

Carroll Independent School District
Dawson Middle School
2024-2025 Campus Improvement Plan



Mission Statement

CISD educates and inspires every Dragon through a tradition of excellence and innovation in academics, character, and service for life-long success.

Vision

Empowering all Dragons to achieve excellence.

Value Statement

Excellence: We believe in continuously pursuing excellence to achieve a well-rounded experience.

Integrity and Character: We believe in exhibiting the highest standards of integrity and character.

Respectful Relationships: We believe in building relationships that foster mutual respect.

Curiosity and Innovation: We believe in igniting individual curiosity for life-long learning and encouraging risk-taking for innovation.

Honest Communication: We believe in communicating honestly and sincerely.

Service: We believe in meaningfully serving others.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dawson Middle School is a 7th and 8th-grade campus. It is one of two middle school campuses in CISD and serves the southern half of the community. There are approximately 540 students and 65 faculty and staff assigned to support these students. We serve a community that is extremely supportive of the students, faculty, and staff.

2022-2023 Texas Academic Performance Report for Dawson Middle School

- 1.1% of students are economically disadvantaged.
- 1.8% of students are limited English proficient.
- 5.7% of students are served by special education.
- 15.6% of students are served by section 504.
- 32% of students are served by gifted and talented services.
- 64.4% White; 9.5% Hispanic; 1.0% African American; 20.2% Asian; 0% American Indian; 4.9% Two or More Races

Demographics Strengths

Dawson Middle School has many strengths. Some of the most notable demographic strengths include:

- Many families move into our area just for the schools. Because our families value education we have many supportive parents and students committed to success.
- The campus has extremely high expectations for students. This is expected and valued by parents and the community.
- The attendance rate at Dawson Middle School is consistently in the 96-98 percentile range.
- All students who withdraw from Dawson Middle School, enroll in other schools. No dropouts have been recorded for Dawson Middle School.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Population demographics continue to change with new enrollment and we must be better inclined to meet the student's needs. **Root Cause:** Numerous students moving in from around the country and English is their second language.

Student Learning

Student Learning Summary

Dawson Middle School performed exceptionally well on all performance indexes and received an overall rating of A for the 2021-2022 school year.

Dawson Middle School received five of the seven eligible Distinction Designations:

1. Academic Achievement in ELA/Reading
2. Academic Achievement in Science
3. Academic Achievement in Social Studies
4. Comparative Academic Growth
5. Postsecondary Readiness

Student Learning Strengths

Dawson Middle School has a population of hard-working, high-achieving students. The campus is proud of many different student achievement strengths, including:

- Students are very active and involved in school-sponsored as well as community and regional programs, such as performing arts, sports, academic competitions, fine arts, etc.
- Beyond exceptional results on state standardized testing, Dawson students demonstrate excellence in various areas of achievement.
- Each year students apply for the Bobby Bragan scholarship award for the last 8 years. We have had 7 students receive the scholarship in the last 8 years.
- In extracurricular endeavors, band, choir, athletic teams, and theatre groups all routinely achieve top ratings in UIL-sanctioned competitions. In 2023-2024, Dawson Middle School placed 2nd in the district UIL competition. Also, the DMS Wind Ensemble band finished 9th place in the State Finals.

*Due to a Temporary Restraining Order, TEA has been temporarily barred from issuing 2024 A-F Accountability Ratings. The ratings below are from 2022 - 2023 school year.

	Component Score	Scaled Score	Rating
Overall		97	A
Student Achievement		97	A
STAAR Performance	86	97	
College, Career, and Military Readiness			
Graduation Rate			
School Progress		95	A
Academic Growth	89	95	A
Relative Performance (Eco Dis: 1.3%)	86	90	A
Closing the Gaps	97	97	A

STAAR Assessment Data 2023

	Approaches	Meets	Masters
Grade 7 Reading	98%	91%	65%
Grade 7 Math	92%	78%	24%
Grade 8 Reading	99%	93%	73%
Grade 8 Math	98%	95%	82%
Grade 8 Social Studies	96%	83%	63%
Grade 8 Science	97%	91%	58%
End of Course - Algebra I	100%	100%	92%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Teachers seek to challenge students beyond just approaching the grade-level TEKS standards. **Root Cause:** Teachers need to explore different ways to differentiate instruction and add rigor to improve the Limited STAAR Progress scores in math and reading.

Problem Statement 2: Carroll ISD maintains high expectations for all students to achieve mastery on state assessments. **Root Cause:** Campus Based Assessments appear to not be as rigorous as the state assessments.

