-risk" and 86% are identified as Economically Disadvantaged. Females make up 50.24% of the student population while 49.76% are males. Overall student attendance for this year was 90.79%. There are 42 professional and paraprofessional full-time employees at Central. This includes 2 administrators, 2 counselors, 1 librarian, 2 interventionists, 2 special education teachers, 3 clerical, 6 instructional aides, and 24 classroom teachers. The education of teachers is as follows: 100% have a Bachelor's Degree, 29% have a masters. There were 19 discipline referrals recorded during the 2021-22 academic year. Restorative practices will continue to positively impact our students during the 2022-2023 academic year.

Demographics Strengths

- Staff is diverse, highly qualified and committed to school improvement efforts
- Diverse student cultures are celebrated through school-wide activities, such as read alouds, Great Night of Reading, musical performances at PTO meetings, and Strong Fathers programs.
- SEL lessons were implemented campus-wide and helped maintain a low number of referrals this year.
- Dual Language is implemented in grades Pre-K through 4th grade. DL components are implemented in all monolingual classrooms.
- Attendance is recognized weekly by grade levels.
- Attendance by students and staff is recognized weekly/monthly.
- Afterschool tutoring and clubs provide enrichment opportunities for the students.
- DL teachers have been recoginzed by Gomez & Gomez. 5 out of 11 DL teachers received a Gold Star recogntion.
- A high percentage of Central Staff will be returning next year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 2021-2022 attendance of 90% was below goal of 95%. **Root Cause:** Attendance was impacted negatively by the pandemic. The surge of COVID cases impacted attendance, academic performance, and social-emotional skills in all grade levels.

Student Learning

Student Learning Summary

During the 2021-2022 academic school year, in-person instruction resumed for all students. STAAR was administered online in May 2022 for Math and ELAR. Overall preliminary scores indicate that 60% of 3rd grade monolingual students reached Approaches or higher on Reading STAAR. Of those 60%, 26% was Approaches, 19% was Meets, and 15% was Masters. Spanish Reading STAAR scores indicate that 54% of 3rd grade dual language students reached Approaches or higher. Of those 53%, 24% was Approaches, 9% Meets, and 21% was Masters. 4th grade Reading STAAR scores indicate 62% of monolingual students reached Approaches or higher on Reading STAAR. Of those 62%, 24% was Approaches, 22% was Meets, and 16% was Masters. 4th grade Spanish Reading STAAR scores indicate 70% of dual language students reached Approaches or higher. 27% was Approaches, 27% was Meets, and 17% was Masters. Overall preliminary scores indicate 59% of 3rd grade students reached Approaches or higher on Math STAAR. Of the 59%, 31% was Approaches, 15% was Meets, and 13% was Masters. 4th grade Math STAAR scores indicate 63% of students reached Approaches or higher. Of the 63%, 30% was Approaches, 22% was Meets, and 11% was Masters. During the 2021-2022 academic school year, MAP Growth was administered for K-4 students. Spring 2022 MAP Math scores indicate 60 % of Kindergarten students met their RIT growth projection, 53% of 1st graders met their RIT growth projection, 41% of 2nd graders met their RIT growth projection, 58% of 3rd graders met their RIT growth projection, 64% of 4th graders met their RIT growth projection. ELAR MAP scores indicate 62% of Kindergarten students met their RIT growth projection, 60% of 1st grade students met their RIT growth projection, 54% of 2nd grade students met their RIT growth projection, 40% of 3rd grade students met their RIT growth projection, 51% of 4th grade students met their RIT growth projection. SLAR MAP scores indicate 27% of Kindergarten students met their RIT growth projection, 24% of 1st graders met their RIT growth projection, 34% of 2nd grade students met their RIT growth projection, 61% of 3rd grade students met their RIT growth projection, 87% of 4th grade students met their RIT growth projection.

Student Learning Strengths

- Monthly students take Istation Reading and Istation Math to demonstrate growth.
- All grade levels showed growth in the percentage of students in level 3-5 with Math ISIP.
- Math- approaches grew from 51% to 62% (3rd to 4th grade)
- Reading- approaches grew from 59% to 65% (3rd to 4th grade)
- Math- meets grew from 21% to 32% (3rd to 4th grade)
- Reading- Meets grew from 35% to 40% (3rd to 4th grade)
- Math- Masters grew from 10% to 11% (3rd to 4th grade)
- Reading- Masters grew from 14% to 16% (3rd to 4th grade)
- From 2021-2022 DNM decreased from 46% to 35% in 4th grade reading
- From 2021 to 2022 DNM decreased from 51% to 38% in 4th grade math
- From 2021 to 2022 DNM decreased from 49% to 42% in 3rd grade reading
- 72 students in 4th grade had growth on the reading STAAR test
  - 32 expected growth

