

Texarkana Independent School District
Dunbar Early Education Center
2023-2024 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	11
Goal 1: Produce students who possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce through access to state-of-the-art facilities.	12
Goal 2: All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms.	13
Goal 3: Employ a high-quality, diverse staff that reflects the student population, equipped to create a learning environment that supports students' social, emotional, physical, and mental health.	15
Goal 4: Each student will experience a school and community partnership that provides access to resources designed to anticipate and nourish student needs.	19
Addendums	20

Comprehensive Needs Assessment

Demographics

Demographics Summary

Dunbar Early Education Center, partnered with Head Start, served 303 students during the 2022-23 school year with 243 (80.2%) African American students, 16 (.53%) white, and 18 (.59%) Hispanic-Latino, and 6% identifying as two or more. With an enrollment of nearly 7,654 students during the 2022-23 school year, Texarkana ISD is proud of its diverse population of students. 41.8% of the student body comprises African Americans, 49.4% - Hispanic-Latino, 31.4% - White, and 6% - two or more races, American Indian, Asian, and Pacific Islander. 56.9% of the students come from economically disadvantaged homes, and 8.7% are Emergent Bilingual.

The diversity of our district-wide teaching staff does not match the diversity of our students. During 2021-22, 44.7% of our students were African American, while 2020-21 data show approximately 16% of teachers across TISD are African American. White teachers comprise the largest group of teachers in TISD, at 75%. Only 6.7% of TISD teachers identified as Hispanic, an underrepresentation of our Hispanic student population. Although the Dunbar teaching staff is 45% African American and mirrors the district-wide student population of 44.7%, it still does not mirror the African-American student population at Dunbar at 80.2%.

The current enrollment capacity is 320 students, totaling 19 sections. Texarkana ISD currently employs 22 teachers to serve our students, including three special education teachers, 22 instructional aides, one library aide, and three STEAM instructional aides. We have one Principal and one Interventionist. The staff includes one Administrative Assistant, Receptionist, health aide, custodial staff, and child nutrition staff. Texarkana ISD offers students many opportunities throughout the district, beginning at Dunbar with STEAM opportunities. A strategic planning initiative has produced the need to provide a state-of-the-art learning environment for the students of Dunbar. Imagine 2026 Long Range Planning Committee involved 39 community members from across the district, including parents, community and business leaders, representatives from civic organizations, and elected officials. The impact for our students with the addition of the new Dunbar learning facility will provide the district with space to double enrollment to ensure that all students are provided with the highest quality learning environment in their most formative years.

Demographics Strengths

Paul Laurence Dunbar's strength is being in partnership with Texarkana Head Start. This allows us to serve approximately 75 additional students. We can provide early education services to students from a low socioeconomic background. We can provide a structured academic program and setting that will better prepare them for their future.

Frog Street Curriculum for three and four-year-olds in which we embed Conscious Discipline and Leader in Me strategies. Our new STEAM Program will help us empower our students to be curious learners who seek creative solutions to real-world problems. Our students have a diverse activity schedule, which includes Culinary, Art, Science Lab, Media, and Physical Education.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Staff diversity does not mirror student population. **Root Cause:** Due to the school's location and low socioeconomic population served, our diversity is limited.

Problem Statement 2: Consistent parental involvement is a struggle. **Root Cause:** Due to the parents' work schedule, lack of transportation, and unreliable contact information, consistent parental involvement is a struggle.

Problem Statement 3: Learning gaps are more prevalent in low socioeconomic students. **Root Cause:** The inconsistent school years limited instructional contact days with students.

Student Learning

Student Learning Summary

Student achievement at Paul Laurence Dunbar EEC will be measured against the ten skill domains outlined by the State of Texas Pre-Kindergarten Guidelines. Using the Frog Street Press Pre-Kindergarten curriculum will provide us with a viable curriculum to address the 10 domains of Pre-Kindergarten readiness: Social and Emotional Development, Language and Communication Development, Emergent Literacy Reading, Emergent Literacy Writing, Mathematics, Sciences, Social Studies, Fine Arts, Physical Development and Technology. Students will be assessed three times a year (Beginning, Middle, and End) using the CLI Engage Assessment tools. Paul Laurence Dunbar EEC will aim towards a Reading Target Goal of 85% and a Math Target Goal of 85%, with at least 75% of our students mastering both goals.

Compared to End of Year Data, the beginning of year data showed student progress in all areas. Rapid Letter Naming increased from 34% at BOY to 74% at EOY. According to the CLI results, rapid Vocabulary from 51% to 84%, Phonological Awareness from 70% to 69%, Math from 34% to 83%, and Early Writing Skills from 84% to 85% of students being on track for Kindergarten. In addition, at EOY, Letter Sound Correspondence showed that 76% of students were on track, and 76% were on track to meet expectations for Story retelling and Comprehension. 85% of students were on track in Approaches to Learning, including initiative, curiosity, flexibility, art/creativity, and dramatic play. We believe this is a direct impact of the implementation of STEAM and CTE-related opportunities for students at an early age. Staff members review student performance during weekly instructional planning teams and determine individual and classroom student needs.

Student Learning Strengths

The strengths of Paul Laurence Dunbar EEC include innovative learning through implementing a STEAM curriculum, scheduled RTI daily after the beginning of the year testing with the interventionist pushing into classrooms to conduct additional pull-out sessions with small groups of students.

In addition, Paul Laurence Dunbar will continue implementing the Leader in Me program campus-wide to promote staff and student leadership, engage the students in setting and reaching goals, and support participation in service-learning opportunities.

During our CQIC meeting, there were discussions regarding the End of the Year CIRCLE Assessment focusing on strengths and weaknesses.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 74% of students showed mastery of the pre-kindergarten literacy component - rapid letter naming. **Root Cause:** Due to the timed format of testing, student achievement in literacy is a struggle.

Problem Statement 2: 69% of students showed mastery of the pre-kindergarten phonological awareness components. **Root Cause:** Due to phonological awareness being a difficult concept for early learners and a lack of reinforcement at home, mastery of phonological awareness components is a struggle.