Problem Statement 3: With a high percentage of GT students-32%, and a high percentage of SPED students-5.7%, our campus needs to focus on differentiating instruction to meet the needs of all learners. **Root Cause:** Teachers need to look at ways to differentiate instruction to focus on the varied student needs.

School Processes & Programs

School Processes & Programs Summary

Dawson Middle School is a professional learning community where teachers meet weekly to analyze data, discuss student growth, and engage in dialogue regarding best practice, remediation, and extension. Our interventionist and special programs faculty (i.e. special education, behavior team, ESL, and Language Science) meet every six weeks with administration and teachers to discuss student academic and behavioral needs.

Dawson Middle School works diligently to recruit, hire and retain highly qualified and student-focused staff. All teachers are evaluated yearly using the T-TESS instrument which requires goal setting, observations, walk-throughs, and pre and post-conferences with administrators in order to improve overall practice.

Paired with ongoing data analysis and needs assessments, DMS, as well as the district, provides professional development sessions for staff throughout the year and into the summer. DMS works to maintain a positive culture and climate that focuses on growth for all students and staff.

DMS provides individual laptops to every student.

School Processes & Programs Strengths

- Monthly Lead and Learn Faculty Meetings
- PLC/Intervention Lead Professional Development with Administration
- Monthly Grade Level Team Meetings lead by counselors and includes Administration.
- Monthly Team Leader Professional Development
- District iAlign Days and sessions presented by DMS staff as district instructional lead learners

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The campus will continue to focus on helping students and staff feel safe at school. **Root Cause:** With new staff and changes in safety protocols, the campus will train on different safety protocols. Students will also be trained on who to go to when they have a problem and the necessary steps will be taken to support the student in a timely fashion.

Problem Statement 2: DMS needs to actively search for more opportunities to include parents and community members at the secondary level. **Root Cause:** There are not as many opportunities for parent volunteers during the school day at the secondary level as seen in lower grade levels.

Perceptions

Perceptions Summary

Our school invests in building connections and enjoys a warm, inviting culture where students and staff feel supported and accepted. Expectations for student behavior are high and we are blessed to have respectful, confident students. This culture of respect also exists between staff and parents.

Dawson Middle School has few problems with discipline. There have been no significant increases in student discipline, indicating that resolution programs and interventions are typically successful. Additionally, while bullying is not considered a problem, the campus feels it is important to remain proactive to prevent bullying. Our focus continues to be on growing kindness and respect for differences.

Perceptions Strengths

Dawson Middle School celebrates a healthy, supportive culture.

Students report that they feel safe at school.

DMS celebrates student acts of kindness.

Students readily follow school rules and expectations.

Students are accepting of students new to DMS and CISD.

Teachers feel empowered and valued. They report that DMS is a great place to work.

Administrators work closely with faculty and staff in decision-making.

Teachers feel that they have a voice in the decisions that are made.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students sometimes struggle to understand, appreciate, and respect the differences that make us unique and better together. **Root Cause:** Our school district has become a sought-after destination which has contributed to our community becoming a beautiful collection of diverse cultures and backgrounds that bring an opportunity for greater understanding, appreciation, and respect.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Goal 1

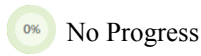
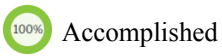
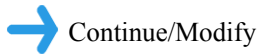

Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.

Performance Objective 1: Objective 1.1:

Curriculum: Evaluate, design, and develop a vertically and horizontally aligned K-12 curriculum.

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain a vertically and horizontally aligned curriculum.</p> <p>Strategy's Expected Result/Impact: Increase in student academic growth as measured by:</p> <ul style="list-style-type: none"> District Common and Interim Assessments Report Cards Progress Reports I Station TMSFA IXL Math Lab math support class House Bill 1416 tutorials CPR (College Prep Reading) reading support class MTSS-progress monitoring data sheets PLC Meetings iAlign Days Increased communication between Dawson Middle School and Carroll Middle School Increased alignment with curricular assessments between Dawson Middle School and Carroll Middle School Increased alignment between Dawson Middle School and Eubanks Intermediate and Carroll High School SLO with TEKs focus <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor the use of best instructional practices in the classroom and ensure accountability to follow vertically and horizontally aligned curriculum.</p> <p>Strategy's Expected Result/Impact: Increase in student academic growth as measured by:</p> <ul style="list-style-type: none"> District Common and Interim Assessments Report Cards Progress Reports I Station TMSFA IXL for both math and reading diagnostic and support Math Lab math support class CPR (College Prep Reading) reading support class House Bill 1416 tutorials MTSS-progress monitoring data sheets PLC Meetings iAlign Days Increased communication between Dawson Middle School and Carroll Middle School Increased alignment with curricular assessments between Dawson Middle School and Carroll Middle School Increased alignment between Dawson Middle School and Eubanks Intermediate and Carroll High School SLO with TEKS focus <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June


Goal 1: Goal 1


Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.


