Midlothian Independent School District

Dieterich Middle School

2020-2021 Campus Improvement Plan

Vision

To empower all to own their learning, shape their dreams, and create a better world!

Core Beliefs

Midlothian ISD Cultural Tenets

1. We are Family

2. Unlimited Potential

3. Celebrate Diversity

4. Honor Relationships

5. Excellence through Purpose

6. Midlothian Strong

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dieterich Middle School serves approximately 750 students in grades 6-8 in a fast-growing North Texas community. We are engaged with our students, parents, staff, community, and school district through multiple avenues.

The demographics of Dieterich Middle School are:

American Indian or Alaskan Native: .4%
Asian: 1.1%
Black or African American: 9.5%
White: 65.8%
Hispanic/Latino: 18.9%

Female: 46.4%
Male: 53.6%

This is the first year that DMS is open and as demographic information is available and verified, the demographic information will be updated.

Demographics Strengths

DMS is in the inaugural year of being open and as demographic information becomes available, it will be verified and updated.

Student Learning

Student Learning Summary

DMS is in the inaugural year and data from students coming from Frank Seale Middle School and Walnut Grove Middle School will be used to guide decision making until further campus-specific information is collected. Campus focus will also align to District goals with respect to 7th-grade writing and 8th-grade Algebra.

Student Learning Strengths

DMS is in the inaugural year and data from students coming from Frank Seale Middle School and Walnut Grove Middle School will be used to guide decision making until further campus-specific information is collected.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Lack of academic growth in 7th grade writing **Root Cause:** Consistent implementation of structured professional learning and viable aligned curriculum & tier 1, 2, and 3 instruction.

Problem Statement 2: Underperforming at Approaches, Meets and Masters Level for Algebra I EOC. **Root Cause:** Consistent levels of academic rigor and lesson design with a viable aligned curriculum & tier 1 instruction.

School Processes & Programs

School Processes & Programs Summary

DMS follows a House model. This creates a "school within a school," allowing a personal touch to be afforded to students by their teachers.

Professional Learning Communities or PLC's are an important part of our teachers' growth, as well as a way to meet the needs of students. In years past PLC's have been used primarily for the purpose of teacher planning of lessons. This year, our goal is to expand this to allow teachers to analyze assessments (especially the pre and pi assessments), determine which students need help, and to provide that help. Our teachers will ask four essential questions at every PLC: 1) What do we want our students to learn? 2) How will we know when they've learned it? 3) What will we do when they get it? 4) What will we do when they don't get it?

Our teachers integrate technology consistently into their lessons. Students use their laptops to design and create new products and to collaborate. We focus on the Four C's and will focus on the use of Communication, Collaboration, Creativity, and Critical Thinking. Our students regularly collaborate digitally with students on campus.

Our district uses the TEKS Resource System as its curriculum. This has resulted in a viable, research-based curriculum that is written by experts. The Pacing Guide has given teachers a way to stay on track and provides a scope and sequence. The TRS also has valuable tools that show teachers where concepts are introduced and reviewed. It also shows teachers common misconceptions that students have for each TEK.

We believe that the recruitment, hiring, and retention of quality staff is, perhaps, the most important thing that we do. We build relationships with certification programs, like iTeach and SAGU. We encourage our veteran teachers to take on student observers and student teachers. We support our new teachers through a mentoring program at the district and campus levels. We also utilize referrals from our own teachers to get information on quality teachers that they may know from other districts.

On Fridays, we have Bobcat Bonus days where students meet with their House families for Character development and relationship building strategies.

All 6th-grade students will be taking a Leadership course to focus on intentional character development strategies and strength-based analysis to learn how to goal set.

School Processes & Programs Strengths

A major focus at Dieterich Middle School is character development and social and emotional learning. Each of our students and staff belongs to one of our three houses- House of Dreamers, House of Achievers, and House of Service. Each Friday we conduct Bobcat Bonus time where everyone meets with their Hosue family to work on character development and leadership strategies. Each House will participate in a service project throughout the school year.

At DMS, our ELAR and Social Studies teachers will be working together to create a Humanities outlook on the curriculum. They will be meeting withing PLC's together to plan and design lessons that are aligned for real world application.