School Processes & Programs

School Processes & Programs Summary

To continue to increase learning and ensure targeted instruction, new and current staff will continue training to ensure and/or sustain the correct implementation of the Frog Street Curriculum, Intentional Coaching work as needed with the Interventionist, and continuing education through Professional Development sessions via the district. Evett Barham (LIM), the campus Instructional Coach, and the staff are devoted to the students and go above and beyond the criteria listed in their job description. Dunbar is participating in the district-wide Kagan Cooperative Learning initiative to train teachers on implementing cooperative learning structures designed to build strong social/emotional skills and increase student engagement and learning. They will receive professional development and coaching from a certified Kagan trainer and campus administrators, pilot teachers, and district staff. In addition, the Dunbar staff will begin staff development training from Solutions Tree Coach Cristi Parsons. The staff will focus on becoming a Professional Learning Community and building high-performing collaborative teams focused on student learning.

The students at Dunbar are exposed to various beyond-the-basic classroom learning opportunities. Dunbar offers theater/music, science/culinary, engineering/art, physical education, and library classes. The students rotate through these classes each week.

Dunbar EEC also currently houses two Early Childhood Special Education (ECSE) classrooms for the district.

School Processes & Programs Strengths

Dunbar EEC has an Interventionist that offers mini professional development sessions during their Instructional Focus Meetings and after school. During their planning time, the Interventionist plans with the teachers, coaches, and mentors the new teachers and offers suggestions during observation and shadowing by "whisper coaching." Teachers will also receive coaching on implementing cooperative learning structures to build social and emotional skills and increase academic learning.

There were discussions regarding School Climate and Culture using Dunbar's Leader In Me surveys for students, parents, and staff, focusing on strengths and weaknesses.

- **Strength:**

The Dunbar community felt good about the environment and student engagement.

- **Weakness:**

Continue to foster social and emotional skills for students to get along with one another.

There were discussions regarding Family and Community Involvement, focusing on the events for the 22-23 school year.

Strengths:

- Increase in attendance since COVID
- Increase in events than in the past

- Increase in publicity during and after events via Facebook, Website, and Google

After events, parents can leave with ideas they can do with their child at home.

Weaknesses:

- Parents did not always know about the events
- Need more ways to have community participation
- Incorporate Literacy and Math Family Nights
- At the end of the year, provide ideas for families to work on during the summer months

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Based on our CLI Assessment and report card data, there has been an increase in the number of students who are struggling to master basic Pre-K Guidelines. Therefore, more individualized instruction and small group pullouts are needed to insure all students are successful. **Root Cause:** Due to the inconsistent attendance being a contributing factor which requires educating parents regarding Pre-K expectations related to attendance.

Perceptions

Perceptions Summary

Our goal at Paul Laurence Dunbar EEC is to become the model Pre-Kindergarten Center in our metropolitan area. We are partnered with Texarkana Head Start to ensure the academic readiness of Pre-Kindergarten students transitioning to Kindergarten by bridging the gap between Head Start and Pre-Kindergarten. We have a full-day Pre-Kindergarten program to assist students in their transition to elementary school. We provide all students with a safe and nurturing learning environment. We will continue implementing conscious discipline and Kagan's Cooperative Learning structures to improve students' social skills.

Each spring, the campus administers the Leader in Me Measurable Results Assessment (MRA) survey to parents and staff to determine the effectiveness of academics, culture, and leadership on the campus. Results showed an overall score of 52, with leadership scoring the highest at 71. Staff social-emotional teaching readiness increased from 2021 (81) to 2022 (83). Families believed their involvement increased from six points from the previous year from 82 to 88. Staff satisfaction regarding culture increased; however, work does need to be done regarding the school environment. Student surveys revealed that perceptions about school were very positive by students. Over 90% of the students chose the "smiley face" when asked if their school was clean, felt safe, liked school, and if their teacher was proud of them and made them smile. Although a high number, only 86% stated that students in their class were nice to them. This perception also supports the need to incorporate social skills for our students throughout the school day. The cooperative learning structures provide opportunities to learn the social/emotional skills needed to collaborate and work with others.

Partners, such as the Dunbar Alumni and other community members, are prime stakeholders in the success of our campus. We strive to keep parents and stakeholders involved with our campus activities through constant communication and opportunities for volunteerism. Opportunities for parent involvement are discussed and planned in weekly instructional and Head Start Partnership Team Meetings.

Perceptions Strengths

Dunbar EEC offers parent workshops, family game nights, and other family and community engagement events throughout the year. Parents/guardians and community members will attend each of these events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: To recruit and enroll as many 3-year-olds as possible to ensure they receive the educational experiences that will be provided in the new Pre-Kindergarten center. **Root Cause:** Some parents may not understand the academic importance of students starting school as early as three years old.

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
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Student Data: Assessments

- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Produce students who possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce through access to state-of-the-art facilities.

Performance Objective 1: By the end of the school year, 75% of all students and student groups will meet or exceed the Pre-K Guideline Indicators using Circle/CLI Assessment.





Evaluation Data Sources: BOY, MOY and EOY
RTI Groups
Teacher Progress Monitoring

Strategy 1 Details	Reviews			
Strategy 1: Continue implementation of the district approved Pre-Kindergarten curriculum with a focus on Read- Aloud questioning, letter identification and sound as evident in lesson planning and observation. Strategy's Expected Result/Impact: Increase in letter identification, letter sound, comprehension and text. Staff Responsible for Monitoring: Principal Jennifer Tyler	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Focus on Phonological Awareness by the daily implementation of Heggerty Binder strategies and activities. Strategy's Expected Result/Impact: *Increase in student phonological awareness- Evident on CLI Assessment *Increase in student engagement during Heggerty instruction Staff Responsible for Monitoring: Principal Jennifer Tyler	Formative			Summative
	Dec	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: Produce students who possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce through access to state-of-the-art facilities.

Performance Objective 2: Increase academic readiness in all student groups through the delivery of a rigorous and relevant instructional program supported by targeted small group instruction.