Performance Objective 2: Objective 1.2:


Student Opportunities: Evaluate current student offerings and explore new student opportunities.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementing and increasing opportunities for students to pursue their passions and non-academic interests. Strategy's Expected Result/Impact: Increased student engagement and involvement through opportunities such as:</p> <ul style="list-style-type: none"> Clubs NJHS Student Council Hope Squad Electives UIL Library Technology Tutorials Dragon Den Time PTO Nights/Experiences Field Trips Fine Arts and other Electives <p>Staff Responsible for Monitoring: All Campus Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

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



Goal 1: Goal 1

Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.

Performance Objective 3: Objective 1.3:

Programs: Evaluate programs that serve identified populations and create opportunities tailored to student needs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure compliance to support standards and best practices for identified populations.</p> <p>Strategy's Expected Result/Impact: Increased academic performance for students served through special programs such as:</p> <p>SPED GT Language Science ESL CPR (College Prep Readiness) Reading Support Math Lab Math Support 504</p> <p>Staff Responsible for Monitoring: All campus staff</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

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Goal 1: Goal 1

Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.

Performance Objective 4: Objective 1.4:

Student Skills: Provide opportunities for students to develop essential skills for life.

Evaluation Data Sources: Increased participation in clubs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Create opportunities for students to cultivate communication skills.</p> <p>Strategy's Expected Result/Impact: Encouraging and providing opportunities for students to advocate for themselves in a respectful and engaging manner, both academically and socially. Students participating in Dragon Den Chats during the first 3 weeks of school.</p> <p>Staff Responsible for Monitoring: All Campus Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 1: Goal 1


Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.


Performance Objective 5: Objective 1.5:

Student Wellness: Support and enhance student and staff wellness.

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote a positive and supportive school environment that is respectful and conducive to learning and achievement for all Dragons.</p> <p>Strategy's Expected Result/Impact: Reduced Discipline Referrals Alignment with CISD Discipline Matrix Increased Staff Morale Increased Teacher Retention Rates Increased celebrations with Students and Staff: Student of The Month, Dawson-Do-Rights, and Teacher of the Month. Staff Sunshine Committee - monthly staff appreciation PTSO - Provide Staff luncheon and teacher treats CEF - Teacher, Counselor and Paraprofessional Incentives throughout the year</p> <p>Staff Responsible for Monitoring: All Campus Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create opportunities that develop resilience and conflict resolution skills to support healthy students.</p> <p>Strategy's Expected Result/Impact: Students are able to navigate difficult situations when challenges arise in order to solve problems successfully for all involved.</p> <p>Student lessons on resilience, positive choices, and conflict resolution. Appropriate use of StopIt! Support of students through the use of Advisory Hope Squad</p> <p>Staff Responsible for Monitoring: All Campus Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished





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Goal 2: Goal 2:

Human Capital: Recruit, develop, retain, and empower highly qualified and passionate staff.

Performance Objective 1: 2.1.1: Recruit: Develop recruiting strategies that are compelling to a new and seasoned staff.





Strategy 1 Details	Reviews			
Strategy 1: Promote Dawson Middle School on multiple platforms as a campus known for excellence. Strategy's Expected Result/Impact: Increase in interested applicants Increase inquiries about potential opportunities to join the Dawson staff CISD Job Fair Administrators attending college job fairs in DFW area to recruit interested applicants	Formative			Summative
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Goal 2: Goal 2:

Human Capital: Recruit, develop, retain, and empower highly qualified and passionate staff.

Performance Objective 2: Objective 2.2:

Develop: Design and implement a professional growth strategy for staff.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop staff-centric, tailored professional development opportunities.</p> <p>Strategy's Expected Result/Impact: Improved practices based on individual, team and campus needs through iAlign, PLC Meetings, goal setting meetings, walk-throughs, ILL Mentors for 1st year teachers, peer walk-throughs, and T-TESS.</p> <p>Staff Responsible for Monitoring: Campus Administration Curriculum and Instruction Department</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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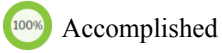
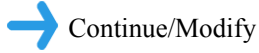

Goal 2: Goal 2:

Human Capital: Recruit, develop, retain, and empower highly qualified and passionate staff.

