

Earl & Marthalu Dieterich MS

Campus Improvement Plan 2023-2024



Board Approval Date: November 13, 2023

The Mission of Midlothian ISD is to:
educate students by empowering them to maximize their potential.

Vision:
The Vision of the Midlothian ISD is inspiring excellence today to change the world tomorrow.

As MISD We **BELIEVE:**

- Safe, engaging, rigorous, and diverse learning environments provide the best opportunity for students to reach their fullest potential.
- A high quality staff with appropriate resources is essential to creating educational experiences that promote student success.
- Effective communication, purposeful collaboration, and strong partnerships create an atmosphere of trust and a strong sense of community vital to student achievement.

District Cultural Tenets

In Midlothian ISD, we believe our culture is the heart and soul of our schools. Our culture provides more than a legacy of excellence - it's something much more meaningful. Our culture speaks to how much we truly care for every child, teacher, and staff member along with their families. The six cultural tenets are:

- In MISD, **we are family.**
- We believe we must **celebrate the power of diversity.**
- We value and **honor all relationships.**
- We believe in the **unlimited potential** of everyone.
- We believe in **excellence through purpose.**
- When our parents and community are behind us, **we are Midlothian Strong.**

Midlothian Balanced Scorecard Priorities

Priority 1: Student Success
Priority 2: Capacity Building and Effective Leadership
Priority 3: Culture, Climate, and Safety
Priority 4: District Operations and Financial Stewardship

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Midlothian Balanced Scorecard Priorities

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APPENDIX A: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2022-2023

Comprehensive Needs Assessment Summary

Data Used for District Comprehensive Needs Assessment

504 Data	Demographic Data	Circle	Prior Year Data	TAPR
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	Professional Development Feedback	T-TESS
ACT	District Survey	HB3 Board Goals	Progress Reports	Teacher Retention
Administrator Input	Dual Credit	Homeless and Foster Care	RDA Report	Teacher/Student Ratio
AP	Dyslexia Data	HR Complaints and Grievance data	SAT	Technology Help Tickets
Attendance	Educator Evaluations	MISD Values and Cornerstones	School City	Technology Input from Stakeholders
	Equity Data	MISD Vision	Special Education Data	TELPAS
Cambium	Extra Funding Request	MAP Data	STAAR	Twitter Analytics
Counselor Input on Mental Health	Facebook Analytics	MTSS (RtI) Data	Safety Data	Capturing Kids' Hearts Survey Data
CTE Participation and Certifications Earned	Failure Rates	New Teacher Survey	Staff Title I Survey	
Curriculum Documents	Federal Report Card	Parent Surveys	Strategic Plan	
	FitnessGram	PEIMS Discipline	SuccessED	

Comprehensive Needs Assessment

Demographics

The Demographics of Dieterich Middle School are:

Student Data:

Grade Level Breakdown:

- *6th Grade Students: 314*
- *7th Grade Students: 336*
- *8th Grade Students: 340*

Ethnicity:

- *American Indian or Alaskan Native: 0.20% (2 students)*
- *Asian: 1.21% (12 students)*
- *Black or African American: 14.44% (143 students)*
- *White: 59.09% (585 students)*
- *Hispanic/Latino: 20.30% (201 students)*
- *2 or More Races: 4.75% (47 students)*

Gender:

- *Female: 45.45% (450 students)*
- *Male: 54.55% (540 students)*

Special Populations:

- *Gifted and Talented: 6.87% (68 students)*
- *English Language Learner: 5.25% (52 students)*
- *Economically Disadvantaged: 25.76% (255 students)*
- *Special Education: 15.35% (152 students)*
- *At Risk: 33.43% (331 students)*
- *504 Services: 13.33% (132 students)*

2022-2023 Student Attendance Rate:

- 21-22 - 95.50% Attendance Rate
- 22-23 - 95.90% Attendance Rate

Teacher Demographics:**Teacher Ethnicity:**

- *White: 89.1%*
- *Hispanic: 7.4%*
- *Black or African American: 3.8%*

Teacher by Gender:

- *Female: 73%*
- *Male: 27%*

Teachers by Years of Experience:

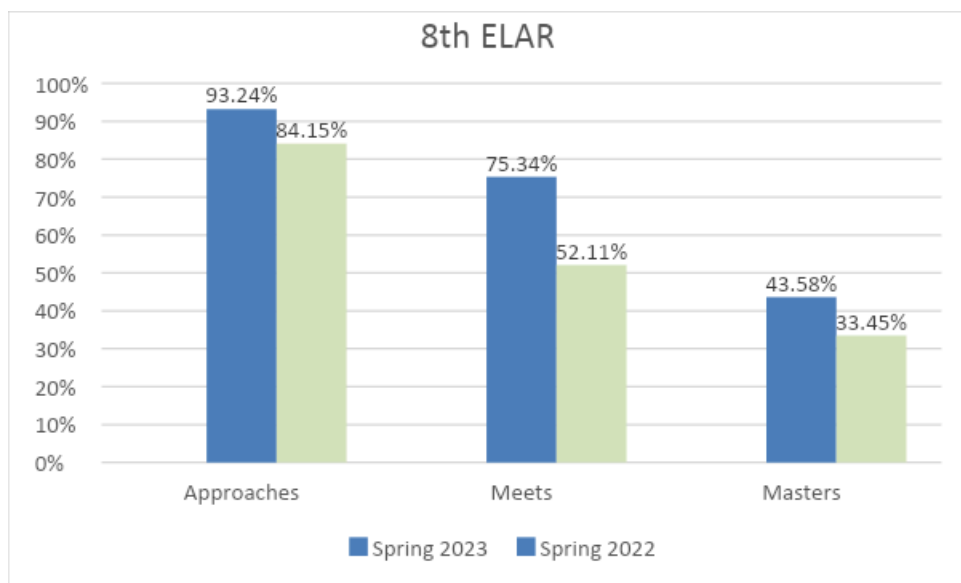
- *Beginning Teachers: 1*
- *1-5 Years: 11*
- *6-10 Years: 12*
- *11-20 Years: 22*
- *21-30 Years: 9*
- *Over 30 Years: 0*

Student Discipline Data from 2022-2023

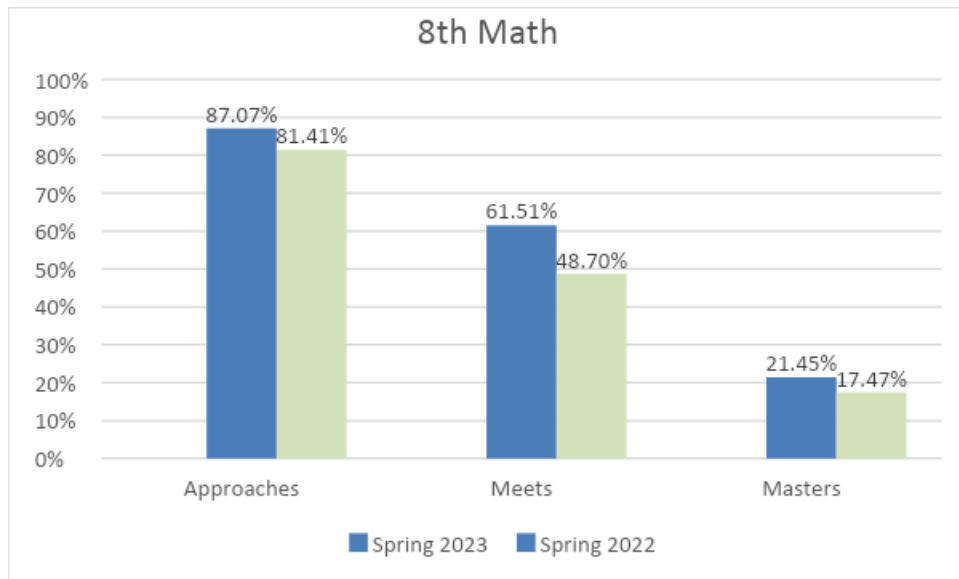
Discipline Action	Total Count
<i>In School Suspension (ISS)</i>	302
<i>Out of School Suspension (OSS)</i>	34
<i>DAEP</i>	27

