

Beaumont Independent School District



Dishman Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

Dishman Elementary will embrace the individuality and creativity of each child and provide a safe, caring and creative learning environment that will improve the social, emotional, physical and intellectual development of each child.

Vision

In collaboration with our local community, Dishman Elementary will become a school where students can achieve their fullest academic potential to one day give back to the community that helped them flourish.

Value Statement

We believe in our students and want them to believe in themselves. We want them to S.O.A.R.:

Safe Behavior

On Task and Ready

Always Respectful

Responsible Choices

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Comprehensive Needs Assessment

Demographics

Summary

The doors of Dishman Elementary opened on August 10, 1998, under the leadership of J. Judith. The student enrollment was around 420 students with a staff of 46. Presently, student enrollment is around 520 students with a staff of about 65. Dishman is a culturally diverse campus. The climate and culture of the campus are open and welcoming. The staff has a diverse mix of veteran teachers as well as several new teachers with 0-5 years of experience. The PTA is a campus strength and works diligently to support teachers/staff and students.

Strengths

The student diversity of Dishman is one of its strengths with a population representative of the diversity of our local community. This diversity helps to ensure all students are exposed to a variety of cultures within the school setting.

Our student enrollment has increased from 480 last year to 520 this year. The average enrollment of our school ranges between 480 to 530 students.

The attendance rate for the 2023-2024 school year was 95%. Each year our goal is to obtain a rate of 95% or better.

The average class size has remained stable at 22:1.

Our goal is to celebrate the diversity of our campus through events, presentations, and family events.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

Dishman 3rd and 4th grade economically disadvantaged students score less than 60% at approaches on STAAR.

There is a lack of effective implementation of small group instruction for 3rd and 4th grade math.

 = Priority

Student Learning

Summary

Student Achievement Data for STAAR Tests

23-24 STAAR SUMMATIVE (3-5)

STAAR MATH

| Grade Level | 2023 | | | 2024 | | | Change (+/-) | | |
|-------------|------|-------|---------|------|-------|---------|--------------|-------|---------|
| | App | Meets | Masters | App | Meets | Masters | App | Meets | Masters |
| 3rd | 68% | 25% | 6% | 50% | 14% | 1% | -18 | -11 | -5 |
| 4th | 57% | 33% | 8% | 34% | 13% | 1% | -23 | -20 | -7 |
| 5th | 80% | 42% | 12% | 79% | 55% | 21% | -1 | +13 | +9 |

STAAR READING

| Grade Level | 2023 | | | 2024 | | | Change (+/-) | | |
|-------------|------|-------|---------|------|-------|---------|--------------|-------|---------|
| | App | Meets | Masters | App | Meets | Masters | App | Meets | Masters |
| 3rd | 65% | 40% | 9% | 49% | 27% | 6% | -16 | -13 | -3 |
| 4th | 65% | 39% | 14% | 70% | 30% | 5% | +5 | +9 | -9 |
| 5th | 64% | 38% | 11% | 67% | 45% | 15% | +3 | +7 | +4 |

STAAR SCIENCE

| Grade Level | 2023 | | | 2024 | | | Change (+/-) | | |
|-------------|------|-------|---------|------|-------|---------|--------------|-------|---------|
| | App | Meets | Masters | App | Meets | Masters | App | Meets | Masters |
| 5th | 50% | 21% | 6% | 54% | 27% | 5% | +4 | +6 | -1 |

Student Achievement Data for Reading mClass K-5 (2023-2024)

CLI Engage Reading & mCLASS

| Grade Level | Tier 1 | | | Tier 2 | | | Tier 3 | | |
|-------------|--------|-----|-----|--------|-----|-----|--------|-----|-----|
| | BOY | MOY | EOY | BOY | MOY | EOY | BOY | MOY | EOY |
| Pre-K | 60 | 79 | 82 | 0 | 0 | 0 | 40 | 21 | 18 |

| | | | | | | | | | |
|---------|----|----|----|----|----|----|----|----|----|
| K +13 | 33 | 43 | 46 | 27 | 26 | 21 | 40 | 31 | 33 |
| 1st +23 | 33 | 39 | 56 | 14 | 19 | 11 | 53 | 42 | 33 |
| 2nd +18 | 31 | 47 | 49 | 13 | 11 | 13 | 46 | 42 | 38 |
| 3rd -5 | 45 | 39 | 39 | 18 | 12 | 13 | 37 | 49 | 48 |
| 4th +16 | 39 | 51 | 55 | 31 | 18 | 18 | 30 | 30 | 26 |
| 5th -4 | 45 | 42 | 41 | 10 | 8 | 11 | 42 | 46 | 47 |