Evaluation Data Sources: Student Assessments
RTI Groups/Progress Monitoring

Strategy 1 Details	Reviews			
Strategy 1: Provide continuous training for all classroom teachers on the new Frog Street Press curriculum and CLI assessment tools. Strategy's Expected Result/Impact: Effective and consistent testing for CLI Assessment and report cards Staff Responsible for Monitoring: Jennifer Tyler	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Using data from formal and informal assessments, teachers will determine the students' strengths and weaknesses. Teachers will then provide targeted instruction based on these results. Strategy's Expected Result/Impact: Increase in the students' academic performance Staff Responsible for Monitoring: Team Leaders	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Actively monitor instructional aides as they follow schedule and lesson plans to provide individualized and intensive instruction to students identified through CLI - BOY and MOY formal testing. Strategy's Expected Result/Impact: Increased performance in the students' areas of weakness Staff Responsible for Monitoring: Principal Jennifer Tyler	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms.

Performance Objective 1: Paul Laurence Dunbar, Early Education Center, will provide all students with a safe environment conducive to learning by reducing classroom removals by the end of the 2023-24 school year.

Evaluation Data Sources: Discipline Reports
Environmental Checklists

Strategy 1 Details	Reviews			
Strategy 1: Implement, facilitate, and manage a fair and consistent discipline plan using the conscious discipline strategies for students in Pre-Kindergarten. Strategy's Expected Result/Impact: The principal and RTI Specialist will monitor the teacher's classroom management strategies and /or advise as needed. Increased effective classroom management *Routines in the classroom. *Students are self-correcting *Utilizing the safe place. *Increase in the students' vocabulary and ability to make proper choices concerning their emotions. *Monitoring and adjusting will take place throughout the year. *Decrease in students being removed from the classroom *Decrease in student meltdowns *Increase in academic data Staff Responsible for Monitoring: Principal Jennifer Tyler	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: All campus personnel will implement the 7 Habits of Leader in Me throughout their daily routines. They will also implement and utilize the 7 Habits of Leader in Me to reinforce positive environments on campus. Strategy's Expected Result/Impact: A positive and leadership driven cultural change throughout the campus. Increase in staff and students' use of the 7 Habits throughout the daily schedule. Staff Responsible for Monitoring: Principal Jennifer Tyler Team Leaders	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: All students will experience learning that encourages innovation, leadership, and academic growth in safe, engaging, and technologically advanced classrooms.

Performance Objective 2: To ensure the academic readiness of Pre-Kindergarten students transitioning to Kindergarten, Paul Laurence Dunbar has partnered with Texarkana Head Start to bridge the gap between Head Start and public schools.

Evaluation Data Sources: EOY Data





Number of students performing on level at the end of the school year.

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a high-quality and fully engaged Pre-Kindergarten program to assist in the transition to elementary school by implementing Kagan Cooperative Learning Structures. Strategy's Expected Result/Impact: More students are performing on grade level at the end of the year, with an intentional focus on cooperative learning strategies. Staff Responsible for Monitoring: Principal Jennifer Tyler Teaching Leaders	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement and blend Head Start and Prek Guidelines in the partnership classrooms Strategy's Expected Result/Impact: Partnership classes should mirror each other. All Guidelines should be implemented in all of the partnership classrooms. Staff Responsible for Monitoring: Principal Head Start Director Jennifer Tyler	Formative			Summative
	Dec	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 3: Employ a high-quality, diverse staff that reflects the student population, equipped to create a learning environment that supports students' social, emotional, physical, and mental health.

Performance Objective 1: Provide staff development activities and develop a culture of learning through professional dialogue with all staff to support professional goal attainment.





Evaluation Data Sources: Training documents
Agendas and Meeting Notes
Lesson plans

Strategy 1 Details	Reviews			
Strategy 1: Conduct weekly staff learning with teachers and academic professional development sessions. Strategy's Expected Result/Impact: Collaboration between teachers to increase instructional performance and student achievement. Staff Responsible for Monitoring: Principal Jennifer Tyler Guided Coalition Team	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide mini professional development sessions on areas of need in regards to STEAM through the use of the Frog Street Curriculum, Kid Spark Curriculum, and other STEAM trainings. Strategy's Expected Result/Impact: To strengthen the instructional areas of concern to positively impact student achievement Staff Responsible for Monitoring: Jennifer Tyler-STEAM Coordinator	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Conduct regular meetings with the paraprofessional staff throughout the year and maintain connections and involvement with any issues that may arise. Strategy's Expected Result/Impact: Maintains professionalism in Instructional Aides to have a positive impact on student achievement. Staff Responsible for Monitoring: Principal Jennifer Tyler	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Employ a high-quality, diverse staff that reflects the student population, equipped to create a learning environment that supports students' social, emotional, physical, and mental health.

Performance Objective 2: Effectively plan and implement hands-on, project-based STEAM learning opportunities that include instruction and evaluation.

Evaluation Data Sources: STEAM walks and documentation form

Strategy 1 Details	Reviews			
Strategy 1: Intentionally plan engaging activities for the STEAM center in the classroom. Strategy's Expected Result/Impact: Increase in critical thinking. Incorporate a variety of researched-based STEAM models and strategies. Implementing Kagan Cooperative Learning Structures. Staff Responsible for Monitoring: Jennifer Tyler-STEAM Coordinator	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Establish debriefing meetings to discuss the "glows and grows" of the targeted focus of the learning and STEAM walks. Strategy's Expected Result/Impact: Knowledge of various teaching strategies and methods of implementation Staff Responsible for Monitoring: Jennifer Tyler-STEAM Coordinator	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Employ a high-quality, diverse staff that reflects the student population, equipped to create a learning environment that supports students' social, emotional, physical, and mental health.

Performance Objective 3: Consistently implement Professional Learning Communities (PLCs) during weekly staff learning.

Evaluation Data Sources: Weekly Staff Learning

Goal 3: Employ a high-quality, diverse staff that reflects the student population, equipped to create a learning environment that supports students' social, emotional, physical, and mental health.