Demographic Strengths & Student Achievement

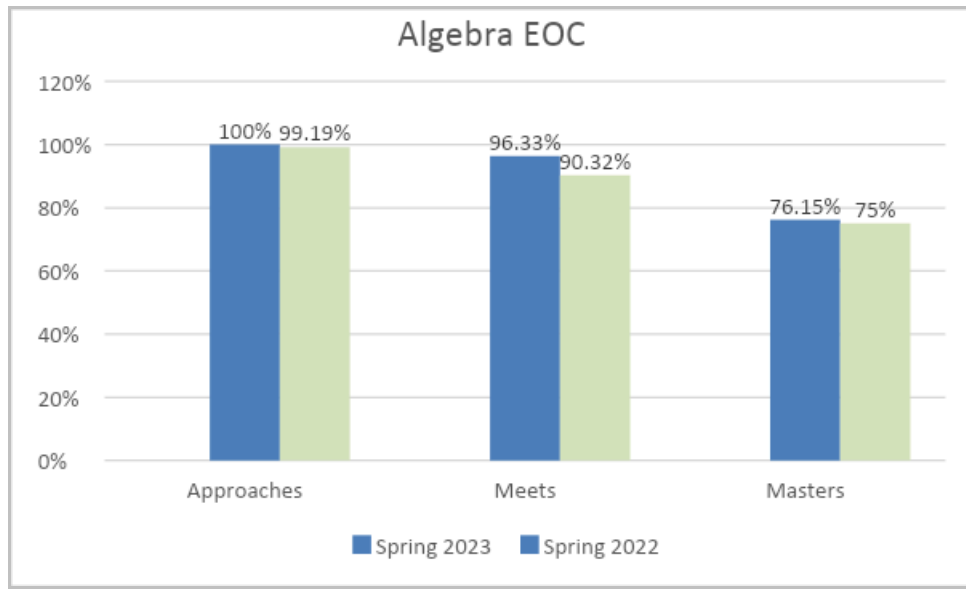
8th Grade Reading Spring 2023	<u>Total Students</u>	<u>Raw Score</u>	<u>Scale Score</u>	<u>Percent Score</u>	<u>Approaches</u>	<u>Meets</u>	<u>Masters</u>
All Students	296	36	1774	64.44%	93.24%	75.34%	43.58%
Economic Disadvantage	80	33	1732	58.48%	90%	62.50%	31.25%
American Indian/Alaskan Native	1	37	1768	66.07%	100%	100%	0%
Black/African American	42	35	1758	61.78%	92.86%	69.05%	33.33%
Hispanic	69	36	1770	64.39%	94.20%	76.81%	43.48%
Two or More Races	17	40	1814	71.64%	100%	94.12%	47.06%
White	166	36	1776	64.44%	92.17%	74.10%	46.39%
Currently Emergent Bilingual	9	31	1717	55.75%	88.89%	55.56%	22.22%
Fourth Year of Monitoring	1	40	1803	71.43%	100%	100%	100%
Special Ed Indicator	34	22	1612	39.02%	61.76%	17.65%	5.88%



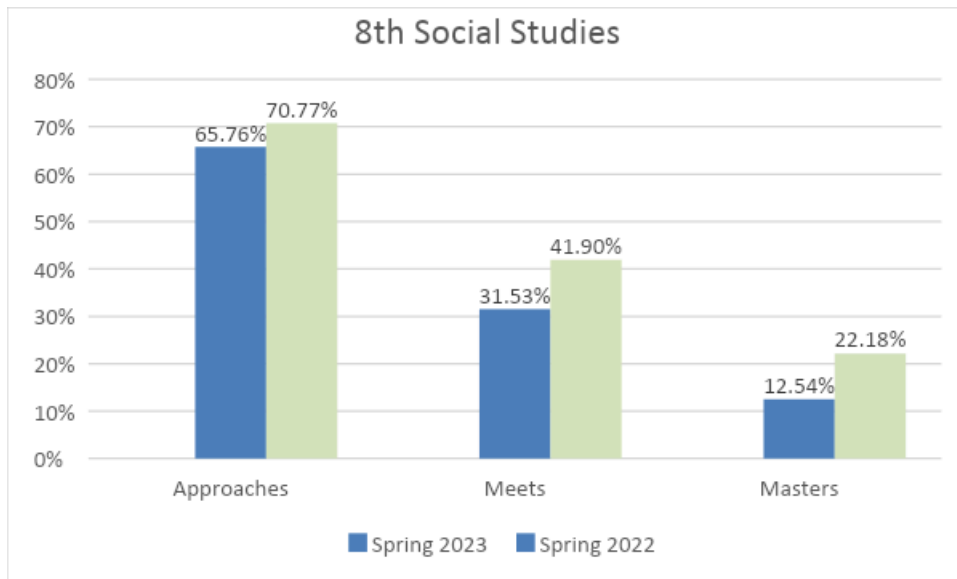
8th Grade Math Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
<i>All Students</i>	317	28	1903	58.96%	87.07%	61.51%	21.45%
<i>Economic Disadvantage</i>	80	26	1868	53.44%	80%	50%	13.75%
<i>Asian</i>	1	35	1977	72.92%	100%	100%	0%
<i>Black/African American</i>	42	27	1889	56.60%	83.33%	61.90%	19.05%
<i>Hispanic</i>	68	28	1896	57.72%	86.76%	58.82%	22.06%
<i>Two or More Races</i>	19	32	1960	66.23%	100%	73.68%	31.58%
<i>White</i>	187	28	1902	59.14%	86.63%	60.96%	20.86%
<i>Currently Emergent Bilingual</i>	9	26	1880	54.40%	77.78%	55.56%	22.22%
<i>Fourth Year of Monitoring</i>	3	37	2014	77.08%	100%	100%	66.67%
<i>Special Ed Indicator</i>	35	19	1777	39.40%	45.71%	22.86%	8.57%



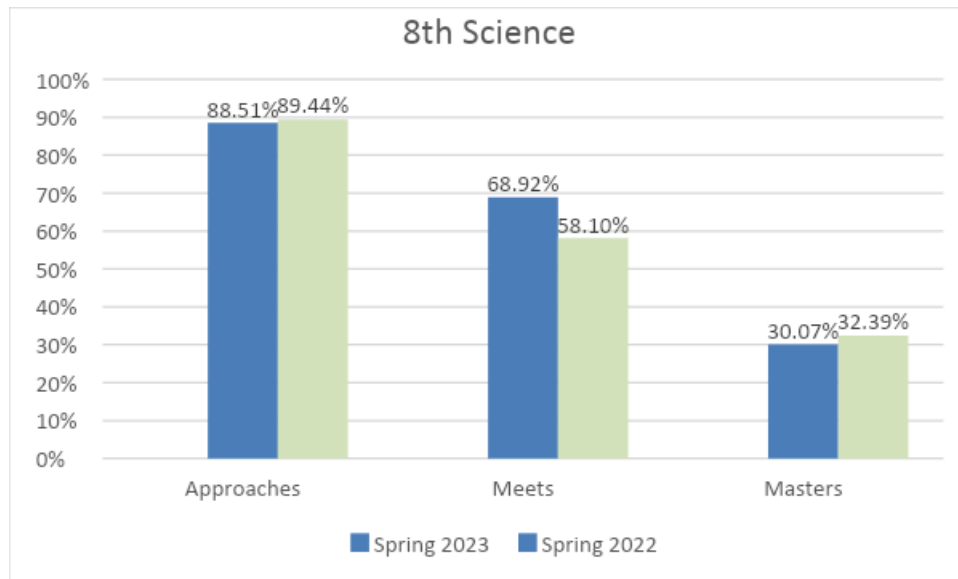
<u>Algebra EOC</u> <u>Spring 2023</u>	<u>Total Students</u>	<u>Raw Score</u>	<u>Scale Score</u>	<u>Percent Score</u>	<u>Approaches</u>	<u>Meets</u>	<u>Masters</u>
<i>All Students</i>	109	45	4621	76.66%	100%	96.33%	76.15%
<i>Economic Disadvantage</i>	13	41	4390	69.75%	100%	84.62%	61.54%
<i>American Indian/Alaskan Native</i>	1	48	4688	81.36%	100%	100%	100%
<i>Black/African American</i>	12	40	4317	67.37%	100%	91.67%	50%
<i>Hispanic</i>	23	44	4518	73.99%	100%	91.30%	73.91%
<i>Two or More Races</i>	9	45	4599	76.08%	100%	100%	66.67%
<i>White</i>	64	47	4717	79.37%	100%	98.44%	82.81%
<i>Currently Emergent Bilingual</i>	1	40	4303	67.80%	100%	100%	0%
<i>Fourth Year of Monitoring</i>	1	50	4817	84.75%	100%	100%	100%
<i>Special Ed Indicator</i>	1	48	4688	81.36%	100%	100%	100%