- 11 accelerated growth
- 73 students in 4th grade had growth on the math STAAR test
  - 22 limited growth
  - 24 expected growth
  - 27 accelerated growth

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On the 3rd grade Reading STAAR test, 46% of dual language students performed below the approaching level, 3rd grade monolingual 40% below approaching level. 4th grade dual language students performed at 30% below approaching. On the 4th grade Reading STAAR test, 38% of monolingual students performed below approaching level. **Root Cause:** Students foundational reading skills were below average.

Problem Statement 2 (Prioritized): On the 3rd grade Math STAAR test, 41% performed below the approaching level, On the 4th grade Math STAAR test, 37% of students performed below approaching level. **Root Cause:** Students are missing the foundational, concrete math skills.

School Processes & Programs

School Processes & Programs Summary

Central Elementary partners with the First United Methodist Church and Grace Place which donates school supplies, clothing and supports teachers. Counseling recommendations are also made when needed. Strengths: Lower number of referrals, PBIS (positive reinforcement), rewards for accomplishments. The tracking of COVID tracing was strong and a high number of family engagement during the 2021-2022 school year (ex. Trunk or Treat, Meet the Teacher, Great Night of Reading, and Strong Fathers Math Night) Central Elementary utilizes District Curriculum Guides to provide the curriculum foundations. Summer trainings consisted of balanced literacy, math framework, and social emotional learning. Campus administrators and teachers have attended training both campus and district-wide to learn best practices for successful implementation of Restorative Practices. The campus utilizes the scope/sequence, pacing guides, district assessments as well as a variety of common formative assessments developed by teachers. Teachers have identified their priority (power) standards to ensure student success. District and Region 10 professional development/coaching supports bilingual/ESL teachers in complying with state regulations, monitoring language proficiencies, monitoring student academic success, and implementing sheltered instruction. Professional development supports general education and special education teachers to increase inclusion services. District and campus leaders use a standard walk- through form to monitor the progress of classrooms. Our RtI screeners are Istation for grades Pre-K-4 and CLI for Prek and Kindergarten. Processes are used for data analysis, progress monitoring, content study, and engagement strategies for higher levels of thinking. MAP Reading and Math Growth assessments were given K-4 at the beginning, middle and end of the school year. Social and Emotional Learning is supported with Central's PBIS committee and the counselor. Teachers are provided resources throughout the school year to support positive behavior initiatives. School-wide and classroom incentives are implemented to reinforce positive behavior. School-wide Zoom annoucements were used throughout the school year. Kindness is a central theme for our school community. Central has a support counselor to support student needs and SEL support.

95% of teachers used RazKids for the year. 68% of the students participated in the program in reading, listening, and quizzes.

Imagine Math is an online program that was used for our third and fourth grade students and now we have a PK-2 component that has been added to the program. 3rd and 4th Grade Data: Our students attempted over 4,000 (2437) lessons and passed on-grade lessons at 83% (73%) and below-grade remedial lessons at 78% (69%). 31% (24%) of students attempted at least 30 lessons. Average time spent on the program was 7 hours and 6 minutes (6 hrs 50 min). PK-2 Data: Our students attempted 1,168 (2603) lessons and passed (71% --not broken down by on-grade level vs. below as in previous year). Students attempted at least 5.1 lessons (n/a). Average time spent on the program was 2 hours and 2 minutes (6 hrs 39 mins).

Social and Emotional Learning is supported with Central's PBIS committee and the counselor. Teachers are provided resources throughout the school year to support positive behavior initiatives. School-wide and classroom incentives are implemented to reinforce positive behavior. School-wide Zoom annoucements were used throughout the school year. Kindness is a central theme for our school community. Central has a support counselor to support student needs and SEL support.

Parent workshops were conducted in the 2021-2022 school year. Workshops included Skyward Family Access, Using Characters to Understand Bullying, It's Cool to be Healthy for School, Number Talks, The Culture of Care, and Digital Citizenship.