Performance Objective 4: Integrate Kagan's Cooperative Learning Structures into the weekly schedule.

Evaluation Data Sources: Classroom Implementation

Goal 4: Each student will experience a school and community partnership that provides access to resources designed to anticipate and nourish student needs.

Performance Objective 1: Dunbar Early Education Center will increase community/parent involvement and establish positive community partnerships through personal, media and written communication.

Evaluation Data Sources: Sign-in Sheets
Parental Contacts and Resources
Newsletters

Strategy 1 Details	Reviews			
Strategy 1: Initiate personalized communication with parents and community through multiple means of communication: TISD Website, Facebook, Marquee and newsletter. Strategy's Expected Result/Impact: To inform parents and the community of upcoming campus events. To showcase the student's academic and service learning experiences. Effective communication with parents through the use of Blackboard. Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Host parent meetings and training sessions twice per semester. *Parent Make and Take *Fall Family Fun Night *Spring Family Fun Night *Spring Make and Take *Parent Meetings/Family Meetings * Parent Picnic *STEAM Night *Coffee with the Principal Strategy's Expected Result/Impact: Increase in Parental and community involvement Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase Texarkana ISD's ability to focus on a limited number of targeted initiatives in this improvement plan, Texarkana ISD will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, Texarkana ISD Person Responsible will report progress to the site-based committee.

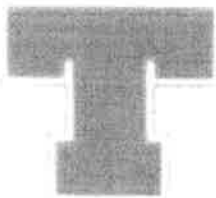
MANDATE	REFERENCES	TISD PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Sherry Young	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. Coordinated Health Program <ul style="list-style-type: none"> Student fitness assessment data Student academic performance data Student attendance rates Percentage of students who are Economically Disadvantaged Use and success of methods of physical activity Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	Jennelle Ingram	The school will follow Board Policies: FFA and EHAA.
3. DAEP Requirements <ul style="list-style-type: none"> Student groups served – monitoring over-representation Attendance rates Pre- and post- assessment results Dropout rates Graduation rates Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Holly Tucker	The school will follow the Student Code of Conduct and Board Policies: FOCA, FO, FEA, and FOC.
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> Evaluation – every two years 	TEC 11.252(d)	Holly Tucker	The school will follow Board Policies: BQ, BQA, and BQB.

5. Dropout Prevention	TEC 11.252		The school will follow Board Policy EHBC.
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Laurie Pace	The school will follow Board Policy EHB, F, EHBC, and EKB.
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> An identification and recruitment plan New Generation System (NGS) Early Childhood Education Parental Involvement Graduation Enhancement Secondary Credit Exchange and Accrual Migrant Services Coordination A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b)	Mindy Basurto	
8. Pregnancy Related Services <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 		Sherry Young	The school will follow the Student Handbook, Student Accounting Handbook and Board Policy FFAC.
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> Higher education admissions and financial aid, including sources of information TEXAS grant program Teach for Texas grant programs The need to make informed curriculum choices for beyond high school Sources of information on higher education admissions and financial aid 	TEC 11.252(4) TEC 11.252(3)(G)	Christy Tidwell	The school will follow the Student Handbook and the TISD Program of Studies handbook.

<ul style="list-style-type: none"> • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 			
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers 	ESSA	Amy Nix	The school will follow the Retention and Recruitment Plan and Board Policy DC.
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Sherry Young	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/guardian notification procedures • Training for teachers, school counselors, principals and all other appropriate personnel. 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Sherry Young	The school will follow Board Policy FFB and FNF.
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> • Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)	Sherry Young	The school will follow Board Policies: FFB, FOC, FOCA, DMA and FFE

<ul style="list-style-type: none"> o Violence prevention and intervention programs o Unwanted physical or verbal aggression o Sexual harassment o Harassment and dating violence 	TEC 37.001 Family Code 71.0021 TEC 37.0831		
14. Texas Behavior Support Initiative (TBSI) <ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 21.451(d)(2) Board Policy DMA(Legal)	Shawn Davis	Board Policy DMA(Legal)
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Holly Tucker	
16. Child Sexual Abuse, Trafficking, and Other Maltreatment of Children <ul style="list-style-type: none"> • Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, trafficking, and other maltreatment of children, including prevention techniques and possible warning signs; • Age-appropriate, research-based anti-victimization programs for students; • Actions that a child should take to obtain assistance and intervention; and • Available counseling options for affected students. 	Education code 38.0041	Sherry Young	Board Policy BQ (LEGAL), FFG (LEGAL) and (LOCAL)
17. College and University Admissions and Financial Aid (All grade levels)	Education Code 11.252.28.026, 51.803 19 TAC 5.5, 61.1201	Christy Tidwell	Board Policy BQ (LEGAL), EIC (LEGAL)
18. Comprehensive School counseling Program that includes: <ul style="list-style-type: none"> • A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives; • A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's 	Education Code 33.005	Sherry Young	Board Policy BQ (H), FFEA(H)

<p>continued educational, career, personal, or social development at risk;</p> <ul style="list-style-type: none">• An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and• Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.			
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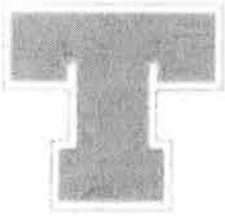
Dunbar's 2022-2023 Campus Site-Based Committee (CQIC)

Meeting Date: December 9, 2022

3:30 pm

Dunbar Gym

Committee Role	Name	Position	Signature
Administrator	Dr. Tabitha Dudley	Principal	<i>Tabitha Dudley</i>
Administrator	Vanessa Buchanan	Assist Principal	<i>Vanessa Buchanan</i>
Non-Classroom Professional	Kamilah Wrightner	Instructional Coach	<i>K Wrightner</i>
Classroom Teacher	Tametra Johnson	Teacher	<i>Tametra Johnson</i>
Classroom Teacher	Tiffany Studebaker	Teacher	<i>Tiffany Studebaker</i>
Classroom Teacher	April Carter	Teacher	<i>A Carter</i>
Classroom Teacher	Dana Cogburn	Teacher	
Business Representative	Kimberly Bursey-Reece	Professor	<i>Kimberly Bursey</i>
Community Representative	David Hardy	Pastor of House of Refuge Church	<i>David Hardy</i>
Parent	Loresa Smith	Community	<i>Loresa Smith</i>
Parent	Julia Scogins	Community	<i>Julia Scogins</i>
District-level Professional	Laurie Pace	Director of Humanities	
HS Director	Debra Jackson	Herid Start	<i>Debra Jackson</i>