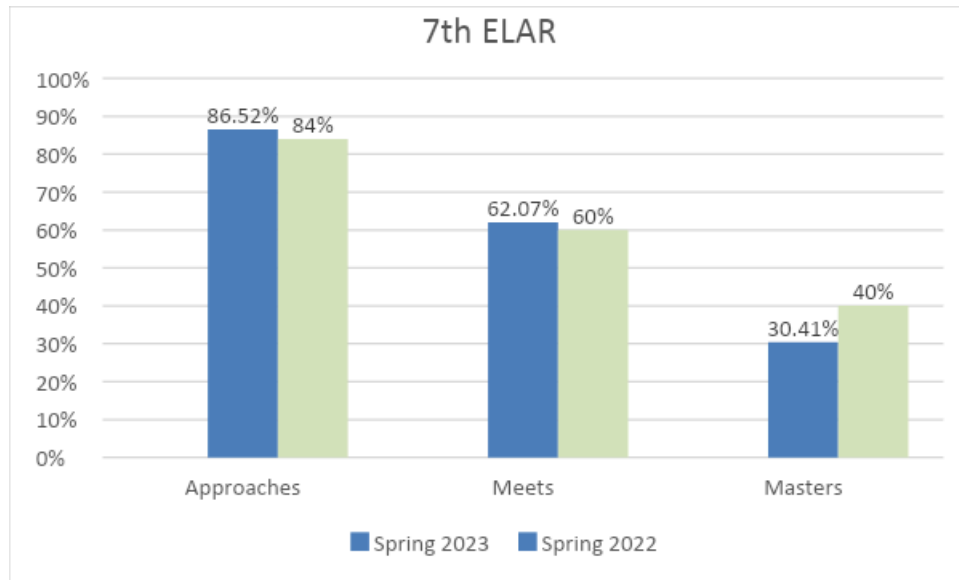
8th Grade Social Studies Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
<i>All Students</i>	295	25	3758	50.63%	65.76%	31.53%	12.54%
<i>Economic Disadvantage</i>	79	21	3566	43.84%	54.43%	16.46%	3.80%
<i>American Indian/Alaskan Native</i>	1	29	3947	59.18%	100%	0%	0%
<i>Black/African American</i>	42	23	3646	47.13%	64.29%	26.19%	2.38%
<i>Hispanic</i>	69	25	3798	52%	68.12%	33.33%	15.94%
<i>Two or More Races</i>	17	25	3786	51.86%	70.59%	29.41%	11.76%
<i>White</i>	166	25	3765	50.76%	64.46%	32.53%	13.86%
<i>Currently Emergent Bilingual</i>	8	23	3676	47.45%	50%	37.50%	12.50%
<i>Fourth Year of Monitoring</i>	1	36	4352	73.47%	100%	100%	100%
<i>Special Ed Indicator</i>	34	15	3190	29.65%	14.71%	0%	0%



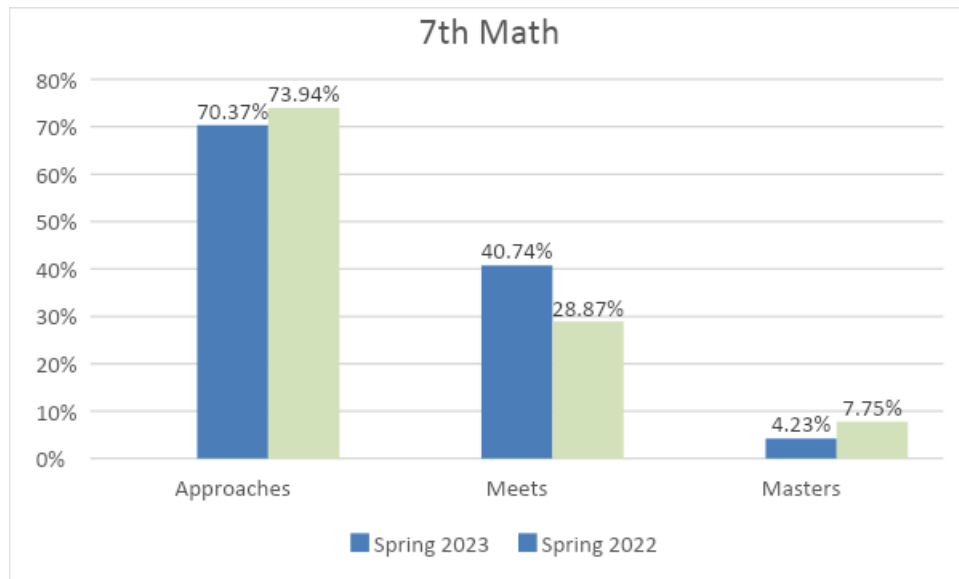
8th Grade Science Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
<i>All Students</i>	296	29	4259	62.07%	88.51%	68.92%	30.07%
<i>Economic Disadvantage</i>	80	25	4006	54.13%	80%	56.25%	10%
<i>American Indian/Alaskan Native</i>	1	28	4169	60.87%	100%	100%	0%
<i>Black/African American</i>	42	26	4089	57.40%	83.33%	64.29%	16.67%
<i>Hispanic</i>	70	28	4216	60.75%	90%	62.86%	28.57%
<i>Two or More Races</i>	17	31	4418	67.26%	100%	88.24%	17.65%
<i>White</i>	166	29	4304	63.29%	87.95%	70.48%	35.54%
<i>Currently Emergent Bilingual</i>	9	24	3999	52.90%	66.67%	55.56%	11.11%
<i>Fourth Year of Monitoring</i>	1	30	4287	65.22%	100%	100%	0%
<i>Special Ed Indicator</i>	34	18	3591	39.39%	47.06%	20.59%	2.94%



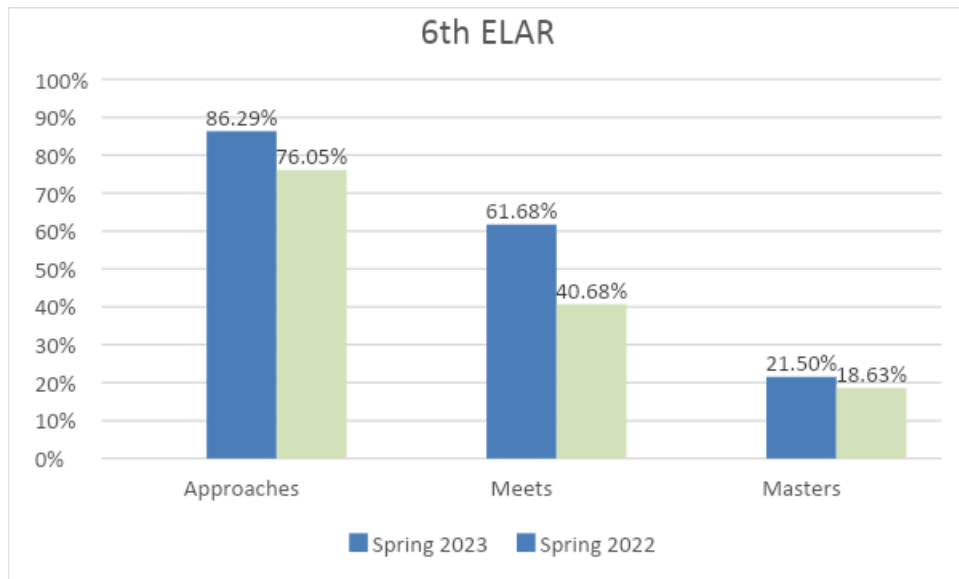
7th Grade Reading Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
<i>All Students</i>	319	35	1694	61.85%	86.52%	62.07%	30.41%
<i>Economic Disadvantage</i>	82	30	1644	54.33%	78.05%	42.68%	14.63%
<i>Asian</i>	2	29	1623	51.79%	50%	50%	50%
<i>Black/African American</i>	47	34	1683	59.99%	91.49%	55.32%	27.66%
<i>Hispanic</i>	63	33	1676	59.16%	80.95%	52.38%	22.22%
<i>Two or More Races</i>	19	37	1723	65.41%	84.21%	68.42%	42.11%
<i>White</i>	188	35	1700	62.96%	87.77%	66.49%	32.45%
<i>Currently Emergent Bilingual</i>	12	25	1582	44.49%	66.67%	8.33%	0%
<i>Fourth Year of Monitoring</i>	4	39	1733	68.75%	100%	75%	25%
<i>Special Ed Indicator</i>	50	23	1557	41.61%	48%	16%	8%