Perceptions

Perceptions Summary

DMS Vision: To create a personalized learning environment where every student is empowered to create their own learning by discovering their individualized passion-driven purpose in order to positively impact their community.

DMS Mission: To empower all to own their learning, shape their dreams, and create a better world!

Motto: Dieterich Middle School- where we dream more, learn more, serve more, and become more!

Perceptions Strengths

Being a new campus, we get the opportunity to create the culture from the ground up using staff and student voice. Student Ambassadors and the DMS Design team will meet regularly to create practices and protocols that align with the campus vision and mission.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: DMS is working to define the culture from the ground up **Root Cause:** Being a new campus with no set traditions and culture

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Observation Survey results

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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified 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
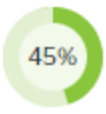- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 1: Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through M*Powered TTESS data with an increase by 2 percentage points in Accomplished or Higher in each area-planning and instruction and 70% of students will show growth on post-progress indicators.

Strategy 1: 1) The TEKS Resource System will be utilized in all core subject PLC's as evidenced by teachers' lesson plans, formals and walk throughs. **Strategy's Expected Result/Impact:** More focused instruction, a more aligned curriculum, consistent learning results for students across teachers' classrooms. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Lead Teachers	Reviews		
	Formative		Summative
	Nov	Feb	June	June
	45%		

Strategy 2: 2) iPlan days will be used to plan and complete upcoming units on a district-wide level and to allow for collaboration across campuses. **Strategy's Expected Result/Impact:** Aligned instruction, materials and activities across MISD. **Staff Responsible for Monitoring:** Instructional Lead Learners, Principal, and Assistant Principals	Reviews		
	Formative		Summative
	Nov	Feb	June	June
	0%		

Strategy 3: DMS will establish PLC protocols, procedures, and expectations in conjunction with the campus iCoaches. Staff will be trained on the effectiveness of structured PLC's and will put into practice weekly. **Strategy's Expected Result/Impact:** Foundation expectations will be set and teachers will be able to use this time to maximize the effectiveness of PLC designated time. **Staff Responsible for Monitoring:** Principal, Assistant Principals, iCoaches, and Design Team **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews		
	Formative		Summative
	Nov	Feb	June	June
	80%		

Strategy 4: PLC's will meet weekly to analyze data and create engaging lessons in alignment with TRS. They will also create effective assessments to measure mastery of student expectations at the level and depth & complexity as defined by the state of Texas.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: An aligned curriculum and instructional strategies will be used in collaboration with peers to grow teachers, resulting in growing students.	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals, iCoaches and Design Team	30%			
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 2: Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 25 scaled points at the end of 2020-2021 school year.

Strategy 1: Teachers will utilize monthly PLC's and district iPlan days to develop lessons focusing on the 4 C's	Reviews			
Strategy's Expected Result/Impact: Utilizing PLCs and iPlan days will result in planning high rigor lessons that would ensure building a stronger foundation in math and reading for all students.	Formative			Summative
Staff Responsible for Monitoring: Principal, Assistant Principal, and iCoaches	Nov	Feb	June	June
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	50%			

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

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 3: Systematically support professional development in the implementation of a K-12 aligned curriculum as measured by participant feedback of district professional development where at least 90% of teachers believe the professional development increased the effectiveness of their teaching and learning.

> **Evaluation Data Sources:** Systematically support professional development in the implementation of a K-12 aligned curriculum as measured by participant feedback of district professional development with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

> **Summative Evaluation:** None

Strategy 1: Participate in organized iPlan days to provide structured time for teachers to work through TRS protocols and to ensure consistency within each curriculum area and between the three middle schools.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: More focused instruction, a more aligned curriculum, consistent learning results for students across teachers' classrooms. **Staff Responsible for Monitoring:** Principal, Assistant Principal, iCoaches, and District Personnel. **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Nov	Feb	June	June
	0%			

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

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 4: Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with an average increase of 3 percentage points in the percentage of students successful in Tier 1 instruction only in K-2, along with meeting or exceeding all House Bill 3 PK-3 Goals/Progress Monitoring for 2020-2021 school year. Third - tenth grade students will show growth by increasing STAAR Master Level in each content area by an average of 3 percentage points and 70% on post-progress indicators.