Performance Objective 3: Objective 2.3:

Retain: Assess and prioritize needs of dedicated and engaged staff for retention.

Strategy 1 Details	Reviews			
<p>Strategy 1: Review and analyze the data gathered from surveys to create action steps to increase satisfaction and staff retention.</p> <p>Strategy's Expected Result/Impact: Improved Staff Retention Increased Shout outs Provide feedback forms after campus trainings for all staff members Beginning of the year team building activity Provide a mid-year survey to the staff to address campus culture and climate concerns</p> <p>Staff Responsible for Monitoring: Campus Administration PLC Teams CLT (Campus Leadership Team)</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June










Goal 3: Goal 3:

Technology: Provide and support technological resources and continual training to promote efficiency, secure operations, and exceptional learning experiences.

Performance Objective 1: Objective 3.2:

Privacy and Security: Develop and implement data privacy, security policies, and best practices.





Strategy 1 Details	Reviews			
<p>Strategy 1: Implement accountability systems for appropriate use of technology for students and staff.</p> <p>Strategy's Expected Result/Impact: Reduced Discipline Action for AUP Violations Completed Compliance Bundles Increase staff use of Lightspeed</p> <p>Staff Responsible for Monitoring: All Campus Staff</p>	Formative			Summative
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Goal 3: Goal 3:

Technology: Provide and support technological resources and continual training to promote efficiency, secure operations, and exceptional learning experiences.

Performance Objective 2: Objective 3.3:

Support: Provide proactive and responsive support and training for purposeful instructional technology usage.





Strategy 1 Details	Reviews			
<p>Strategy 1: Review and analyze data gathered from the district student and parent surveys related to use of technology and usability training.</p> <p>Strategy's Expected Result/Impact: Determine if action steps are needed.</p> <p>Staff Responsible for Monitoring: Campus Administration Site Based Team Leaders</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
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Goal 3: Goal 3:

Technology: Provide and support technological resources and continual training to promote efficiency, secure operations, and exceptional learning experiences.

Performance Objective 3: Objective 3.4:

Learning Systems: Integrate and streamline learning and educational platforms across campuses with accountability and fiscal responsibility.





Strategy 1 Details	Reviews			
<p>Strategy 1: All staff will meet the district expectations Canvas and Skyward implementation. Strategy's Expected Result/Impact: Staff compliance with district expectations. Staff Responsible for Monitoring: Campus Administration District IT</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 4: Goal 4:

Finance and Operations: Optimize, steward, and allocate resources to achieve district programmatic objectives.

Performance Objective 1: Objective 4.1:

Finance: Build and efficiently utilize financial resources across all operational and capital areas.





Strategy 1 Details	Reviews			
<p>Strategy 1: Minimize the number of cross-function transfers.</p> <p>Strategy's Expected Result/Impact: Reduced number of needed board approvals. Effectively communicate and train department leaders and elective teachers on how to properly utilize their budgets.</p> <p>Staff Responsible for Monitoring: Campus Admin, Campus Secretary, Department Lead Teachers, & Elective Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Improve the attendance rate from the 2024-25 school year.</p> <p>Strategy's Expected Result/Impact: Increased ADA funding.</p> <p>Staff Responsible for Monitoring: PEIMS Attendance Secretary and Campus Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 5: Goal 5:

Community Engagement and Marketing: Expand opportunities to engage the community through effective communication, marketing, partnerships, and mentorships.

Performance Objective 1: Objective 5.1:

Effective Communication: Enhance communication clarity and distribution.





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide consistency and alignment on the delivery of all campus communication.</p> <p>Strategy's Expected Result/Impact: Positive feedback on consistent communication</p> <ul style="list-style-type: none"> Updated weekly campus newsletter for staff Tradition - updated weekly parent newsletter Remind for parents and staff Increased parent and student participation in campus events Advertise corporate sponsorships through our parent newsletter <p>Staff Responsible for Monitoring: Campus Administration and Classroom Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 5: Goal 5:

Community Engagement and Marketing: Expand opportunities to engage the community through effective communication, marketing, partnerships, and mentorships.

Performance Objective 2: Objective 5.2:

Marketing: Promote the Dragon brand and mission.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide consistency and alignment of the updated district branding and communication.</p> <p>Strategy's Expected Result/Impact: Campus and District Branding Alignment Staff presentation slides are aligned with district branding</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
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Plan Notes

Due to a Temporary Restraining Order, TEA has been temporarily barred from issuing 2024 A-F Accountability Ratings.