School Processes & Programs Strengths

- Central has built strong community relationships with local organizations including FUMCD and Grace Place Church. Central was recognized as a Kindness Certified Campus.
- Central has a vast array of computer-based programs that generate positive results. Central has a school-wide kindness theme that impacts our students and school.
- Central has a variety of enrichment activities and programs including Morning Mile, Garden, Central Choir, Music is my Jam (Instrumental Program), Photography Club, Lunch Bunch Central has a school-wide positive behavior incentive program (PBIS blue tickets and rewards system).
- This resulted in a low number of student discipline referrals.
- Teachers have access to a plethora of resources to support social emotional learning campus-wide.
- District Curriculum Guides and PLCs ensure that we have common scope and sequence and pacing.
- Central has a support counselor to support the needs of our students and SEL that is dedicated strictly on Mondays campus-wide.
- WIN Time is allocated in the master schedule to allow time for re-teaching and bridging academic gaps.
- Students also participated in tutoring 1st - 4th grade campus-wide.
- A full time instructional specialist is on the campus to assist with lesson design, data analysis, etc.
- Attendance recognitions took place for both students and teacher/staff members every month for the 2021-2022 school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Many students are not mastering technology TEKS. Campus wide students are not developing 21st century skills including using technology for research, presenting, and collaboration. **Root Cause:** Teachers face time constraints to cover the core curriculum as well as technology TEKS because there is no computer lab teacher. The computer lab rotation limits teachers to lab accessibility.

Problem Statement 2 (Prioritized): Campus wide, the PBIS expectations for the common areas were not consistently taught, monitored, and/or rewarded. **Root Cause:** PBIS system and expectations were not communicated or reviewed for all staff members, therefore students did not know expectations. PBIS committee did not meet this year.

Problem Statement 3 (Prioritized): Parental engagement has declined during the 2019-2020 school year as evident by less than 5% attendance rate during Family Engagement Workshops. **Root Cause:** The lack of focus of incentive programs, engaging activities and family workshops related to the needs of the parents and students during the year. Parents seemed eager to come back in to the campus but parents seemed at a loss to coming back to the norm after COVID (need of Social-Emotional support for both parents and students.)

Perceptions

Perceptions Summary

Central Elementary is highly regarded in the community as providing a quality education and high learning standards for all students. Central provides meaningful engagement opportunities for families to participate actively. Various modes of communication are utilized to achieve desired communication with families including Dojo, Zoom, phone calls, School Messenger, and emails. Central has continued efforts in customer service that allows our parents and community partners to feel welcomed at our campus. Central implemented a dismissal tag program during the 2020-2021 school year that ensured the safety of students during dismissal. The campus offers a variety of school-wide events that encourages family participation. Examples include: Meet the Teacher Night, Trunk or Treat, Great Night of Reading, Reading Across the Ville, district and campus Art Show, Central's Academic Academy, Judy Moody Kick-Off Reading Event, The Judy Moody Art Show Competition, The Ten Thousand for the Troops, PTO, Virtual Strong Fathers, and end of the year awards ceremonies. School-Wide events had average participation, whereas, parent workshops had a low numbers in attendance. Central will continue to host worshops and family engagement events that promote student success, student achievement, social-emotional development, and shared goals for the 2022-2023 school year. Central will implement a host of new art and digital experiences for the The 2022-2023 school year. As Central transforms to a performing art and digital media choice campus, opportunities for parents to collaborate in enrichment experiences on campus.

Perceptions Strengths

- Central Elementary is presented as an academically strong campus.
- Central offers a variety of engagement opportunites for families.
- Central uses a variety modes of communication with families.
- The staff at Central has recived district wide recognition for safety and professionalism.
- Central has a strong partnership with the entities in the community.
- Student safety and well-being is a priority at Central
- Customer service, staff, and parent survey have been favorable
- School wide activities recognize and celebrate the diversity of our student population

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parental involvement for academic events have suffered from low attendance percentage. **Root Cause:** Parents are busy working and often cannot participate, and/or are tired. Many parents have not had a positive educational experience and do not feel comfortable or capable of participating or contributing. In addition, many parents have limited English skills.

Problem Statement 2 (Prioritized): Parental involvement for academic events have suffered from low attendance percentage. **Root Cause:** Student information in SKYWARD is not updated reflecting current contact information. There is not enough personal-direct contact impacts attendance.

Priority Problem Statements

Problem Statement 1: On the 3rd grade Reading STAAR test, 46% of dual language students performed below the approaching level, 3rd grade monolingual 40% below approaching level. 4th grade dual language students performed at 30% below approaching. On the 4th grade Reading STAAR test, 38% of monolingual students performed below approaching level.

Root Cause 1: Students foundational reading skills were below average.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: On the 3rd grade Math STAAR test, 41% performed below the approaching level, On the 4th grade Math STAAR test, 37% of students performed below approaching level.

Root Cause 2: Students are missing the foundational, concrete math skills.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 2021-2022 attendance of 90% was below goal of 95%.