Strategy 1: A course fair will be hosted in the fall for all students to allow for elective courses to showcase the opportunities available to each of our students.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Students will be exposed to all elective opportunities so students are better able to choose a course in accordance with their individualized interests and passion.	Nov	Feb	June	June
Staff Responsible for Monitoring: Principal, Assistant Principals, Elective teachers	0%			
TEA Priorities: Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum				

Strategy 2: A career fair will be hosted in the spring to showcase career options for students to help guide decisions in course selections.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Expose students to career opportunities available to help guide decisions in course selections.	Nov	Feb	June	June
Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, and Elective Teachers	0%			
TEA Priorities: Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture				

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

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 5: Increase the participation and achievement of students in Advanced Academics with an increase of 2 percentage points in the enrollment of students in AP, Dual Credit, and 8th Grade Algebra I, as well as an increase in CCMR by 2 percentage points. In addition, increase by 2% college hours earned, as well as meeting the House Bill 3 CCMR Goals and Progress Monitoring for the 2020-2021 school year.

Strategy 1: 100% of eligible Pre-AP teachers will attend Summer Institutes, create and follow a syllabus using College Board standards, and work together during iPlan days with other Pre-AP teachers to plan effective and challenging lessons.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Pre-AP classes will be aligned to the expectations and standards of the College Board so students are adequately prepared for High School AP classes.	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals, and Pre-AP teachers	70%			
TEA Priorities: Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2: Have Algebra teachers meet with the 5th-grade teachers at Miller and Mt. Peak at the end of the school year to identify students early for the Algebra pathway	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Direct communication will occur between the parents and 5th-grade teachers to recommend trying the Algebra pathway. The message will be that students don't have to be a perfect math student to be stretched during this pathway.	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Principals, Assistant Principal, Algebra Teachers	0%			
TEA Priorities: Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue
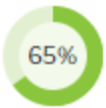
Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 1: Develop and execute a high level recruitment plan with a 95% or above overall market value of employee salaries as measured by TASB.

Strategy 1: DMS will advertise on social media platforms for staff openings and a committee format will be used to review applicants and interview potential candidates.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Committee will determine if the applicant meets the standards of a DMS staff member to ensure a good fit for both parties to best be able to retain new staff.	Nov	Feb	June	June
Staff Responsible for Monitoring: Principal and Assistant Principals	0%			
TEA Priorities: Recruit, support, retain teachers and principals				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 2: Identify and provide support systems needed to increase staff attendance and retain quality staff as measured by the district survey with a 2% increase in employee satisfaction.

Strategy 1: Campus Mentor program will be implemented to provide support to New to District and New to Profession Staff members.	Reviews			
Strategy's Expected Result/Impact: Staff will feel connected to the campus and confident in their job description. **Staff Responsible for Monitoring:** Principal, Campus Mentors. **TEA Priorities:** Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Feb	June	June
	65%			

Strategy 2: Each staff member will belong to one of the Dieterich Houses: House of Dreamers, House of Achievers, and House of Service.	Reviews			
Strategy's Expected Result/Impact: Staff will feel connected to students and staff across the campus and will feel another layer of belonging to the campus culture **Staff Responsible for Monitoring:** Principal and Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	June	June
	100%	100%	100%	

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

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 3: Design and facilitate opportunities to build leadership capacity in staff as seen through survey feedback with a 2% increase in satisfaction of all participants in leadership opportunities.

Strategy 1: Invite different staff members to participate in different committee opportunities throughout the school year. DMS will work to have a variety of staff members participate so that different perspectives are heard and valued. **Strategy's Expected Result/Impact:** Staff will feel like they have a voice and be able to contribute to the culture creation at DMS. **Staff Responsible for Monitoring:** Principal and Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture		Reviews		
		Formative		**Summative**
	Nov	**Feb**	**June**	**June**
	50%			

Strategy 2: Teachers will be invited to present at monthly faculty meetings to share out learning strategies that have been successful for them and to offer learning opportunities among staff. **Strategy's Expected Result/Impact:** Teachers will feel valued and respected as the master of their craft. **Staff Responsible for Monitoring:** Principal and Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction		Reviews		
		Formative		**Summative**
	Nov	**Feb**	**June**	**June**
	40%			

|	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue
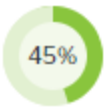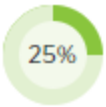
Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 1: Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by a 5% decrease in the number of substantiated bullying investigations, as well as, 100% participation in cultural proficiency trainings.