Dunbar's 2022-2023 Campus Site-Based Committee (CQIC)

Meeting Date: December 9, 2022

3:30 pm

Dunbar Gym

Committee Role	Name	Position	Signature
Administrator	Dr. Tabitha Dudley	Principal	<i>Dr. Tabitha Dudley</i>
Administrator	Vanessa Buchanan	Assist Principal	<i>Vanessa Buchanan</i>
Non-Classroom Professional	Kamilah Wrightner	Instructional Coach	<i>K Wrightner</i>
Classroom Teacher	Tametra Johnson	Teacher	<i>Tametra Johnson</i>
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Classroom Teacher	April Carter	Teacher	<i>A Carter</i>
Classroom Teacher	Dana Cogburn	Teacher	
Business Representative	Kimberly Bursey-Reece	Professor	
Community Representative	David Hardy	Pastor of House of Refuge Church	
Parent	Loresa Smith	Community	<i>Loresa Smith</i>
Parent	Julia Scogins	Community	<i>Julia Scogins</i>
District-level Professional	Laurie Pace	Director of Humanities	
H.S. Director	Debra Jackson	Head Start	<i>Debra Jackson</i>



TEXARKANA ISD

Paul Laurence Dunbar Early Education Center

Campus Quality Improvement Council (CQIC) Meeting

05/22/23

3:30

Dunbar EEC

Agenda: Comprehensive Needs Assessment Process

1. Welcome
2. Good News
3. Review Dunbar EOY data for all available areas:
 - i. CIRCLE,
 - ii. discipline reports,
 - iii. attendance,
 - iv. school climate and culture (survey results), and
 - v. family and community involvement.
4. Highlight Areas of Strength (Plus) and Areas of Growth (Delta) for the Campus

This information will be used to:

- Complete summative review in CIP: evaluate goals, strategies, and schoolwide instructional program to determine effectiveness (Mark all goals/strategies in Plan4Learning)
 - Begin Development of:
 - 2023-24 CNA Multiple Measures Narratives and
 - 2023-24 Campus Improvement Plan Goals/Strategies.
-
5. Approve the 2023-2024 Campus Professional Development Plan



TEXARKANA ISD

Paul Laurence Dunbar
Early Education Center

Campus Quality Improvement Council

Agenda Topics with Meeting Notes and Discussion

05/22/2023, 3:30, Dunbar EEC Gym

Evaluate campus programs and campus improvement plan strategies to determine effectiveness. The 2023-24 Comprehensive Needs Assessment Process will begin and the 2023-24 Campus Improvement Plan will be developed collaboratively.

- There were discussions regarding Dunbar's EOY/Wave 3 CIRCLE Assessment

- **Pluses:**

- There was increase of 13% in Rapid Letter Naming,
- There was an increase of 3% in Rapid Vocabulary
- There was only a 1% decrease in Phonological Awareness and 2% decrease in Math with 3 new teachers and 2 Instructors added to the staff mid-year for 22-23.

- **Deltas:**

- Post COVID is still impacting students' academic performance
- Provide more training to teachers with Haggerty to support Phonological Awareness and monitor with fidelity.

- There were discussions regarding BOY-MOY-EOY Discipline Report

- **Plus:**

- The district has clear procedures for the discipline process for the students who ride the bus which the campus is following.
- The campus documents behaviors in Award if they are related to safety and impeding learning.

- **Delta:**

- Increase in turnover of bus aides and drivers

- There were discussions regarding the Attendance Report by comparing each six week and looking at trending year data.

- **Pluses:**

- Parent Monthly Incentives (Baskets per each team)
- Class and Individual Students Weekly Incentives
- Weekly Check-In by Administration

- **Deltas:**

- New parent misconception regarding attendance for PreK
- Flu season

- There were discussions regarding School Climate and Culture using Dunbar's Leader In Me surveys for students, parents, and staff.

- **Plus:**

- The Dunbar community felt good about the environment and student engagement.

- **Delta:**

- Continue to foster the social and emotional skills for students getting along with one another.

- There were discussions regarding Family and Community Involvement with a focus on the events that took place for the 22-23 school year.

- **Pluses:**

- Increase in attendance since COVID
- Increase in events than in the past
- Increase in publicity during and after events via Facebook, Website, and Google Classroom
- After events, parents are able to leave with ideas they can do with their child at home.

- **Deltas:**

- Parents did not always know about the events
- Need more ways to have community participation
- Incorporate Literacy and Math Family Nights

- At the end of the year provide ideas for families to work on during the summer months.

We shared with the committee that the discussions and information from above will be part of the development of the **2023-24** CNA Narratives and the **2023-24** Campus Improvement Plan in Plan4Learning. The committee also discussed and approved the **2023-2024** Campus Professional Development Plan.



Dunbar's 2022-2023 Campus Quality Improvement Council (CQIC) Meeting
May 22, 2023
3:30pm
Dunbar EEC Gym

ROLE	Contact Via	NAME	SIGNATURE
Parent	Email/phone call	Loresa Smith	Loresa Smith
Parent	Email/phone call	Julia Scoggins	Julia Scoggins
Teacher	Email/phone call	Tametra Johnson	Tametra Johnson
Teacher	Email/phone call	Tiffany Studebaker	Tiffany Studebaker
SpEd Teacher	Email/phone call	April Carter	April Carter
Teacher	Email/phone call	Dana Cogburn	Dana Cogburn
Principal	Email/phone call	Dr. Tabitha Dudley	Dr. Tabitha Dudley
Assistant Principal	Email/phone call	N/A	
Head Start Director	Email/phone call	Debra Jackson	Debra Jackson
Non-Class room professional	Email/phone call	Kamilah Wrightner	Kamilah Wrightner
District Administrator	Email/phone call	Laurie Pace	Laurie Pace
Community Member	Email/phone call	David Hardy	
Business Member	Email/phone call	Kimberly Bursey-Reece	Kimberly Bursey-Reece

Parent

Tisd comm.