Root Cause 3: Attendance was impacted negatively by the pandemic. The surge of COVID cases impacted attendance, academic performance, and social-emotional skills in all grade levels.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Many students are not mastering technology TEKS. Campus wide students are not developing 21st century skills including using technology for research, presenting, and collaboration.

Root Cause 4: Teachers face time constraints to cover the core curriculum as well as technology TEKS because there is no computer lab teacher. The computer lab rotation limits teachers to lab accessibility.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Campus wide, the PBIS expectations for the common areas were not consistently taught, monitored, and/or rewarded.

Root Cause 5: PBIS system and expectations were not communicated or reviewed for all staff members, therefore students did not know expectations. PBIS committee did not meet this year.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Parental engagement has declined during the 2019-2020 school year as evident by less than 5% attendance rate during Family Engagement Workshops.

Root Cause 6: The lack of focus of incentive programs, engaging activities and family workshops related to the needs of the parents and students during the year. Parents seemed eager to come back in to the campus but parents seemed at a loss to coming back to the norm after COVID (need of Social-Emotional support for both parents and students.)

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Parental involvement for academic events have suffered from low attendance percentage.

Root Cause 7: Parents are busy working and often cannot participate, and/or are tired. Many parents have not had a positive educational experience and do not feel comfortable or capable of participating or contributing. In addition, many parents have limited English skills.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Parental involvement for academic events have suffered from low attendance percentage.

Root Cause 8: Student information in SKYWARD is not updated reflecting current contact information. There is not enough personal-direct contact impacts attendance.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Priorities

Priority 1: Student Academic Success

Goal 1: Increase the percentage of 3rd grade students that score meets grade level or above on STAAR Reading from 38% to 55% by June 2024.

    High Priority

    HB3 Priority

    Evaluation Data Sources: BOY/MOY/EOY Measures on Circle and MAP; Year to Year Cohort Growth

Strategy 1 Details	Reviews			
Strategy 1: Administer MAP Growth for Reading and Language as a means for assessing student progress and personalizing instruction in ELAR and desegregate student MAP growth data during collaborative team time to identify student need, set student growth goals, establish interventions and/or enrichment needs and monitor progress.	**Formative**			**Summative**
	Nov	Feb	May	Aug
Strategy's Expected Result/Impact: 100% of students will be assessed 3 times annually; 90% of students will show growth from BOY to EOY. **Staff Responsible for Monitoring:** Campus Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2 **Funding Sources:** Headphones - 289 Title I - 289.11.6399.00.101.30.000 - $1,200, Extra Duty Pay - 289 Title I - 289.11.6117.00.101.30.000 - $5,200, Transportation for Tutoring - 289 Title I - 289.11.6494.00.101.30.000 - $500, Digital Subscription- A to Z - 199-30 SCE - 199.11.6395.00.101.30.000 - $2,803, SIRIUS-Online STAAR Practice - 199-30 SCE - 199.11.6395.00.101.30.000 - $3,507, Data Analysis & Planning - 289 Title I - 289.11.6112.99.101.30.000 - $800, SIRIUS Reading books - 199-30 SCE - 199.11.6329.00.101.30.000 - $598		50%		

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Implement MAP Fluency for Reading and Language as a means for assessing student progress and personalizing instruction in ELAR and desegregate data during collaborative team time to identify student need, set growth goals, establish interventions and/or enrichment, and monitor progress.	**Nov**	**Feb**	**May**	**Aug**
Strategy's Expected Result/Impact: 100% of K-2 students will be assessed; 100% of K-2 teachers will desegregate data **Staff Responsible for Monitoring:** Campus Principal **TEA Priorities:** Build a foundation of reading and math - - **Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 1		45%		

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Implement and train teachers on the elementary Reading Academies in alignment with HB3 reading goals.	**Nov**	**Feb**	**May**	**Aug**
Strategy's Expected Result/Impact: 100% of K-3 teachers will complete reading academy modules, participate in coaching sessions, and receive observation feedback **Staff Responsible for Monitoring:** Campus Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 1		45%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 1: 2021-2022 attendance of 90% was below goal of 95%. **Root Cause**: Attendance was impacted negatively by the pandemic. The surge of COVID cases impacted attendance, academic performance, and social-emotional skills in all grade levels.
Student Learning
Problem Statement 1: On the 3rd grade Reading STAAR test, 46% of dual language students performed below the approaching level, 3rd grade monolingual 40% below approaching level. 4th grade dual language students performed at 30% below approaching. On the 4th grade Reading STAAR test, 38% of monolingual students performed below approaching level. **Root Cause**: Students foundational reading skills were below average.
Problem Statement 2: On the 3rd grade Math STAAR test, 41% performed below the approaching level, On the 4th grade Math STAAR test, 37% of students performed below approaching level. **Root Cause**: Students are missing the foundational, concrete math skills.