Student Achievement Data for MAP K-5 (2023-2024)

CLI Engage Math & NWEA Map

| Grade Level | Tier 1 | | | Tier 2 | | | Tier 3 | | |
|-------------|--------|-----|-----|--------|-----|-----|--------|-----|-----|
| | BOY | MOY | EOY | BOY | MOY | EOY | BOY | MOY | EOY |
| Pre-K | 89 | 83 | 91 | 0 | 0 | 0 | 11 | 17 | 9 |
| K -6 | 49 | 49 | 43 | 33 | 33 | 18 | 18 | 25 | 39 |
| 1st +9 | 41 | 39 | 50 | 26 | 23 | 11 | 33 | 38 | 39 |
| 2nd -3 | 43 | 38 | 40 | 23 | 26 | 27 | 34 | 36 | 33 |
| 3rd +1 | 40 | 39 | 41 | 30 | 17 | 18 | 30 | 44 | 41 |
| 4th -3 | 44 | 41 | 41 | 28 | 25 | 23 | 28 | 34 | 36 |
| 5th +1 | 57 | 57 | 58 | 18 | 20 | 21 | 25 | 22 | 21 |

Problem Statements Identifying Student Learning Needs

| | Problem Statement | Root Cause |
|--------|---|--|
| 1 | Dishman 3rd and 4th grade economically disadvantaged students score less than 60% at approaches on STAAR. | There is a lack of effective implementation of small group instruction for 3rd and 4th grade math. |
| 2 ★ | Only 27% of 3rd-5th grade students met the meets and master level on the 2023-2024 STAAR in Math. | There is a lack of effective accelerated intervention in small groups. |
| 3 ★ | Only 34% of 3rd-5th grade students met the meets and master level on the 2023-2024 STAAR in Reading. | There is a lack of effective accelerated intervention in small groups. |

★ = Priority

School Processes & Programs

Summary

Dishman Elementary follows the district-mandated curriculum for instruction and assessment. The highest percentage of the instructional program is the regular education curriculum. Instructional programs, lesson plans, and the use of supplemental resources are utilized to meet the academic needs of students. Dishman teachers participate in grade-level strategic planning sessions which offer collaboration among teachers from across the district. PLCs are conducted weekly to assess programs, and student growth and analyze lessons and strategies.

The campus supports the improvement of student academic achievement in many ways including, but not limited to the following campus initiatives/programs:

- **Academics For Life:** Provides individualized instruction to qualifying students with disabilities.
- **GT:** Provides project-based learning and enrichment hands-on learning to GT students.
- **Accelerated Reader:** A computer-based reading program used to enhance reading and comprehension skills. The AR program provides readers with reading and vocabulary practice, literacy skills, and reading quizzes.
- **CHAMPS:** A district-wide and school-wide Positive Behavior Management Support system.
- **Dyslexia:** The dyslexia program provides screening, instruction, and parent communication for students with dyslexia. Students must meet the criteria set by the District in accordance with the Texas Education Agency in order to qualify for the program.
- **English as a Second Language (ESL):** The ESL program serves qualifying students in Kindergarten through fifth grade.
- **Lamar Interns:** Selected teachers supervise and mentor Lamar University students, answer their questions, teach them about the field of work, and complete paperwork required by the University.
- **MyOn:** A personalized literacy environment that personalizes reading for students by recommending books based on their interests, reading level, and ratings of books they've read.
- **Accelerated Reader:** online literacy program to track student comprehension and reading goals
- **Saxon Phonics:** Equips teachers with the latest research-based strategies and materials to teach reading, writing, and spelling to all students, including those with dyslexia.
- **Reading Academy:** Specialized training to support teachers in using research-based strategies and the science of teaching reading.
- **Professional Learning Communities (PLCs):** Teachers meet regularly for professional development, to share expertise, and to work collaboratively to improve teaching skills and the academic performance of students.
- **Response to Intervention (RTI):** RTI is designed to prevent academic failure through early intervention.
- **B.U.I.L.D. -** Campus-wide intervention hour that's built into the school day to target specific learning needs of the students.
- **ROAR LOUDER:** Reach Out and Read Program to increase reading skills for second to fifth-grade students.
- **Scholastic Book Fair:** The book fair is hosted once a year to promote literacy.
- **Special Education:** The Special Education program works in conjunction with general education to maximize the learning of students with special needs.
- **Unique:** A standards-based set of interactive tools specifically designed for students with special needs to access the general curriculum.
- **mCLASS:** is a universal screener that measures the development of reading skills of all students in grades K-5 through two main assessments: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Text Reading Comprehension (TRC) assessments.
- **Xtra Math:** An Online Math Fact Fluency Program to help students master their math facts.
- **ST Math**
- **Amplify**
- **Targeted Professional development** by content area supervisors, instructional coaches, campus experts, and outside sources
- **Authentic Student Work:** Classroom supplies and materials required for authentic student work
- **Attendance** Incentives for students
- **Academic Incentives for Students**
- **SEL:** Socioemotional learning curriculum.
- **NWEA MAP**
- **mClass**