Amy Baker

(online)

Hardy



TEXARKANA ISD

Paul Laurence Dunbar
Early Education Center

Campus Quality Improvement Council (CQIC) Meeting

05/22/23

3:30

Dunbar EEC

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This information will be used to:

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 - 2023-24 CNA Multiple Measures Narratives and
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5. Approve the 2023-2024 Campus Professional Development Plan



Paul Laurence Dunbar Early Education Center

	October 28, 2022 - Snapshot	May 10, 2023
Total Enrollment	296	303
Grade		
EE	17	24
Pre-K	279	279
Gender		
Male	140	147
Female	156	156
Emergent Bilingual/LEP	12	16
Economic Disadvantaged	293	292
Ethnicity		
Amer. Indian/Alaskan	0	0
Asian	0	0
Black/African American	244	243
Hispanic/Latino	13	18
White	15	16
Hawaiian/Pac Island	2	2
Two or More	22	24
At-Risk	140	138
SPED	24	36

CIRCLE Progress Monitoring Pre-K School Benchmark Report

CHENG

Community: Region 8 ESC - TSR, TEXARKANA, ISD
School: PAUL LAURENCE DUNBAR EARLY
EDUCATION CENTER
School year: 2022-2023
Ethnicity: All
Sub-populations: All

Assessment Language: English
Class: ALL

Teacher: ALL
Wave 3
Grade Level: PK

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Vocabulary	Rapid Letter Naming	74%	12%	8%	6%
	Rapid Vocabulary 3	84%	11%	5%	0%
	Overall Measure	84%	11%	5%	0%
	Syllabication	38%	28%	24%	10%
	Onset-Rime	44%	21%	22%	12%
Phonological Awareness	Alliteration	23%	35%	28%	14%
	Rhyming I	28%	33%	24%	14%
	Overall Measure	69%	19%	12%	0%
	Listening	35%	30%	24%	11%
Optional PA	Words in a Sentence	43%	22%	24%	11%
	Rhyming II	46%	19%	21%	14%
	Overall Measure	78%	13%	9%	0%
	Rote Counting	64%	12%	15%	9%
	Shape Naming	74%	9%	12%	6%
Math	Number Discrimination	74%	10%	12%	5%
	Number Naming	64%	12%	13%	11%
	Shape Discrimination	84%	5%	6%	5%
	Counting Sets	66%	12%	15%	7%
	Operations	37%	28%	24%	10%
	Overall Measure	83%	10%	7%	0%
Letter-Sound Correspondence		76%	9%	0%	14%
Book and Print Knowledge		76%	13%	11%	0%
Early Writing Skills		85%	8%	7%	0%

* Measure has no benchmarks.

CIRCLE Progress Monitoring Pre-K School Benchmark Report

Community: Region 8 ESC - TSR, TEXARKANA ISD
School: PAUL LAURENCE DUNBAR EARLY
EDUCATION CENTER
School year: 2021-2022
Ethnicity: All
Sub-populations: All

Assessment Language: English
Class: All
Teacher: All
Wave 3
Grade Level: PK

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming	Rapid Letter Naming	61%	20%	12%	8%
	Rapid Vocabulary 3	81%	15%	3%	0%
	Overall Measure	81%	15%	3%	0%
	Syllabication	43%	28%	16%	13%
	Onset-Rime	47%	23%	14%	16%
Phonological Awareness	Alliteration	25%	33%	22%	19%
	Rhyming I	33%	32%	18%	18%
	Overall Measure	70%	20%	10%	0%
	Listening	39%	26%	20%	15%
	Words in a Sentence	45%	23%	16%	17%
Optional PA	Rhyming II	53%	19%	14%	14%
	Overall Measure	74%	17%	8%	0%
	Rote Counting	63%	12%	12%	13%
	Shape Naming	74%	9%	11%	6%
	Number Discrimination	76%	8%	9%	8%
Math	Number Naming	61%	14%	12%	12%
	Shape Discrimination	85%	5%	5%	5%
	Counting Sets	71%	9%	11%	9%
	Operations	41%	26%	19%	15%
	Overall Measure	85%	8%	7%	0%
Optional Math	Patterns	*	*	*	*
	Real World	*	*	*	*
	Overall Measure	58%	22%	20%	0%
	Letter-Sound Correspondence	75%	10%	0%	14%
	Story Retell and Comprehension	79%	12%	9%	0%
Book and Print Knowledge	Science	85%	8%	7%	0%
	Science	81%	8%	12%	0%
	Social Studies	79%	13%	8%	0%
	Positive Social Behaviors	*	*	*	*
	Classroom Community and Safety	*	*	*	*



Dunbar's Six Weeks Attendance for 2022-2023

Each Six Weeks	Percentage
1 st Six Weeks	90.66%
2 nd Six Weeks	87.86%
3 rd Six Weeks	86.71%
4 th Six Weeks	89.48%
5 th Six Weeks	89.18%
6 th Six Weeks (through 5/1/23)	87.93%
Dunbar's Goal Each Week was 90%	