Priority 1: Student Academic Success

Goal 2: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 40% to 55% by June 2024.

High Priority

HB3 Priority

Evaluation Data Sources: BOY/MOY/EOY Measures on Circle and MAP; Year to Year Cohort Growth

Strategy 1 Details	Reviews			
Strategy 1: Administer MAP Growth for Math as a means for assessing student progress and personalizing instruction in math and desegregate student MAP growth data during collaborative team time to identify student need, set student growth goals, establish interventions and/or enrichment needs and monitor progress.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**Aug**
Strategy's Expected Result/Impact: 100% of students will be assessed 3 times annually; 90% of students will show growth from BOY to EOY. **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 2 **Funding Sources:** Digital Subscriptions- Mentoring Minds - 289 Title I - 289.11.6395.00.101.30.000 - $1,300, Extra Duty Pay - 289 Title I - 289.11.6117.00.101.30.000 - $5,118, Digital Subscription- Imagine Learning - 199-30 SCE - 199.11.6395.00.101.30.000 - $8,000, SIRIUS-STAAR Practice - 199-30 SCE - 199.11.6399.00.101.30.000 - $1,892		40%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 2 Problem Statements:

Demographics
Problem Statement 1: 2021-2022 attendance of 90% was below goal of 95%. **Root Cause**: Attendance was impacted negatively by the pandemic. The surge of COVID cases impacted attendance, academic performance, and social-emotional skills in all grade levels.
Student Learning
Problem Statement 2: On the 3rd grade Math STAAR test, 41% performed below the approaching level, On the 4th grade Math STAAR test, 37% of students performed below approaching level. **Root Cause**: Students are missing the foundational, concrete math skills.

Priority 1: Student Academic Success

Goal 3: Increase the percentage of graduates who meet at least one college, career, or military readiness indicator within the A-F accountability framework from 60% to 80% by August 2024.

High Priority

HB3 Priority

Evaluation Data Sources: Percentage of students meeting quarterly performance indicators; Number of graduate students who have met CCMR

Strategy 1 Details	Reviews			
Strategy 1: Facilitate monthly lessons and/or activities to support student learning in the area of Digital Citizenship.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1 or more Digital Citizenship lesson or activity is offered to 100% of students on the campus every month.	**Nov**	**Feb**	**May**	**Aug**
Staff Responsible for Monitoring: Campus Principal **TEA Priorities:** Connect high school to career and college		50%		

Strategy 2 Details	Reviews			
Strategy 2: Select and implement an assessment of student digital citizenship at selected grade levels to determine areas of growth and targeted instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of students in selected grade levels were assessed.	**Nov**	**Feb**	**May**	**Aug**
Staff Responsible for Monitoring: Campus Principal **TEA Priorities:** Connect high school to career and college		50%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Priority 1: Student Academic Success

Goal 4: Increase by 10% annually the number of academic distinctions, honors, recognitions, and scholarships awarded to the district, campuses, and students.

    Evaluation Data Sources: Quarterly measure of distinctions trends; Year to year comparison

Strategy 1 Details	Reviews			
Strategy 1: Monitor and support counselor's implementation of T-SCESS through ensuring Annual Student Outcome Goals are targeted, reviewed, and met.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**Aug**

Strategy's Expected Result/Impact: 100% of the Annual Student Outcome Goal Dashboard will be updated on a monthly basis; 1 or more student outcome goals were met.
    Staff Responsible for Monitoring: Campus Principal; Campus Counselor(s)
 	
    ESF Levers:
    Lever 1: Strong School Leadership and Planning
		50%		

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Priority 2: Students, Families, and Community Connections

Goal 1: Provide students with choice opportunities at a 15% increase annually in Duncanville ISD schools to support post-secondary readiness.