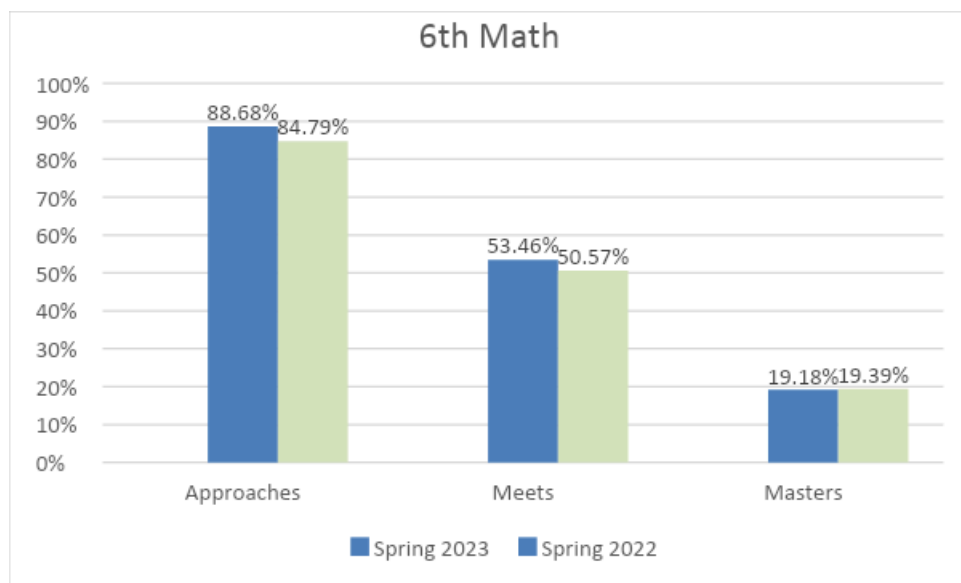
7th Grade Math Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
<i>All Students</i>	189	23	1762	50.48%	70.37%	40.74%	4.23%
<i>Economic Disadvantage</i>	69	21	1732	45.97%	59.42%	24.64%	1.45%
<i>Asian</i>	1	15	1650	32.61%	0%	0%	0%
<i>Black/African American</i>	35	23	1761	49.32%	65.71%	34.29%	5.71%
<i>Hispanic</i>	41	21	1736	46.55%	63.41%	21.95%	2.44%
<i>Two or More Races</i>	8	20	1729	44.02%	37.50%	25%	12.50%
<i>White</i>	104	24	1776	53.09%	77.88%	51.92%	3.85%
<i>Currently Emergent Bilingual</i>	11	20	1717	43.68%	54.55%	9.09%	0%
<i>Fourth Year of Monitoring</i>	1	33	1894	71.74%	100%	100%	0%
<i>Special Ed Indicator</i>	48	17	1669	35.96%	27.08%	6.25%	0%



6th Grade Reading Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
<i>All Students</i>	321	32	1656	56.94%	86.29%	61.68%	21.50%
<i>Economic Disadvantage</i>	78	28	1613	50.02%	80.77%	43.59%	8.97%
<i>Asian</i>	4	32	1657	57.14%	100%	75%	25%
<i>Black/African American</i>	35	32	1654	56.99%	88.57%	62.86%	22.86%
<i>Hispanic</i>	73	31	1635	55.09%	83.56%	58.90%	20.55%
<i>Two or More Races</i>	13	25	1589	45.47%	61.54%	38.46%	7.69%
<i>White</i>	196	33	1668	58.37%	88.27%	63.78%	22.45%
<i>Currently Emergent Bilingual</i>	21	26	1593	47.02%	71.43%	42.86%	4.76%
<i>Fourth Year of Monitoring</i>	2	42	1790	75%	100%	100%	50%
<i>Special Ed Indicator</i>	45	21	1525	37.18%	44.44%	17.78%	8.89%



6th Grade Math Spring 2023	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
<i>All Students</i>	318	24	1759	56.88%	88.68%	53.46%	19.18%
<i>Economic Disadvantage</i>	76	20	1695	47.58%	78.95%	34.21%	3.95%
<i>Asian</i>	4	23	1729	52.91%	100%	50%	0%
<i>Black/African American</i>	32	22	1718	50.15%	78.12%	37.50%	15.62%
<i>Hispanic</i>	71	24	1747	55.85%	87.32%	53.52%	21.13%
<i>Two or More Races</i>	13	25	1758	57.07%	92.31%	53.85%	15.38%
<i>White</i>	198	25	1771	58.41%	90.40%	56.06%	19.70%
<i>Currently Emergent Bilingual</i>	20	21	1698	47.91%	85%	35%	5%
<i>Fourth Year of Monitoring</i>	2	34	1934	79.07%	100%	100%	50%
<i>Special Ed Indicator</i>	45	17	1634	39.28%	55.56%	15.56%	2.22%



**Color Coded increase (green) from last year.*

Student Strengths:

During the 2022-2023 school year, our attendance rate increased by 0.4%, remaining strong with an overall 95.90% percentage in attendance.

8th Grade ELAR saw great gains across the board, with 93% of students passing. Meets grade level performance increased by 23%, and 11% of students mastered grade level standard. All subpopulations showed growth.

8th Grade Math saw a 6% increase, with 87% of students passing. Meets grade level performance increased by 13% and Masters grade level performance increased by 4%. All subpopulations showed growth.

Algebra EOC boasts a 100% passing rate, with 96% meeting grade level standard and 76% mastering grade level performance.

6th Grade ELAR saw a 10% increase in overall passing rate, with 86% of students passing. Meets grade level performance increased by 21%, and masters grade level performance increased by 3%.

Perceptions

Mission Statement



Vision:



Motto:

Bobcats are Respectful, Responsible, Honest, & Kind.

Info from our Capturing Kids' Hearts Survey:

3 Glows:

The average score for Culture & Climate (Teacher & Staff) Survey was at 4.7, with a baseline of 4.4.

The 4.7 score for greeting students with a smile and a positive tone as they enter the classroom each day met the baseline standard.

The 4.1 score from the parent survey for "My student's school cares for my student" was above the 3.8 baseline.

3 Grows:

The student survey reveals that teachers are not consistently dismissing the students with a launch (1.9 score with a 3.6 baseline).

The teacher survey reveals that teachers are not consistently utilizing raters and affirmers to seek feedback (1.7 score with a 3.9 baseline).

The parent survey reveals that students are not sharing with parents about helping the teachers greet at the door, lead Good Things, use the Social Contract, and finish classes with Launches (2.5 score with a 3 baseline).

Staff retention info:

22-23: 80.7% Retention Rate

(Promotions with District: 1, Retirement: 3, Moved (Family): 7, Resigned: 1, Transferred in District: 6)

Processes & Programs

School Processes & Programs	
Summary	
Curriculum, Instruction, and Assessment Programs:	IXL, StemScopes, Algebra Big Ideas, Lead4ward
Tests:	MAP, STAAR, STAAR EOC, PSAT 8/9
District Resources:	TRS, DIGS, StemScopes Math & Science
Program Support Services (Extracurricular Activities, After School programs etc.)	Capturing Kids Hearts YES Programs MISD Digital Citizenship Fine Arts: Band, Choir, Theater Arts, Art Athletics: Volleyball, Football, Cross Country, Tennis, Dance, Cheerleading, Wrestling, Golf, Basketball, Track, Soccer CTE: Bobcat News, Robotics, MixInc Student Council National Junior Honor Society 8th grade Washington DC Trip Math Pentathlon Destination Imagination
School Processes & Programs Strengths	
Program Strengths: <ul style="list-style-type: none"> Implementing a focused and systematic plan to enhance student growth and improve scores, with dedicated personnel for support. Incorporating "Work It Out Wednesday" into the weekly master schedule, allowing 60 minutes for academic intervention and enrichment for all students. Establishing District PLC Fridays to provide additional purposeful planning time. Conducting weekly ELAR & Math PLC meetings vertically to align content teams and streamline processes. Hosting weekly grade level content PLC meetings for teachers to unpack learning standards, create student exemplars, and develop common formative assessments. Campus Instructional Leadership Team to facilitate instructional leadership at the school. Appointing Multi-Classroom Leaders in Math/Science and ELAR/Social Studies who collaborate with classroom teachers to provide content feedback and support. Assistant principals and counselors are partnered up by alpha split. This arrangement enables them to collaborate as teams to provide academic and behavioral support to students. Ensuring that DMS remains dedicated to providing students with thoughtfully designed, diverse instructional lesson plans that nurture their academic growth. Teachers are empowered with opportunities and tools for creating rigorous lessons. Furthermore, the administration conducts collaborative learning walks to offer constructive feedback and authentic coaching guidance to teachers, as well as to calibrate teacher evaluations. 	