Strengths

Strengths

- Variety of programs and assessments to identify and meet students' needs
- Researched based literacy and math resources
- Programs that utilized technology to deliver instruction
- Programs that can be used at home to support learning and foster parental involvement

Problem Statements Identifying School Processes & Programs Needs

| Problem Statement | Root Cause |
|---|--|
| <p>1 ★</p> <p>A percentage of Dishman students are not performing on grade level in the academic areas of reading and math.</p> | <p>Teachers are not fully utilizing the data from mClass and MAP to help close learning gaps.</p> |
| <p>2 ★</p> <p>Some Dishman students are not meeting STAAR standards in reading due to a lack of acquisition of basic literacy and math skills.</p> | <p>36% of students leaving primary grades K-2nd are not reading on grade level nor doing math fluently on grade level.</p> |

★ = Priority

Perceptions

Summary

We work to provide a positive and nurturing environment that promotes students' self-esteem and fosters academic success. We have an active PTA that meets regularly and plans numerous events for our campus. We also have a Parent Liasion who facilitates activities for our parents and students. Listed below are the events at Dishman used to improve parent/community involvement and student/teacher morale. We have an increased social media presence and following on our campus Facebook groups and classroom Dojo. We also over communicate with our campus weekly newsletters and event flyers that goes out in multiple modalities.

PTA Events:

- Popcorn Days
- Pickle Sales
- World's Finest Chocolate Sale
- Christmas Store
- Spirit Shirt Sales
- PTA Membership Drive
- Teacher Appreciation Week
- Field Day

Parent Liasion:

- Literacy Night
- Math Night
- Bullying Prevention
- Social Justice Poster Contest
- Muffins with Mom
- Donuts with Dad
- Coffee with the Principal
- Hamburger Book Report Night 4th Grade
- STAAR Night
- Parent Appreciation Day
- Grandparents Day
- Parent Self Serve and Other Helpful Resources

Dishman Student Programs:

- C.H.A.M.P.S./Foundations
- Veteran's Day
- Red Ribbon Week
- Christmas Around the World
- Hispanic Heritage Month
- Black History Month
- A Night with the Stars presented by the Astronomical Society of South East Texas
- International Festival
- Awards Programs
- Bully Reporting Box
- Key Communicators
- Accelerated Reader Recognitions
- Lanyards/award tags

- Goals Night
- Student Council
- STEM Club
- Eagle Readers

Strengths

The culture and climate of Dishman Elementary is centered around nurturing each individual student and providing for their academic and emotional needs. We have weekly full assemblies every Monday to share important information for the week and address issues that affect our campus. During full assemblies, we highlight attendance and staff and student accomplishments.


Other strengths including:

- Strong PTA and Parent Liasion
- Consistent attendance rate of 95%
- Family/parent participation in school events
- Strong school community participation and support
- Business Partner Relationships

Problem Statements Identifying Perceptions Needs

| | Problem Statement | Root Cause |
|---|-------------------|------------|
| 1 | UPDATE | |

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

A percentage of Dishman students are not performing on grade level in the academic areas of reading and math.

Teachers are not fully utilizing the data from mClass and MAP to help close learning gaps.

2
★

Some Dishman students are not meeting STAAR standards in reading due to a lack of acquisition of basic literacy and math skills.

36% of students leaving primary grades K-2nd are not reading on grade level nor doing math fluently on grade level.

3
★

Only 27% of 3rd-5th grade students met the meets and master level on the 2023-2024 STAAR in Math.

There is a lack of effective accelerated intervention in small groups.