    Evaluation Data Sources: Lead: Student participation in choice opportunities; Lag: Number of district choice opportunities

Strategy 1 Details	Reviews			
Strategy 1: Implement awareness opportunities for students to explore a variety of choice options based on interest and to support engagement.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**Aug**

Strategy's Expected Result/Impact: 2 or more awareness activities will be provided for students to participate.
    Staff Responsible for Monitoring: Campus Principal
 	
    TEA Priorities:
Connect high school to career and college
    Problem Statements: Demographics 1 - Student Learning 1, 2
		70%		

0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue				

Goal 1 Problem Statements:

Demographics
Problem Statement 1: 2021-2022 attendance of 90% was below goal of 95%. **Root Cause**: Attendance was impacted negatively by the pandemic. The surge of COVID cases impacted attendance, academic performance, and social-emotional skills in all grade levels.
Student Learning
Problem Statement 1: On the 3rd grade Reading STAAR test, 46% of dual language students performed below the approaching level, 3rd grade monolingual 40% below approaching level. 4th grade dual language students performed at 30% below approaching. On the 4th grade Reading STAAR test, 38% of monolingual students performed below approaching level. **Root Cause**: Students foundational reading skills were below average.
Problem Statement 2: On the 3rd grade Math STAAR test, 41% performed below the approaching level, On the 4th grade Math STAAR test, 37% of students performed below approaching level. **Root Cause**: Students are missing the foundational, concrete math skills.

Priority 2: Students, Families, and Community Connections

Goal 2: Increase student participation, experiences, and service opportunities to ensure 90% of students are connected with areas of interest.

    Evaluation Data Sources: Lead: Student Service Hour Commitments Annually; Lag: Progress towards service hour commitments

Strategy 1 Details	Reviews			
Strategy 1: Create opportunities for students to give back to their local and global community through service opportunities and set a baseline for future tracking and growth.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**Aug**
Strategy's Expected Result/Impact: 100% of students will have engaged in a minimum of one service opportunity annually and engagement tracked **Staff Responsible for Monitoring:** Campus Principal **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture		50%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Priority 2: Students, Families, and Community Connections

Goal 3: Expand social, emotional and wellness supports by 10% annually for students and families to overcome barriers to academic success.

    Evaluation Data Sources: Number of SEL Supports Provided to Students; Lag: Total Discipline Referrals and Academic Failures

Strategy 1 Details	Reviews			
Strategy 1: Create a campus plan and expectations to support and target weekly integration of restorative practices relational tools and/or social emotional learning and model compliance through lesson plans and walkthroughs.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**Aug**

Strategy's Expected Result/Impact: 100% of plan and expectations will be written and communicated; 95% of teachers will have restorative practices relational tools and/or social emotional learning strategies noted in their lesson plans
    Staff Responsible for Monitoring: Campus Principal
 	
    ESF Levers:
Lever 3: Positive School Culture
    Problem Statements: School Processes & Programs 2
		55%		

Strategy 2 Details	Reviews			
Strategy 2: Conduct Panorama Data Talks with teachers every 9 weeks to discuss student SEL progress and efforts made to target individual skills.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**Aug**

Strategy's Expected Result/Impact: 100% of teachers will participate in 9 weeks data talks regarding Panorama data
    Staff Responsible for Monitoring: Campus Principal
 	
    ESF Levers:
Lever 3: Positive School Culture
		30%		

Strategy 3 Details	Reviews			
Strategy 3: Implement truancy prevention measures using the RaaWee System to increase student attendance.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**Aug**

Strategy's Expected Result/Impact: 3% or less of the total student population will have pending or incompleted TPMs.
    Staff Responsible for Monitoring: Campus Principal
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
		55%		

Strategy 4 Details	Reviews			
Strategy 4: Support and conduct monthly guidance lessons with all students to support emotional well-being and healthy habits including the prevention of violence, bullying, drug/alcohol use, etc.	Formative			Summative
	Nov	Feb	May	Aug

Strategy's Expected Result/Impact: 100% of students will receive a monthly guidance lesson from the campus counselor.
    Staff Responsible for Monitoring: Campus Principal
 	
    ESF Levers:
    Lever 3: Positive School Culture
		50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Campus wide, the PBIS expectations for the common areas were not consistently taught, monitored, and/or rewarded. **Root Cause**: PBIS system and expectations were not communicated or reviewed for all staff members, therefore students did not know expectations. PBIS committee did not meet this year.

Priority 3: Personnel and Professional Development

Goal 1: Create a competitive salary structure that makes Duncanville ISD a top 10 regional district for compensation.

    Evaluation Data Sources: Lead: Quarterly Analysis of Compensation Indicators Lag; Growth in Region 10 Compensation Ranking by Position

Priority 3: Personnel and Professional Development

Goal 2: Increase teacher and leader quality through targeted professional development with 75% annual achievement of defined performance measures.