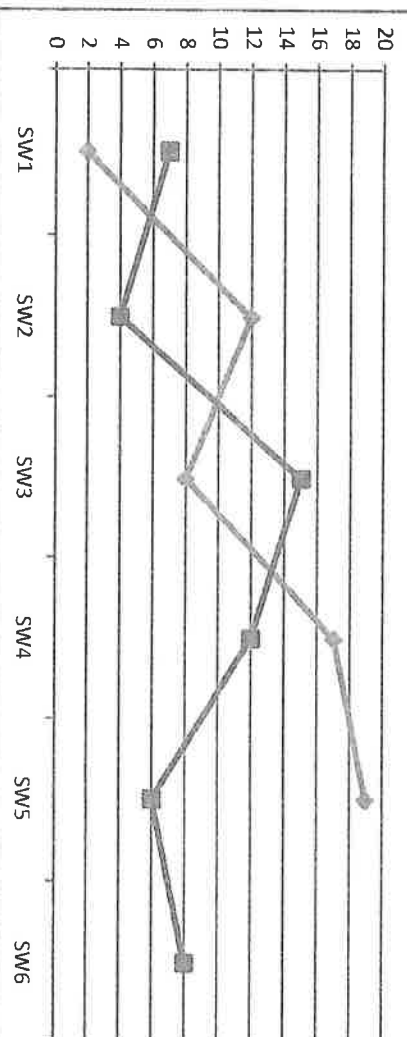
Dunbar Campus Analysis

Campus	Total	African American	Hispanic	White	Other	Sped	Ecdis
2022-23 Dunbar SW5	19	11	0	1	7	0	18
2021-22 Dunbar SW5	6	6	0	0	0	0	6
2022-23 Dunbar YTD	58	41	0	3	14	0	51
2021-22 Dunbar YTD	44	43	8	7	7	7	41

Campus	Total Incidents	SUSPEND SPED ONLY	Suspend	Corporal	Bus Suspend	Warning
2022-23 Dunbar SW5	19				1	18
2021-22 Dunbar SW5	6			3	2	1
2022-23 Dunbar YTD	58		2		13	43
2021-22 Dunbar YTD	44		5	9	10	20

	2022-23 Dunbar SW5	2021-22 Dunbar SW5	2022-23 Dunbar YTD	2021-22 Dunbar YTD
Campus	19	6	58	44
Total Incidents	19	3	54	30
Disobey on bus				1
Failure to Comply		1	3	7
Misbehavior		2		5
Repeat Interfer w/teach				1
Serious Misbehavior				
Violating Safety Rule			1	

Total Incidents by Six Weeks



Dunbar, Spring 2023, Campus Survey, MR

Dunbar Early Education Center



Dunbar, Spring 2023, Campus Survey, MRA

Dunbar Early Education Center

LEADERSHIP

Student Leadership

- 0 → 78 +78 **Personal Development**
Students take responsibility for their actions and emotions and prioritize the things that are most important to their future.
- 0 → 72 +72 **Interpersonal Development**
Students build positive relationships through understanding, communicating, and valuing the differences they see in others.
- 0 → 0 **Positive Wellbeing**
Students engage in the behaviors and embrace the mindsets that build resilience and hope.
- 0 → 0 **Self-Advocacy**
Students work to overcome barriers, problem-solve, and find solutions on their own and know how to enlist support when needed.
- 0 → 0 **Prosocial Behaviors**
Students support each other and offer help as needed.

Staff Leadership

- 0 → 79 +79 **Personal Effectiveness**
Staff take responsibility for their actions and emotions and prioritizing the things that are most important to their future.
- 0 → 76 +76 **Interpersonal Effectiveness**
Staff build and sustain positive relationships through understanding, communicating, and valuing the differences they see in others.
- Student Leadership Support**
Teachers feel confident in their ability to support students' development of leadership skills they apply in their lives.

Dunbar, Spring 2023, Campus Survey MRA

Dunbar Early Education Center

LEADERSHIP

Family & Community Engagement

- 0 → 73 +73 **School & Family Partnerships**
Teachers feel like most students' families/caregivers engage as partners in their child's learning.
- 0 → 84 +84 **Family Engagement**
Students' caregivers are satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home.
- 0 → 82 +82 **Community Engagement**
The school engages the community through collaborative partnerships and service learning that provides students and their families with sources of support and learning.

Dunbar, Spring 2023, Campus Survey, MR

Dunbar Early Education Center

CULTURE

Supportive Student Environment

0 → 80 +80

School Climate

Staff see the worth and potential in every student and provide the support each student needs to see their unique strengths for themselves as well as to develop the skills necessary to pursue their potential.

0 → 0

Student Empowerment

Students believe they are provided with schoolwide and classroom opportunities that include them in decision-making and grow their leadership competence.

0 → 0

Trusting Relationships

Students have a high trust relationship with at least one teacher they feel comfortable with and can connect to.

0 → 0

School Belonging

Students believe that they are cared about and understood by the people in their school and feel a sense of belonging.

Supportive Staff Environment

0 → 84 +84

Staff Voice

Staff members believe they are positively impacting others through meaningful work and are provided with valuable opportunities to develop and grow in their role as well as to use voice and choice in decisions that are important to them.

0 → 79 +79

Collective Efficacy

Teachers believe that their collective actions can positively impact students and help them succeed.