Priority 1: Student Success

District Performance Objective 1.1		Multiple Pathways for All Students to Belong				
Key Strategic Action(s)		Support safe, inclusive spaces for students to own their learning and pursue interests and passions.				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews			Supported by State or Federal Funds
			Review 1 - DEIC (Nov)	Review 2 - DEIC (March)	Review 3 - DEIC (May-June)	
Establish clear campus-wide expectations and ensure alignment of our Capturing Kids Hearts systems so that students feel safe on campus and in their classrooms.	Administrators, Counselors, Process Champions, Teachers, Students	Classroom Ambassadors established and utilized in at least 50% of the classrooms across campus	S: Walkthroughs and formal observations are showing that there is progress towards the use of classroom ambassadors across campus			
		By the end of the 2023-2024 school year, 95% of teachers will be utilizing social contracts in their classrooms to agree upon behaviors and promote self-managing classrooms as evidenced by the EOY student and staff Capturing Kids' Hearts survey (reflecting an increase in student scores from a 2.5 to a 4.0 and an increase in teacher scores from a 3.7 to a 4.0).				
		By the end of the 2023-2024 school year, 95% of teachers will engage students in sharing "Good Things" in their classrooms a minimum of 2-3 times per week as evidenced by the EOY student and staff Capturing Kids' Hearts survey (reflecting an increase in	C: 98% of students have created and are utilizing			

		<p>student scores from a 3.8 to a 4.5 and an increase in teacher scores from a 3.5 to a 4.5).</p> <p>By the end of the 2023-2024 school year, at least 50% of classrooms across campus will utilize student ambassadors to greet at the door and lead “Good Things” as evidenced by the EOY student and staff Capturing Kids' Hearts survey (reflecting an increase in student scores from a 2.5 to a 3.5 and an increase in teacher scores from a 2.5 to a 3.5).</p> <p>By the end of the 2023-2024 school year, 95% of teachers will plan for and implement launches from each class period as evidenced by the EOY student and staff Capturing Kids' Hearts survey (reflecting an increase in student scores from a 2.5 to a 3.5 and an increase in teacher scores from a 3 to a 3.5).</p>	<p>social contracts in their classrooms</p> <p>S: Walkthroughs and formal observations are showing that there is progress towards the use of classroom ambassadors to greet at the door and lead “Good Things” across campus</p> <p>S: Walkthroughs and formal observations are showing that there is progress</p>			
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			with regards to teachers using launches at the end of each class			
<p>Foster connections among students and staff by supporting student-led clubs, Bobcat Bonus activities, and student-led Bobcat Announcements and Bobcat News Broadcasts.</p> <p>Student-led Bobcat intercom announcements daily (The Advanced Theater Arts students will lead morning intercom announcements daily.)</p> <p>Student-led Bobcat News Broadcasts once a month</p> <p>Create and implement a plan for students to start/join clubs</p> <p>Bobcat Bonus activities to build relationships among students and staff each Friday</p> <p>Bobcat News broadcasts will be shared with the students and faculty once per month via our Bobcat Bonus period on Fridays as evidenced by our Bobcat Bonus calendar of events.</p> <p>Students will be provided an opportunity to create and join student-led clubs.</p>	Administrators Counselors, Teachers, Students	<p>EOY student Capturing Kids' Hearts survey question related to students having opportunities to help lead and support will reflect an increase in scores from 2.9 to 3.5.</p> <p>EOY student Capturing Kids' Hearts survey question related to students having opportunities to help lead and support will reflect an increase in scores from 2.9 to 3.5.</p> <p>EOY student Capturing Kids' Hearts survey question related to students having opportunities to help lead and support will reflect an increase in scores from 2.9 to 3.5.</p> <p>EOY student Capturing Kids' Hearts survey question related to students having a good relationship with their teachers will increase from 3.5 to 4.0 and the question related to students treating one another respectfully will increase from 2.7 to 3.5.</p>	<p>C: Students lead Bobcat intercom announcements daily; Bobcat News Broadcasts post biweekly; Bobcat Bonus activities focus on CKH character traits and embed engage activities to foster positive relationships</p> <p>N: We have not had an opportunity to</p>			

<p>The Bobcat Bonus period will include relational capacity builders to target community, inclusivity, and connectedness at least once per month as evidenced by our Bobcat Bonus calendar of events.</p>			<p>offer student-led clubs</p>			
<p>Educate students on the Capturing Kids Hearts character traits through the implementation of counselor lessons presented during Bobcat Bonus time.</p> <p>Counselor Lessons targeting the monthly Capturing Kids' Hearts character traits of empathy, self-direct, teamwork, responsibility, respect, kindness, courage, perseverance, and integrity</p> <p>Affirmations and celebrations of students who are regularly demonstrating the Capturing Kids' Hearts character traits through positive office referrals and incentives.</p> <p>The Bobcat Bonus calendar of events will include flipped counselor created lessons targeting the monthly Capturing Kids' Hearts character traits as evidenced by the Bobcat Bonus calendar of events.</p> <p>Positive Office Referrals with incentives will be submitted by teachers to affirm and celebrate the students who are regularly demonstrating the Capturing Kids' Hearts character traits as evidenced by a spreadsheet that will be updated</p>	<p>Counselors, Teachers</p>	<p>EOY student Capturing Kids' Hearts survey question related to students treating one another respectfully will increase from 2.7 to 3.5.</p> <p>EOY student Capturing Kids' Hearts survey question related to teachers caring about their students will increase from 3.8 to 4.5.</p>	<p>C: CKH character traits lessons occur during Bobcat Bonus time as evidenced by the Bobcat Bonus Calendar ; Bobcat of the Week and Positive Office Referrals affirm students who are demonstrating CKH traits</p>			

weekly throughout the school year with the goal of 100% of students being affirmed and celebrated by the end of the 2023-2024 school year.						
District Performance Objective 1.2		All students exhibit yearly growth in core areas.				
Key Strategic Action(s)		Data disaggregation, targeted interventions, and progress monitoring				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews <i>Review 1 -DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June)</i> #1 #2 #3			Supported by State or Federal Funds
<p>Utilize data to drive instructional decisions in the classroom through the implementation of content-area PLCs and data disaggregation protocols.</p> <p>PLCs will meet at least twice a week and on professional learning days to ensure backwards design. Teachers will work together to analyze data through the use of a protocol, unpack the TEKS, create common unit assessments, plan engaging, rigorous lessons, share differentiation strategies, and share resources.</p> <p>PLC meeting agendas will reflect PLC collaboration a minimum of twice a week and on professional learning days. Lesson Plans submitted weekly will reflect aligned practices among teams. Completed data protocols will be shared through PLC meeting agendas to support teachers working together to disaggregate and analyze</p>	Administrators, MCLs, Lead Teachers, District Curriculum Specialists	STAAR scores will increase from 84% Approaches to 90% Approaches on all STAAR tests.	S: Math and ELAR Departments are utilizing data disaggregation protocols within PLCs to drive instructional decisions ; 8th SS and 8th Science PLCs are also utilizing data protocols to drive instructi			

common unit assessment data to drive instructional decisions.			onal decisions ; All PLCs meet at least twice a week and on professional learning days to plan; however, most PLCs are emerging PLCs and have not yet moved to effective PLC status			
<p>Develop a strategic, targeted intervention plan that meets students where they are at and pushes them to where they need to be.</p> <p>Utilize the STAAR data to determine how many intervention hours are required to support each individual student who was not successful on the Spring 2023 STAAR tests</p> <p>Create an alternate bell schedule that will allow for intervention for students who did not pass STAAR and offer extension opportunities for those that did pass STAAR</p>	Administrators, MCLs, Lead Teachers	<p>No less than 90% of students needing targeted interventions will receive the minimum number of required hours by the end of the 2023-2024 school year.</p> <p>The goal will be an increase from 84% Approaches to 90% Approaches, as well as a 6% increase in Meets and a 6% increase in Masters on all STAAR tests.</p> <p>By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in reading will rise from 17% from 2023 to 22%.</p>	<p>N: A strategic, targeted intervention plan has yet to be created</p> <p>S: STAAR data has been disaggregated and intervention hours have</p>			

<p>Explore Saturday Enrichment Opportunities and assign students in need of additional intervention support accordingly</p> <p>A finalized formal spreadsheet will be created to identify the number of intervention hours required to support each individual student who did not pass the Spring 2023 STAAR tests. The spreadsheet will be updated a minimum of once each marking period to track the number of hours each student has received as the school year progresses.</p> <p>The Design Team will create an alternate bell schedule to include “Work It Out Wednesday” that will be implemented during the 3rd marking period to ensure that we have time built into our school day to offer specific, targeted interventions for students who did not pass STAAR last spring. Extension opportunities will be offered during the same time frame for all who were successful on STAAR. An adjusted bell schedule will be used as evidence to support our work in this area.</p> <p>The Design Team will take into account both after school and Saturday opportunities to offer interventions for students as evidenced by our meeting minutes and the possibility of fully implementing specific programs as needed.</p>		<p>By 2024, the number of Special Education (SpEd) students performing at Meets Grade Level or above in math will rise from 14% from 2023 to 19%.</p>	<p>been determined; an alternative bell schedule has been created and will be implemented in January 2024 to target STAAR interventions</p> <p>X: Saturday Enrichment will not be necessary based on our new bell schedule</p> <p>C: A spreadsheet has been created and will be utilized 2nd semester to track students' intervention</p>			
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			<p>ion minutes</p> <p>C: A new bell schedule has been created with input from all faculty & staff to be implemented for the 2nd semester that will address our accelerate instruction requirements; however, we have been unable to put together choice opportunities based on attendance constraints</p>			
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√ =Accomplished