Evaluation Data Sources: Lead: Quarterly Performance Targets Met; Lag: Increase in Annual Performance Targets Met

Strategy 1 Details		Reviews			
Strategy 1: Provide opportunities for new teachers and mentors to complete the components of the New Teacher Induction Plan.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**Aug**
Strategy's Expected Result/Impact: 100% of New Teachers and Mentors will participate in professional learning, coaching sessions and data meetings as defined in the induction plan **Staff Responsible for Monitoring:** Campus Principal **TEA Priorities:** Recruit, support, retain teachers and principals			55%		

Strategy 2 Details		Reviews			
Strategy 2: Create and implement a campus professional development plan with targeted outcomes based on campus data.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of staff members will participate in at least 1 campus professional development at least once per 9 weeks		**Nov**	**Feb**	**May**	**Aug**
Staff Responsible for Monitoring: Campus Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1			50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 1: 2021-2022 attendance of 90% was below goal of 95%. **Root Cause**: Attendance was impacted negatively by the pandemic. The surge of COVID cases impacted attendance, academic performance, and social-emotional skills in all grade levels.
Student Learning
Problem Statement 1: On the 3rd grade Reading STAAR test, 46% of dual language students performed below the approaching level, 3rd grade monolingual 40% below approaching level. 4th grade dual language students performed at 30% below approaching. On the 4th grade Reading STAAR test, 38% of monolingual students performed below approaching level. **Root Cause**: Students foundational reading skills were below average.

Student Learning
Problem Statement 2: On the 3rd grade Math STAAR test, 41% performed below the approaching level, On the 4th grade Math STAAR test, 37% of students performed below approaching level. **Root Cause**: Students are missing the foundational, concrete math skills.

School Processes & Programs
Problem Statement 1: Many students are not mastering technology TEKS. Campus wide students are not developing 21st century skills including using technology for research, presenting, and collaboration. **Root Cause**: Teachers face time constraints to cover the core curriculum as well as technology TEKS because there is no computer lab teacher. The computer lab rotation limits teachers to lab accessibility.

Priority 3: Personnel and Professional Development

Goal 3: Improve capacity at all levels of the organization to create a quality pipeline for 70% of key leadership positions.

Evaluation Data Sources: Lead: Quarterly Leadership Competency Checks; Lag: Internal Leadership Promotions

Strategy 1 Details	Reviews			
Strategy 1: Create a campus plan that enables teachers to lead peers in developing skills for teaching and learning in a 1:1 environment.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**Aug**
Strategy's Expected Result/Impact: 3 or more opportunities per semester will be provided for peer-to-peer development for teaching and learning in a 1:1 environment. **Staff Responsible for Monitoring:** Campus Principal **TEA Priorities:** Recruit, support, retain teachers and principals		55%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Priority 3: Personnel and Professional Development

Goal 4: Increase teacher retention to 85% through intentional programs and efforts.

    Evaluation Data Sources: Lead: Quarterly Retention Efforts; Lag: Annual Retention Rate

Strategy 1 Details		Reviews			
Strategy 1: Provide opportunities for staff to participate in monthly health/ wellness events to encourage self-care and healthy habits that support staff attendance and retention.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**Aug**

Strategy's Expected Result/Impact: 60% of campus staff will participate in monthly health/ wellness events.
    Staff Responsible for Monitoring: Campus Principal
 	
    TEA Priorities:
    Recruit, support, retain teachers and principals
			60%		

Strategy 2 Details		**Reviews**			
Strategy 2: Embed information security tips, techniques, and reminders into campus communications or meeting agendas.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**Aug**

Strategy's Expected Result/Impact: 1 or more embedded tips, techniques, or reminders will be in campus communications or meeting agendas per month
    Staff Responsible for Monitoring: Campus Principal
 	
    TEA Priorities:
    Recruit, support, retain teachers and principals
			60%		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue		

Priority 4: Operational Excellence

Goal 1: Provide anytime, anywhere access to technology for 100% of Duncanville ISD students.

 Evaluation Data Sources: Lead: Quarterly student access checks Lag: Annual tracking of student reliable access to internet and devices

Priority 4: Operational Excellence

Goal 2: Create a culture of service and support with a 90% satisfaction rate of students, families, and community members.

Evaluation Data Sources: Lag - Annual satisfaction Survey. Lead- Ongoing Concerns and Compliment Tracking

Strategy 1 Details		Reviews			
Strategy 1: Increase teacher understanding of the curriculum and monitor alignment at the required level of rigor through routine fidelity checks.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**Aug**
Strategy's Expected Result/Impact: 10% or more of classrooms will be checked weekly by administration for curriculum alignment; 90% of teachers will be consistently in alignment by EOY **Staff Responsible for Monitoring:** Campus Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning			50%		
0% No Progress	100% Accomplished	→ Continue/Modify	❌ Discontinue		

Priority 4: Operational Excellence

Goal 3: Ensuring 95% of curriculum and program audit findings are addressed for the purpose of continuous improvement and excellence.