Strategy	Reviews			
Strategy 1: DMS will implement Bobcat Bonus Days and Flex Fridays to allow for students to pursue their individualized passion and interests. Social and Emotional check-ins will be conducted at the start of each day.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Students will feel more connected to the learning process and feel like an important contributor to the culture of the campus. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and teachers **ESF Levers:** Lever 3: Positive School Culture	**Nov** 50%	**Feb**	**June**	**June**
Strategy 2: Each student will belong in one of the three Dieterich Houses- House a Dreamers, House of Achievers, and House of Service. Students will each be part of a multigrade House family to develop mentor relationships with other students and staff. Character Development will be incorporated weekly through Bobcat Bonus Days and Flex Fridays.	**Reviews**			
		Formative		**Summative**
Strategy's Expected Result/Impact: Students will feel connected to the campus and have a support system to help navigate the middle school years. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Counselors **ESF Levers:** Lever 3: Positive School Culture	**Nov** 60%	**Feb**	**June**	**June**
Strategy 3: A campus SEL Leadership team will be created to provide guidance on the campus Social and Emotional Learning Development plan.	**Reviews**			
		Formative		**Summative**
Strategy's Expected Result/Impact: Feedback from staff and students will help guide campus decisions regarding SEL so it will ensure to meet the needs of the DMS campus. **Staff Responsible for Monitoring:** Counselors **ESF Levers:** Lever 3: Positive School Culture	**Nov** 35%	**Feb**	**June**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 2: Develop and execute a safety and security plan at the district and campus levels as measured by an increase of 5% in positive responses to safety and security survey questions.

Strategy 1: Explicit training will be provided to all students and staff on campus safety and security protocols.	Reviews		
Strategy's Expected Result/Impact: Students will feel safe being at school and will understand how to respond in an emergency	**Formative**		**Summative**
Staff Responsible for Monitoring: Principal and Assistant Principal	Nov	Feb	June	June
ESF Levers: Lever 1: Strong School Leadership and Planning	45%		

Strategy 2: Communication will be sent to parents when safety training occurs on the campus with safe, transparent information.	Reviews		
Strategy's Expected Result/Impact: Parents will feel well informed and can continue safety conversations with their student.	**Formative**		**Summative**
Staff Responsible for Monitoring: Principal and Assistant Principal	Nov	Feb	June	June
ESF Levers: Lever 1: Strong School Leadership and Planning	25%		

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

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 3: Create opportunities to promote the academic and social benefits of regularly attending school with a 2% increase in the number of students involved in extracurricular activities, 96% or higher attendance rate, and having 100% of graduating seniors completing a minimum of 10 community service hours.

Strategy 1: House attendance competitions will be conducted in each grading period to encourage students to come to school as they are accountable to a group bigger than themselves.	**Reviews**			
Strategy's Expected Result/Impact: Students will be encouraged to come to school to contribute to the good of the group which will positively impact them personally in the classroom. **Staff Responsible for Monitoring:** Principal and Assistant Principals **ESF Levers:** Lever 3: Positive School Culture		**Formative**		**Summative**
	Nov	**Feb**	**June**	**June**
	40%			

Strategy 2: All students will belong to a club during Bobcat Bonus Days and Flex Fridays.	**Reviews**			
Strategy's Expected Result/Impact: Students will feel a sense of belonging in a personalized club of interest and will encourage them to come to school to participate. **Staff Responsible for Monitoring:** Principal and Assistant Principals **ESF Levers:** Lever 3: Positive School Culture		**Formative**		**Summative**
	Nov	**Feb**	**June**	**June**

| 0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue
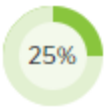
Goal 4: Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.

Performance Objective 1: Develop a comprehensive facilities plan to guide financial decisions related to future site acquisitions, new construction, and renovation of existing facilities with 100% within or under budget.

Strategy 1: Meet annually with a site based committee to determine potential future furniture and campus needs.	Reviews			
Strategy's Expected Result/Impact: Remain up to date and prepared for future needs	Formative			Summative
Staff Responsible for Monitoring: Principal and Assistant Principals	Nov	Feb	June	June
ESF Levers: Lever 1: Strong School Leadership and Planning	0%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	
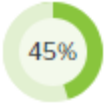
**Goal 4:** Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.