C =Considerable

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N =No Progress

X =Discontinue

Priority 2: Capacity Building and Effective Leadership

District Performance Objective 2.2		Systematic Management of Individual Talent				
Key Strategic Action(s)		Create systems that motivate and engage teachers and support staff to perform to the best of their abilities and recognize them for the amazing work they are doing.				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews Review 1 - DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June)			Supported by State or Federal Funds
			#1	#2	#3	
<p>Utilize Multi-Classroom Leaders (MCLs) and Mentor Teachers to support our new-to-profession and new-to-district teachers.</p> <p>Multi-Classroom Leaders will offer curriculum and instruction support to address our new-to-profession teacher and new-to-district teachers' needs throughout the school year during their designated MCL periods, PLC meetings, and professional learning days.</p> <p>Mentor Teachers will offer our new-to-profession and new-to-district teachers just-in-time support to address questions related to Skyward,</p>	Administrators, MCLs, Mentors	<p>90% of our new staff feel engaged and supported as evidenced by our EOY campus survey.</p> <p>90% of our new staff feel valued and supported as evidenced by our EOY campus survey.</p>	<p>C: MCLs and Mentor Teachers are regularly meeting with new faculty member to support them in their roles</p>			

<p>Canvas, campus systems, and district processes, as well as to celebrate and affirm the work our new Bobcats are doing on campus.</p> <p>MCL coaching notes will be utilized to document time spent working with new-to-profession and new-to-district teachers, as well as targeted areas of needs that are addressed throughout the 2023-2024 school year</p> <p>Mentor Teachers will offer regular meetings and just-in-time support to new-to-profession and new-to-district teachers as evidenced by meeting agendas.</p>			<p>C: MCLs continue to support NTP & NTD teachers with C&I</p> <p>C: Mentors continue to support NTP & NTD teachers with systems/processes/affirmations</p>			
<p>Offer teachers and staff protected planning time.</p> <p>All core teachers will have aligned Design Times to ensure guarded planning and collaboration time daily.</p> <p>The District has embedded Professional Learning Days into the calendar to ensure additional protected planning time for Professional Learning Community work.</p>	Administrators, Counselors	The EOY district survey will reflect a 2.0 or better on the question related to being provided with the resources needed to successfully do their jobs demonstrating an improvement from last year's survey of 2.34.	C: PLC planning time is guarded on professional learning days; however, designated Design			

			Time minutes are not guarded throughout the week due to staffing constraints			
<p>Provide teachers with choice regarding professional learning opportunities.</p> <p>Professional Learning Days will have embedded optional choice sessions for teachers in an effort to differentiate to meet teachers' needs.</p> <p>BOY, MOY, and EOY campus surveys will identify teachers' professional learning needs to ensure that we offer targeted professional learning for our teachers to engage in during our designated PL and PD days. Campus survey results and agendas will serve as evidence for the choice sessions targeting teacher growth and development.</p>	Administrators	The EOY district survey will reflect a 2.0 or better on the question related to being provided with the professional development provided is aligned to my needs demonstrating an improvement from last year's survey of 2.75.	S: We have partnered with curriculum specialists and iTechs to offer choice regarding professional learning opportunities on pink days that have been offered as a result of			

			BOY surveys			
<p>Utilize the Teacher Incentive Allotment and T-TESS evaluation system to grow and support teachers in perfecting their craft.</p> <p>T-TESS calibration walks among District Administrators and Campus Administrators will help assure precise evaluation ratings.</p> <p>T-TESS feedback will push teachers to excel in their craft by providing specific, targeted feedback and instructional coaching support.</p> <p>The Teacher Incentive Allotment for ELAR, Math, and Science Teachers will offer motivation and incentive to continue striving for master teacher status.</p>	Administrators Teachers	The EOY district survey will reflect a 2.0 or better on the question related to feedback received helps teacher growth and development demonstrating an improvement from last year's survey of 2.05.	C: T-TESS walkthrougths and formal observations are being utilized to provide d specific , targete d feedba ck regardi ng curricul um, instruc tion, and the use of data to drive instruc tional decisio ns.			
Recognize the faculty and staff for the amazing work they are doing each and every day.	Administrators Counselors, Teachers,	By the end of the 2023-2024 school year, we will recognize a minimum of 25 faculty/staff members for their	C: Faculty and			

<p>Begin Staff Member of the Week program by honoring one incredible member of our faculty for their outstanding contributions to DMS. There will be a traveling award, and the staff member will be recognized on social media, in our newsletters, and on the campus website.</p> <p>Weekly Recognition - Shout-outs/Bobcat Brags in the Ricks' Relay faculty newsletter</p>	Students	<p>outstanding contributions to DMS as evidenced through social media posts, newsletter recognition, and website recognition.</p> <p>By the end of the 2023-2024 school year, 95% of our teachers, faculty, and staff will be recognized via shout-outs/Bobcat Brags in the Ricks' Relay faculty newsletter.</p> <p>EOY Capturing Kids' Hearts Culture and Climate survey will reflect an increase in the question related to staff recognition being built into the campus culture from 4.6 to 4.9.</p>	staff recognition through our "appreciation station", Bobcat Educator of the Week, and Bobcat Brags in our faculty newsletters			
District Performance Objective 2.3		Development of a High Performing Organizational System				
Key Strategic Action(s)		Maintain a focus on culture, climate, and clear, transparent lines of communication				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews <i>Review 1 - DEIC (Nov)</i> <i>Review 2 - DEIC (March)</i> <i>Review 3 - DEIC (May-June)</i> #1 #2 #3			Supported by State or Federal Funds
<p>Engage faculty and staff in connection activities (team building activities, breakfasts/ luncheons, social events, etc.) throughout the school year to ensure we are creating a family environment on campus.</p> <p>Team building activities will be</p>	Administrators, Counselors, Faculty, Staff, PTO, Sunshine Committee	<p>95% of professional development days will incorporate team building activities in an effort to motivate the faculty and staff to work together, develop their strengths, and encourage collaboration as evidenced by PD Agendas.</p> <p>95% of our professional learning days</p>	C: All PD and professional learning days embed team building			

<p>embedded in all staff development days.</p> <p>Breakfast will be offered every Professional Learning Day in advance of our morning launch.</p> <p>Luncheons will be hosted once a month (MEF luncheon, PTO luncheons, and potlucks) to engage everyone around the family table.</p> <p>Social events will be offered twice a semester to connect our personal families with our work family.</p>		<p>will incorporate a light breakfast where our faculty and staff can engage in a meal to connect with one another and build camaraderie among the team.</p> <p>One luncheon per month will be offered (hosted by MEF, PTO, or faculty potlucks) to our faculty and staff to build community and connections among our team. Dates will be placed on the campus calendar.</p> <p>One social event per semester will be offered to connect our home families with our work family. Dates will be determined by the Design Team and designated on our calendar.</p> <p>The EOY Capturing Kids' Hearts Culture & Climate survey will reflect an increase in the question describing the campus culture as relational from 4.7 to 4.9.</p>	<p>g activities and/or opportunities for staff connection</p> <p>Pink Days include breakfast opportunities to sit and connect with peers</p> <p>MEF Luncheon 9/21</p> <p>PTO Luncheon on 12/15</p> <p>Pickle Ball event on 11/3</p>			
<p>Utilize Weekly Newsletters (Bobcat Bulletin & Ricks' Relay), X, and Instagram to share important campus news and opportunities and to publicize the amazing work our students and staff are doing.</p>	Principal	<p>The EOY Capturing Kids' Hearts survey for students will show an increase in the response to the question "I like going to school most days" from a 2.6 to a 3.0.</p> <p>The EOY Capturing Kids' Hearts survey for parents will show an increase in the response to the question "My student likes going to school most days" from 3.7</p>	<p>C: Social Media posts and newsletters continue to publiciz</p>			