Evaluation Data Sources: Lead - Audit findings addressed monthly; Lag- Findings compared to prior year

Strategy 1 Details	Reviews			
Strategy 1: Implement a comprehensive multi-tiered system and supports plan for Academic RTI in alignment with district processes and procedures and incorporate a designated intervention time into the campus master schedule.	Formative			Summative
	Nov	Feb	May	Aug
Strategy's Expected Result/Impact: 100% of the campus will be trained on the academic RTI processes; 100% of academic RTI students will receive intervention weekly. **Staff Responsible for Monitoring:** Campus Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction		60%		

Strategy 2 Details	Reviews			
Strategy 2: Implement a comprehensive multi-tiered system and supports plan including Behavior RTI in alignment with district processes and procedures.	Formative			Summative
	Nov	Feb	May	Aug
Strategy's Expected Result/Impact: 100% of campus will be trained on the Behavior RTI processes as part of the MTSS plan **Staff Responsible for Monitoring:** Campus Principal **ESF Levers:** Lever 3: Positive School Culture		55%		

Strategy 3 Details	Reviews			
Strategy 3: Develop a plan for monitoring and tracking the implementation of the district's recently adopted health and physical education curriculum and measuring student physical fitness annually using the required instrument.	Formative			Summative
	Nov	Feb	May	Aug
Strategy's Expected Result/Impact: 1 monitoring and tracking plan will be developed; 100% of PE and Health teachers will be trained on the curriculum; 100% of students will be assessed on their physical fitness annually as required. **Staff Responsible for Monitoring:** Campus Principal		55%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Priority 5: Financial Stewardship and Facilities

Goal 1: Acquire alternative funding to address 75% of the identified facility, program and technology needs of the district.

    Evaluation Data Sources: Lead: Alternative funding targets met quarterly; Lag: Annual comparative increase of alternative funding

Strategy 1 Details		Reviews			

Strategy 1: Apply for at least 1 grant through an alternative funding source in accordance with district regulations to support campus programs.
    Strategy's Expected Result/Impact: 1 completed grant application
    Staff Responsible for Monitoring: Campus Principal
		Formative			**Summative**

		Nov	**Feb**	**May**	**Aug**
		100%	100%	100%	
	0% No Progress		100% Accomplished	➡ Continue/Modify	✖ Discontinue

Priority 5: Financial Stewardship and Facilities

Goal 2: Ensure 100% of district facilities receive top ratings annually for health, safety and aesthetics.

Evaluation Data Sources: Lead: Quarterly Facility Compliance Standards Report Card; Lag: Compliance Ratings Earned and Inspections Passed Annually

Strategy 1 Details			Reviews			
Strategy 1: Engage in annual campus walkthroughs with operations leadership to pre-assess facility report card criteria.			**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of campus will be evaluated with campus principal participating in walkthroughs.			**Nov**	**Feb**	**May**	**Aug**
Staff Responsible for Monitoring: Campus Principal **ESF Levers:** Lever 3: Positive School Culture			100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Priority 5: Financial Stewardship and Facilities

Goal 3: Ensure 60% of expenditures are targeted towards strategic goals and improvement.

    Evaluation Data Sources: Lead: Quarterly Financial Analysis of Strategic Spending; Lag: Annual Strategic Spending

Strategy 1 Details	Reviews			

Strategy 1: Identify, report, and track what percentage of campus funding is utilized to support achievement of district strategic goals.
     Strategy's Expected Result/Impact: 60% of expenditures will have a documented connection to the strategic plan.
     Staff Responsible for Monitoring: Campus Principal
	Formative			**Summative**

	Nov	**Feb**	**May**	**Aug**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Esta Parker	Principal
Administrator	Jose Ortiz	Assistant Principal
District-level Professional	Jada Ross	Teacher Specialist
Classroom Teacher	Maria Nava	Kindergarten
Classroom Teacher	Gentry Brooks	SPED teacher
Classroom Teacher	Alexander Starr	PE
Classroom Teacher	Maria Zavala	PreK
Community Representative	Jeannine Valentine	community representative
Parent	Eric Lopez	Parent
Parent	Sanjuana Ramirez	Parent
Community Representative	Valerie Norris	Community Representative
Business Representative	Stephanie Engwall	Director -- Environmental Practices
Business Representative	Paula Malone	Business Representative