Dunbar, Spring 2023, Campus Survey

Dunbar Early Education Center

ACADEMICS

Empowering Teachers

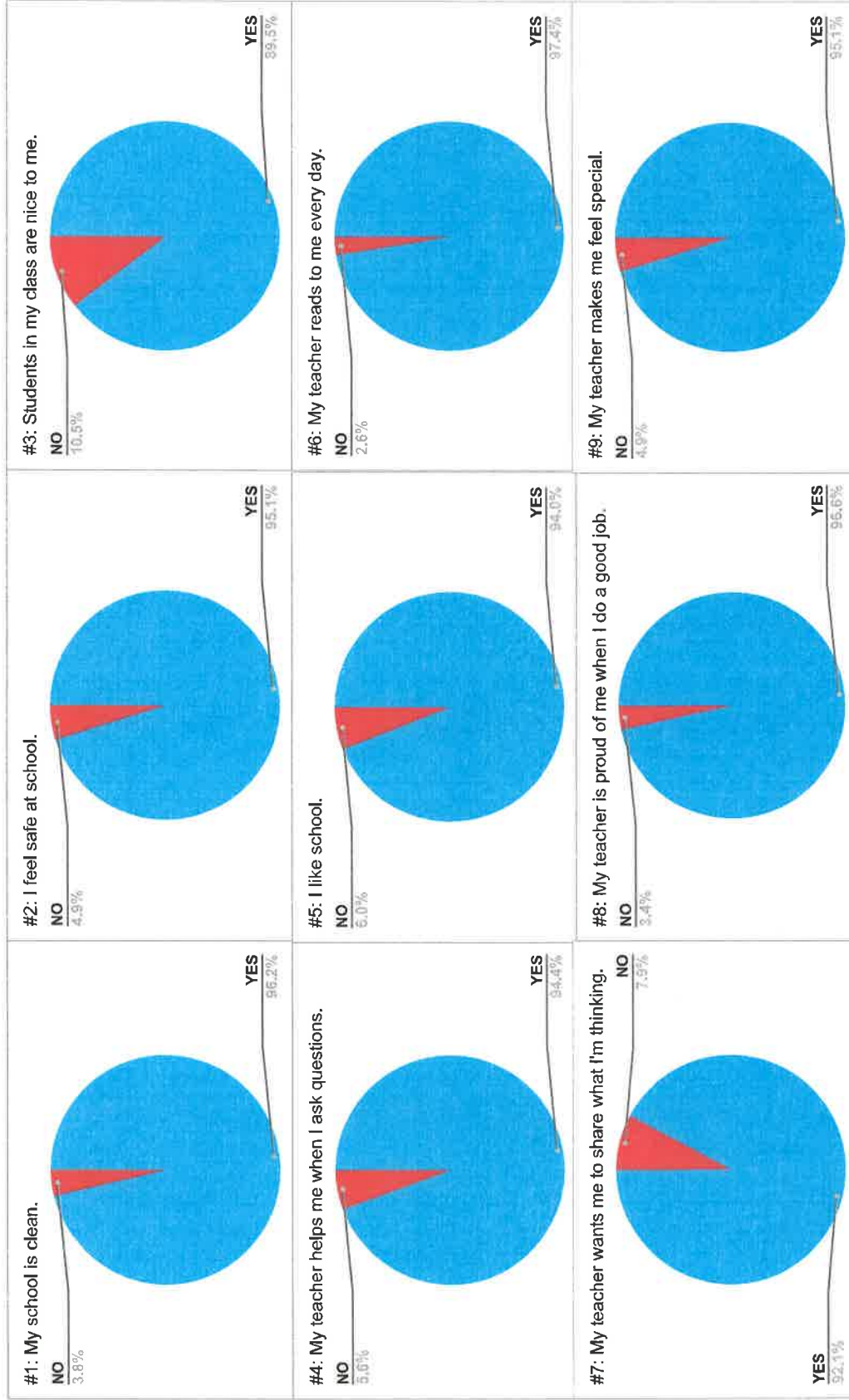
- 0 → 74 +74 **Instructional Efficacy**
Teachers are confident in their ability to use evidence-based instructional practices to amplify students' capacity to learn.
- 0 → 84 +84 **Student-led Practices**
Teachers empower students to play a more proactive role as they apply their knowledge and skill to accelerate and deepen their learning.

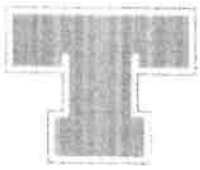
Empowering Learners

- 0 → 0 **Supportive Teachers**
Students have one or more teachers who provide them with the encouragement and support they need to lead their learning.
- 0 → 0 **Academic Self-efficacy**
Students are able to apply personal leadership habits to plan, prioritize, and persevere in their academic pursuits.

Goal Achievement

- 0 → 0 **Student Goals**
Students are confident in their ability to set and achieve their goals.
- 0 → 76 +76 **Student Goal Support**
Teachers are able to support their students in learning and applying the behaviors linked to effective goal achievement.
- 0 → 80 +80 **School Goals**
Teachers are motivated by the school's goals and see a meaningful role for themselves in creating and achieving those goals.





Dunbar Family and Community Involvement for 22-23 School Year

Leader In Me/ STEAM

1. Veterans Day Program
2. Leadership Day
3. Black History Month STEAM Night
4. Tunnel of Leaders
5. Community Helpers Exhibit Presentation
6. Sadie Hawkins Dance
7. Easter Egg hunt
8. Pep Rallies
9. Christmas STEAM Night
10. Rosehill Neighborhood Celebration
11. STEAM Family Night
12. Reptiles Exhibit Presentation
13. Fair and Rodeo Field Trip
14. Stephen Fite Field Trip
15. Pets Assembly
16. Service Learning Projects/Deliver to Cornerstone Nursing Home
17. Field Day
18. End of the Year Celebrations

**Dunbar Early Education Center
Campus Professional Development Plan
2023-2024**

#1 Targeted Area of Professional Development			Identified By
Mental Health and Emotional Wellness: Effective Classroom and Student Behavior Management			
Strategy (what)	Time - Bound (when) and Evidence	Results-Focused (expected outcomes)	
Teachers and Instructional Aides will continue to focus on Conscious Discipline (CD) and the CD pieces that are embedded in the Frog Street Curriculum.	<ul style="list-style-type: none"> a. Daily observations during the first two weeks of school by the administrative team. b. Several peer observations by teacher and instructional aide to observe implementation of CD components. 	Teachers/Instructional Aides implementing CD phrases and routines with automaticity.	

#2 Targeted Area of Professional Development			Identified By
Instructional			Moderate and High- 90%
Strategy (what)	Time - Bound (when) and Evidence	Results-Focused (expected outcomes)	
Provide training for Google from Google certified staff and campus staff	August PD Campus and district trainings throughout the year Sign in sheets and agendas	Increase in staff collaboration by sharing documents through google docs.	
Provide training for STEAM integration throughout the curriculum.	August PD Campus and district training throughout the year. Sign in sheets and agendas Lesson plans	Increase in effective use and blending of STEAM lessons in the classroom which increases student engagement. Project-based teaching and learning.	
Kagan Training	August PD and Campus Prof. Dev. Kagan Walks and in class support from Campus Instructional Coach, Campus Principal and Campus Kagan Coach	Increase student engagement and retention by the daily implementation of specific age appropriate Kagan Strategies	