<p>The Ricks' Relay will be sent out every Friday by 5:00 p.m to communicate "nuts and bolts" to faculty and staff in lieu of faculty meetings, embed affirmations of staff, share important upcoming dates and deadlines, share pictures of Capturing Kids' Hearts and our amazing work in action, and launch the staff into their weekends.</p> <p>The Bobcat Bulletin will be sent out every Friday by 5:00 p.m. to communicate important campus news, share pictures of our students and staff in action, and share important upcoming dates with families.</p> <p>X and Instagram will be utilized at least once a week to publicize some of the amazing teaching, learning, and activities we have taking place at DMS.</p>		<p>to 4.0.</p> <p>The EOY Capturing Kids' Hearts Culture & Climate survey for teachers will reflect an increase in the survey question "Staff recognition is built into the campus culture" from a 4.6 to a 4.9. Weekly newsletters and social media posts will serve as evidence regarding progress towards this goal.</p>	<p>e the work of our faculty, staff, and students</p> <p>Weekly Ricks' Relay</p> <p>Weekly Bobcat Bulletin</p> <p>X & Instagram posts, as well as Facebook posts are made at least once a week</p>			
<p>Offer the parents, students, faculty, and staff opportunities to provide feedback regarding the work we are doing.</p> <p>Annual Capturing Kids' Hearts surveys completed by parents, students, faculty, and staff will offer feedback and input regarding our work.</p> <p>BOY, MOY, and EOY campus-based surveys will provide feedback and input from staff regarding</p>	<p>Administrators Counselors, Design Team</p>	<p>The EOY surveys will reflect an improvement from 4.4 to 4.8 regarding the survey question, "The principal provides opportunities to give input about campus decisions".</p>	<p>C: CKH Survey sent to parents, faculty, staff and students December 2023</p>			

professional learning needs and campus systems.			BOY survey to staff regarding professional learning needs/ feedback 8/27/23			
<p>Utilize Professional Learning Communities (PLCs) to focus our work.</p> <p>Professional Learning Communities (PLCs) will be the foundation of the work we do. These teams will be high-functioning teams who focus on the four questions of a PLC, building camaraderie and teamwork among the faculty members, and ensuring that we are aligning the work we are doing to our campus goals and priorities.</p> <p>Professional Learning Community agendas will reflect each PLCs work around the 4 questions, our campus goals, and our campus priorities.</p>	Administrators Design Team	<p>STAAR scores will improve overall by a minimum of 6% points in the Approaches, Meets, and Masters categories.</p> <p>Campus culture and morale will be maintained/improved resulting in less than a 10% turnover rate among faculty and staff by the end of the 2023-2024 school year.</p>	<p>S: The majority of PLCs at DMS continue to be emerging PLCs, but some progress is being made</p>			

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Priority 3: Culture, Climate, and Safety

District Performance Objective 3.1

Commit to MISD Cultural Tenets in a Way that Ensures Staff and Student Well-Being

Key Strategic Action(s)		Establish a collaborative culture of excellence that is focused on kindness, respect, and inclusivity.				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews Review 1 - DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June)			Supported by State or Federal Funds
<p>Infuse the Capturing Kids' Hearts work in all we do.</p> <p>Utilize the Campus Process Champions to lead Good Things, serve as Raters/Affirmers, and lead our Launches during professional learning opportunities.</p> <p>Utilize the Campus Process Champions to share Capturing Kids' Hearts best practices, tips, & tricks with the staff monthly.</p> <p>Utilize the Campus Process Champions, the Campus Design Team, and Student Council Members to recognize students and teachers for Capturing Kids' Hearts in action through Bobcat Brags.</p> <p>Use the EXCEL Model for PLC and Professional Learning Agendas throughout the course of the school year.</p>	Administrators Counselors, Process Champions Design Team	<p>EOY Capturing Kids' Hearts teacher survey results will reflect an increase in score from 1.7 to 2.5 regarding the question "I use Social Contract Raters and Affirmers to seek feedback", as well as an increase from 3.0 to 3.5 to the question "I ensure that students are dismissed with a launch".</p> <p>EOY Capturing Kids' Hearts teacher survey results will reflect an increase in score from 1.7 to 2.5 regarding the question "I use Social Contract Raters and Affirmers to seek feedback", as well as an increase from 3.0 to 3.5 to the question "I ensure that students are dismissed with a launch".</p> <p>EOY Capturing Kids' Hearts teacher survey results will show an increase in score from 3.7 to 4.1 regarding the question "I express care and interest in students by planning and providing activities for recognition and affirmation".</p> <p>The EOY staff survey will reflect an increase from 1.51 to 1.25 regarding communication from administration being understandable.</p>	<p>S: Process Champions are being utilized to serve as Raters/Affirmers on pink days</p> <p>N: Process Champions have not been utilized to share CKH best practices, tips, & tricks with the staff monthly. We will begin this is Spring 2024.</p> <p>C: Bobcat Brags are utilized weekly in newsletters.</p> <p>C: The EXCEL model serves as our PLC and PL agendas.</p> <p>C: Process Champions serve as members of our Design Team</p>			

<p>Process Champions will be included in all Design Team meetings and will be utilized to lead “Good Things”, serve as Raters and Affirmers, and lead our Launches during our professional learning days a minimum of 5 times during the 2023-2024 school year as evidenced by each PD day’s agenda.</p> <p>Process Champions will share Capturing Kids' Hearts best practices, tips, and tricks with the faculty and staff via the Ricks’ Relay newsletter at least once each month.</p> <p>Teacher and student recognition will occur each week beginning mid-October through the end of the 2023-2024 school year. The use of Bobcat Brags will recognize teachers and students who are exemplifying the Capturing Kids' Hearts tenets.</p> <p>The EXCEL model will be utilized to plan PLC and Professional Learning agendas throughout the 2023-2024 school year.</p>			<p>and are being utilized presently to serve as raters/affirmers. They will begin leading Good Things and Launches in the Spring 2024 on pink days.</p>			
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<p>Build systems that improve trust, mutual respect, and shared responsibility.</p> <p>Capturing Kids' Hearts Social Contracts and Discipline Model utilized in all classrooms</p> <p>Student-led club creation</p> <p>Teacher/Staff/Student of the Month Recognition</p> <p>Bobcat News will become more student/campus culture centered. (Examples: Highlight birthdays of students and staff members monthly; Highlight clubs, classes, extracurriculars monthly; Highlight Teacher/Staff/Student of the Month)</p> <p>Student Council Members will sign up to rotate through shifts to serve as front door greeters each morning</p> <p>Build a strong PTO based on trust, mutual respect, and shared responsibility.</p>	<p>Administrators, Counselors, Teachers, Student Council, Bobcat News Staff, PTO Members</p>	<p>During the 2023-2024 school year, 95% of teachers will utilize Capturing Kids' Hearts social contracts and the discipline model to address behavioral issues aligned to the campus flow chart.</p> <p>During the 2023-2024 school year, we will introduce a minimum of three new student-led clubs to the DMS campus.</p> <p>Teacher/Staff/Student of the Week recognition will occur beginning in mid-October through the end of the school year with a minimum of 25 teachers/staff members and 25 students being recognized for outstanding contributions to the campus.</p> <p>Bobcat News will adjust their broadcasts to focus on the amazing accomplishments of our students and faculty, the Capturing Kids' Hearts and MISD cultural tenets, and showcasing clubs and extracurricular activities. There will be a minimum of one episode produced per marking period.</p> <p>Student Council members will serve as campus door greeters a minimum of once per month as evidenced by a sign up sheet.</p> <p>The PTO will be established, new board members will be elected, and meetings will take place once each marking period in an effort to build a trusting partnership among parents and teachers and to support the needs of students on campus as evidenced by meeting agendas and community events.</p>	<p>S: CKH Social Contracts have been established in all classrooms on campus. They are utilized in the majority of classrooms as a discipline model.</p> <p>N: We have not had a chance to implement student-led clubs.</p> <p>C: We recognize students and staff weekly.</p> <p>S: Bobcat News is highlighting student & staff birthdays.</p> <p>S: Student Council Members have served as door greeters on several occasions during the fall semester.</p> <p>S: PTO has been established and Board Members have been named. The</p>			
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		<p>The EOY Capturing Kids' Hearts student survey will reflect an increase in scores from 2.6 to 3.0 with regards to the question "I like going to school most days".</p> <p>The EOY Capturing Kids' Hearts parent survey will reflect an increase in scores from 3.7 to 4.0 with regards to the question "My student likes going to school most days".</p> <p>The EOY Capturing Kids' Hearts staff survey will reflect an increase in scores from 3.2 to 3.8 with regards to the question "I use the Social Contract and Capturing Kids' Hearts Discipline Model to address behavioral issues".</p>	organization is still in the forming stage, but progress is being made.			
Use evidence-based curriculum to reduce violence and promote conflict resolution through anti-bullying training presented to students in grades 6-8, depending on developmental appropriateness. The campus will use an outside vendor such as YES! (formerly known as Youth Equipped to Succeed) as approved by the Student Health Advisory Committee (SHAC).	Principal, Counselor	Reduction of non-classroom referrals from discipline issues that could be resolved through student conflict resolution. For the 2023-24 school year, the Discipline Data will decrease by 5%.	<p>S: YES! has been scheduled for the Spring Semester and opt-in/opt-out will be shared with parents in the Bobcat Bulletin Newsletter on 12/15, 12/21, and 1/12</p>			
District Performance Objective 3.2		Strive to be a Listening and Learning Organization Aligned with Stakeholder Engagement				
Key Strategic Action(s)		Engage all stakeholders in the exciting things that are taking place on campus				

Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews Review 1 - DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June) #1 #2 #3			Supported by State or Federal Funds
<p>Establish committees (CEIC, PTO, CATCH) composed of students, parents, faculty, staff, and community members that welcome input and feedback with regards to the work we are doing on campus.</p> <p>CEIC established to provide key input regarding the campus improvement plan, goals, and objectives for the 2023-2024 school year.</p> <p>PTO established to provide key support for Athletic activities, teacher and student morale, campus community events, and parent educational opportunities.</p> <p>CATCH established to provide key opportunities for students to learn about the importance of living a healthy lifestyle focused on good food choices and exercise.</p>	Administrators, CEIC, PTO, CATCH Members	EOY District survey will reflect an increase in scores regarding access to committee participation to provide feedback from a 2.34 to a 2.0 or better.	<p>C: CEIC, PTO, and CATCH committees have been established and set goals for the year, meetings are on the calendar, activities and events are being planned (and some have already occurred).</p> <p>C: PTO has a number of events planned for the school year to engage the community, including movie night on the football field, a golf tournament fundraiser, and the 8th grade crossing over ceremony.</p> <p>C: Student Council and NJHS meet regularly with the Principal to plan events for</p>			

			<p>the campus, including dances and scholarship fundraiser opportunities.</p> <p>S: The CATCH Committee has met once and established goals for the school year; however, little progress has been made towards the goals.</p>			
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<p>Host community events that will engage all stakeholders in the school community.</p> <p>Work with the PTO to host community events such as a family movie night, college and career awareness opportunities, and cultural celebration opportunities.</p> <p>Work with the Student Council and National Junior Honor Society to plan school dances.</p> <p>Work with the MISD Middle Schools to provide a Veteran's Day Celebration honoring the men and women who served our Country and fought for our freedoms.</p>	<p>Administrators, PTO, Student Council, NJHS Members</p>	<p>EOY Capturing Kids' Hearts parent survey will reflect an increase in score from 4.0 to 4.5 with regards to the question "I feel welcome at my student's school".</p> <p>EOY Capturing Kids' Hearts student survey will reflect an increase in score from 2.6 to 3.0 regarding the question "I like going to school most days".</p>	<p>C: Continue working with PTO, Student Council, and NJHS to engage and connect community members and students to the campus.</p> <p>✓: The Veteran's Day celebration on November 10, 2023 was a huge success and engaged community members in recognizing and paying homage to our Veterans.</p>			
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Key Strategic Action(s)

Provide opportunities for parent engagement

Host events targeted at families to increase parent engagement.	Principal	Offer at least one parent engagement program per semester such as open houses, showcases, etc.				
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√ =Accomplished	C =Considerable	S =Some Progress	N =No Progress	X =Discontinue
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Priority 4: District Operations/Financial Stewardship

District Performance Objective 4.1		<i>Systematic Long-range Facility Management</i>				
Key Strategic Action(s) 4.1.a		<i>Establish a maintenance cycle for the current facilities</i>				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews <i>Review 1 - DEIC (Nov)</i> <i>Review 2 - DEIC (March)</i> <i>Review 3 - DEIC (May-June)</i> #1 #2 #3			Supported by State or Federal Funds
Communicate work order procedures to staff.	Principal & Assistant Principal	90% of work orders will be submitted through centralized help desks (Zendesk, School Dude, Incident IQ).	✓: 100% of work orders submitted through centralized help desks	✓: 100% of work orders submitted through centralized help desks	✓: 100% of work orders submitted through centralized help desks	
Performance Objective 4.2		<i>Effective and Efficient Cross Departmental Work Processes</i>				
Key Strategic Action(s) 4.2.a		<i>Annually review district (local) policy and regulations to ensure alignment and relevancy to district goals and strategic plan</i>				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews <i>Review 1 - DEIC (Nov)</i> <i>Review 2 - DEIC (March)</i> <i>Review 3 - DEIC (May-June)</i> #1 #2 #3			Supported by State or Federal Funds

Review district checklist of required policies and verify campus goal compliance.	Principal & Assistant Principal	100% of federal, state, and locally required policies will be covered in the campus improvement plan	✓: 100% of federal, state, and locally required policies are addressed in the CIP	✓: 100% of federal, state, and locally required policies are addressed in the CIP	✓: 100% of federal, state, and locally required policies are addressed in the CIP	
Key Strategic Action(s) 4.2.b		<i>Develop departmental systems and processes that require cross-departmental functionality and expeditiously meet the needs of campuses, staff, students</i>				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews Review 1 - DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June) #1 #2 #3			Supported by State or Federal Funds
Ensure that campus procedures align with district departmental expectations.	Principal & Assistant Principal	100% of campus communicated procedures will align with district departmental expectations	✓: 100% of campus procedures are aligned to district departmental expectations	✓: 100% of campus procedures are aligned to district departmental expectations	✓: 100% of campus procedures are aligned to district departmental expectations	
Key Strategic Action(s) 4.2.c		<i>Annually audit existing resources to evaluate the effectiveness and return on investment (ROI) of district purchases and initiatives aligned to district strategic goals</i>				
Strategies and Action Steps	Person(s)	Campus Performance Objective	Formative Reviews			Supported by

	Responsible		Review 1 -DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June) #1 #2 #3			State or Federal Funds
Ensure campus staff complete district surveys measuring effectiveness and return on investment related to district purchases and initiatives aligned to district strategic goals.	Principal & Assistant Principal	100% of district surveys will be completed during the 2023-2024 school year.	N: MOY CKH Survey to be completed by 12/22/23			
Performance Objective 4.3		Commitment to Financial Stewardship				
Key Strategic Action(s) 4.3a		Transparency of financial processes and decisions				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews Review 1 -DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June) #1 #2 #3			Supported by State or Federal Funds
Provide regular financial updates to staff and campus educational improvement committee regarding purchases and rationale to meet student or campus need	Principal & Assistant Principal	100% of campus educational improvement committee agendas include a finance update including rationale for purchase.	N: Meeting on 9/6/23 did not include financial			

			information rationale for purchases			
Key Strategic Action(s) 4.3b		Demonstrate financial stewardship to community				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews Review 1 - DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June) #1 #2 #3			Supported by State or Federal Funds
Correlate campus purchases with the associated key strategy in the Campus Improvement Plan	Principal & Assistant Principal	100% of purchases will be aligned with the Campus Improvement Plan.	✓: Submitted PO's demonstrate the alignment of the purchases to the CIP	✓: Submitted PO's demonstrate the alignment of the purchases to the CIP	✓: Submitted PO's demonstrate the alignment of the purchases to the CIP	
Key Strategic Action(s) 4.3c		Build system capacity to ensure intentional financial solvency for maximization of district resources				
Strategies and Action Steps	Person(s) Responsible	Campus Performance Objective	Formative Reviews Review 1 - DEIC (Nov) Review 2 - DEIC (March) Review 3 - DEIC (May-June) #1 #2 #3			Supported by State or Federal Funds

Provide training on district policies for staff completing fiscal tasks and making decisions regarding purchases	Principal & Assistant Principal	100% of staff involved in fiscal processes are trained on district policies related to financial solvency.	√: Principal & Secretary have been trained on district policies related to financial solvency	√: Principal & Secretary have been trained on district policies related to financial solvency	√: Principal & Secretary have been trained on district policies related to financial solvency	
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√ =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

State Compensatory

Budget for Earl & Marthalu Dieterich Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 9.41

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Tamika Granberry	SPED Aide - Resource/Inclusion	7.5%
Nicola South	SPED Aide - Resource/Inclusion	14%
Jalisa James Ross	SPED Aide - Resource/Inclusion	25%
Melissa Andrez	SPED Aide - Resource/Inclusion	25%
Amber York	SPED Teacher - Inclusion/Bobcat Lab	25%
Leslie Rector	8th Grade - ELAR/ESL, MCL	17%
Shasta Cornwall	7th Grade - Science/Bobcat Lab	8.5%

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Cassandra Ricks	Principal
Administrator	Sherise Webster	Assistant Principal
Classroom Teacher	Olga Davenport	Teacher
Classroom Teacher	Melissa Everhart	Teacher
Classroom Teacher	Melodi Kunn	Teacher
Classroom Teacher	Stephanie Speltz	Teacher
Classroom Teacher	Lindsay Gardner	Teacher
Classroom Teacher	Nicole Langdon	Teacher
Classroom Teacher	Stephanie Soto	Teacher
Classroom Teacher	Amber York	Teacher
Classroom Teacher	Kelli Hoke	Teacher
Parent	Michelle Pelfrey	Parent
Parent	Lisa Jenney	Parent