Performance Objective 2: Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30%.

Strategy 1: Dieterich will have no cross-function budget transfers for the 2020-2021 school year.	Reviews			
Strategy's Expected Result/Impact: Accurate budgeting, in the spring, for the next school year.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal and Assistant Principals	Nov	Feb	June	June
ESF Levers: Lever 1: Strong School Leadership and Planning	25%			
Strategy 2: The budget committee consisting of the Campus Design Team will meet in January to discuss remaining funds in the current school year budget and determine what adjustments need to be made for the following school year.	Reviews			
Strategy's Expected Result/Impact: Conversations of where all money is being spent are had by the leadership team and adjustments are made based on usage to create an accurate budget for the following year.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal and Assistant Principals	Nov	Feb	June	June
ESF Levers: Lever 1: Strong School Leadership and Planning	0%			

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

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 1: Deliver a structured professional development plan to support curriculum and technology integration where with an increase of 2% of teachers that believe the professional development increased the effectiveness of their teaching and learning.

Strategy 1: Use iCoaches, Mentor Teachers, ILLs, and Lead Teachers to teach, train, and model effective and appropriate technology use in the classroom.	Reviews			
Strategy's Expected Result/Impact: Focus on innovation, risk-taking, and the 4Cs in lesson design. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and iCoaches **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Feb	June	June
	45%			

Strategy 2: The professional learning in the afternoon will align with the goals of the morning District Professional Development.	Reviews			
Strategy's Expected Result/Impact: Consistency in communicated goals **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Feb	June	June
	0%			

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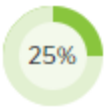
Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 2: Provide systems to maximize digital resources for MISD students and staff with a goal to resolve 75% of issues within 24 hours.

Strategy 1: To implement a support structure on campus designed to build and increase the capacity of staff in curricular and technology integration support.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Building capacity in staff to broaden campus and district success **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**June**	**June**
	40%			
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	
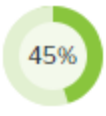
Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 3: Develop and implement a plan for the lifecycle of technology resources (e.g. network and physical security infrastructure, end user devices, and software) to anticipate future needs, inform the district budget and future bond referendums to support district goals and standards.

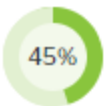| Strategy 1: The DieterichTechnology Specialist will assess infrastructure in order to meet student and staff needs.	Reviews			
Strategy's Expected Result/Impact: A viable, robust network for all learners and staff.	Formative			Summative
Staff Responsible for Monitoring: Technology aide, Principal	Nov	Feb	June	June
ESF Levers: Lever 1: Strong School Leadership and Planning	25%			

Strategy 2: DMS staff will give the MISD Technology Department feedback on infrastructure as requested, and how it is meeting the needs of students and staff.	Reviews			
Strategy's Expected Result/Impact: A viable, robust network for all learners and staff.	Formative			Summative
Staff Responsible for Monitoring: Principal, Assistant Principals, and teaching staff	Nov	Feb	June	June
ESF Levers: Lever 1: Strong School Leadership and Planning	0%			

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

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

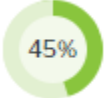**Performance Objective 1:** Increase staff communication and engagement by 3% as measured by analytics.

Strategy 1: A weekly email will be sent to all staff containing pertinent information from the District and Campus level.	Reviews			
Strategy's Expected Result/Impact: Staff will consistently be well informed on the happenings at the District level and issues affecting the campus specifically so they can serve as an informed ambassador for the District.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal	**Nov**	**Feb**	**June**	**June**
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	45%			

Strategy 2: Monthly faculty meetings will be held to allow for streamlined communication as well as an opportunity to team build with all staff together.	Reviews			
Strategy's Expected Result/Impact: Increase in overall staff satisfaction and engagement on campus to contribute to the positive campus culture.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal and Assistant Principals	**Nov**	**Feb**	**June**	**June**
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	30%			

Strategy 3: All staff members and families will belong to a House within our House system; House of Service, House of Achievers, and House of Dreamers.	Reviews			
Strategy's Expected Result/Impact: Staff will feel more connected to students and staff on a personal level and as a result, contributing to the positive school culture and employee satisfaction.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal, Assistant Principal	**Nov**	**Feb**	**June**	**June**
ESF Levers: Lever 3: Positive School Culture	100%	100%	100%	

Strategy 4: Campus Communication will be streamlined through the Dieterich Hub Website	Reviews			
Strategy's Expected Result/Impact: All staff is receiving consistent, accurate, and up to date information that leads to staff feeling confident in their understanding and are able to quickly access needed information. "Empowering all to own their understanding!"	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal and Assistant Principal	**Nov**	**Feb**	**June**	**June**
ESF Levers: Lever 3: Positive School Culture	60%			

Strategy 5: Staff will be encouraged to participate in weekly district-wide staff meetings on Wednesdays.	Reviews			
Strategy's Expected Result/Impact: Staff will be more involved in the culture of the district, goals, and current needs or events, in addition to being given the opportunity to ask questions directly with district-level administration.	Formative			Summative
Staff Responsible for Monitoring: Principal and Assistant Principals	Nov	Feb	June	June
ESF Levers: Lever 3: Positive School Culture	45%			

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

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 2: Increase parent communication and engagement with a 3% increase in district survey participation.

Strategy 1: A weekly newsletter will be emailed on Sunday evenings sharing the highlights from the previous week as well as important information for the weeks following. There will be sections set aside for the happenings in the library, health, and wellness from the nurse and guidance from the counselors. Grade level newsletters will be sent as needed.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Parents will be well informed with consistent information provided to all and a direct line of communication will be established. **Staff Responsible for Monitoring:** Principal and Assistant Principals **ESF Levers:** Lever 3: Positive School Culture	Nov	Feb	June	June
	45%			

Strategy 2: Social Media avenues will be used for continual communication with parents and the community (Twitter, Facebook, Instagram, PTO pages, etc.)	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Positive feedback on consistent communication as measured by district survey **Staff Responsible for Monitoring:** Principal, Assistant Principals, Librarians **ESF Levers:** Lever 3: Positive School Culture	Nov	Feb	June	June
	35%			

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

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 3: Develop partnership and volunteer efforts with a 2% increase in community partnerships. (Due to COVID 19 and limitation on school visitors, volunteer hours will not be included in the performance objective for 2020-2021.)

Strategy 1: In our weekly newsletter, we will send out opportunities for parents and family members to assist with campus needs. (Due to COVID 19, all volunteer work will be conducted off-campus)		**Reviews**		
		Formative		**Summative**
Strategy's Expected Result/Impact: Parents and families will feel connected to their child's learning environment. **Staff Responsible for Monitoring:** Principal and Assistant Principals **ESF Levers:** Lever 3: Positive School Culture	**Nov**	**Feb**	**June**	**June**
	0%			

Strategy 2: Volunteer opportunities will be blasted on Social Media as needed to help incorporate parent volunteers as well as business and community members. This will include guest speaker opportunities.		**Reviews**		
		Formative		**Summative**
Strategy's Expected Result/Impact: Families and the community will feel connected to the Dieterich learning environment. **Staff Responsible for Monitoring:** Principal and Assistant Principals **ESF Levers:** Lever 3: Positive School Culture	**Nov**	**Feb**	**June**	**June**
	0%			

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

Generated by Plan4Learning.com

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Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 4: Build leadership capacity with parents and community with an increase in committee involvement.

Strategy 1: Advertise opportunities for committee involvement with the weekly newsletter as well as blasts through email and social media outlets.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: More stakeholders will have an avenue to share and participate in the decision making processes at DMS. **Staff Responsible for Monitoring:** Principal and Assistant Principals **ESF Levers:** Lever 3: Positive School Culture	Nov	Feb	June	June
	30%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Amanda Rodgers	
Administrator	Blane Rogers	
Classroom Teacher	Andrea Tenant	
Classroom Teacher	Gabi Guest	
Classroom Teacher	Patrick O'Leary	
Classroom Teacher	Melodi Kunn	
Classroom Teacher	Stephanie Speltz	
Classroom Teacher	Kelli Hoke	
Non-classroom Professional	Mendi Melton	
Non-classroom Professional	Lindsay Gardner	
Parent	Glorianne Mason	
Parent	Joandranett Hubbard	
Business Representative	Cindy Dolezal	
Business Representative	Demetria Jones	
Community Representative	Crystal Meyers	
Community Representative	Janna Horn	

Addendums