4
★

Only 34% of 3rd-5th grade students met the meets and master level on the 2023-2024 STAAR in Reading.

There is a lack of effective accelerated intervention in small groups.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- 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
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Action research results



Goals

Goal 1

The percent of 3rd grade students that score meets grade level or above grade level on STAAR Reading will increase from 16% to 50% by June 2025.

Performance Objective 1 High Priority

By May 2026 the number of kindergarten students at TIER 1 using MCLASS data will increase from 42% to 52 % from BOY to EOY.

Evaluation Data Source: District assessments, MClass, Saxon Phonics, DDI Meeting Data, pullout interventions

Strategy 1

Conduct and perform Data-Driven Instructional PLCs with grade-level staff to provide ongoing Instructional Coaching to equip teachers with the necessary knowledge and skills to provide effective instruction and improve student performance.

Strategy's Expected Result/Impact: Teachers will improve in instructional delivery and student performance will improve. Increase student reading performance and STAAR Reading assessment outcomes by increasing our meets and masters level performance.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Teacher

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Provide specific targeted interventions such as a daily intervention BUILD for reading and provide tutorials for students who are Tier 2 and Tier 3 strugglers using HQIM and online learning platforms.

Strategy's Expected Result/Impact: Increased percentage of students performing at grade level on mClass. Increase the percentage of students performing at the meets and masters level.

Staff Responsible for Monitoring: Teachers
Instructional Coach

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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Performance Objective 2 High Priority

By May 2026 the number of 2nd grade students at TIER 1 will increase from 43% to 53 % from BOY to EOY.

Evaluation Data Source: District assessments, MClass, Saxon Phonics, Tutorials, RTI, DDI Meeting Data, AR goals

Strategy 1

Conduct and perform Data-Driven Instruction PLCs with grade-level staff and provide Reading coach to equip teachers with the necessary knowledge and skills to provide effective instruction and improve student performance.

Strategy's Expected Result/Impact: Teachers will improve in instructional delivery and student performance will improve. Increase student reading performance and STAAR Reading assessment.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Teacher

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 3

By May 2026, 100% of Dishman teachers will participate and engage in the weekly planning model for lesson plan internalization and annotations each week for reading and math.

Evaluation Data Source: PLC outcomes, CWT, calibrated walks, observation and feedback

Strategy 1

Conduct and perform Data-Driven Instruction PLCs with grade-level staff and the Instructional coach to equip teachers with the necessary knowledge and skills to provide effective instruction and improve student performance.

Strategy's Expected Result/Impact: Address the reading achievement gap.

Staff Responsible for Monitoring: Academic Coaches
Classroom Teacher

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

100% of reading and math teachers will participate and implement the district Weekly Planning Model for effective Tier 1 instruction for students in grades PK-5.

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Goal 2

The percent of 3rd grade students that score meets grade level or above grade level on STAAR Math will increase from 11% to 50% by June 2025.

Performance Objective 1

By May 2026 the number of Kindergarten grade students working at TIER 1 based on MAP data will increase from 50% to 60% from BOY to EOY.

Evaluation Data Source: District assessments, MAP screener, Bluebonnet, DDI data, ZEARN completion reports

Strategy 1

Conduct and perform Data-Driven Instruction PLCs with grade-level staff and provide Instructional Coaching to equip teachers with the necessary knowledge and skills to provide effective instruction and improve student performance.

Strategy's Expected Result/Impact: Teachers will improve in instructional delivery and student performance will improve. Increase Math STAR360 student performance and STAAR Math assessment.

Staff Responsible for Monitoring: Principal
Assistant Principal
Math Coach

Formative Reviews

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Strategy 2

Train teachers to interpret data and use it to plan meaningful and engaging lessons and activities that will build student capacity and understanding towards mastery of content.

Strategy's Expected Result/Impact: STAAR, STAR360

Staff Responsible for Monitoring: Principal
Math Coach
Teachers

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Strategy 3

Work with district supervisors to assist in coaching teachers to build their content pedagogy and instructional delivery.

Strategy's Expected Result/Impact: STAAR, STAR360, District Assessments

Staff Responsible for Monitoring: Principal
Instructional Coach
Supervisors

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Performance Objective 2

By May 2025 the number of second-grade students working at grade level based on MAP data will increase from 49% to 59% from BOY to EOY.

Evaluation Data Source: District assessments, MAP screeners, Zearn Math completion reports, Bluebonnet DDI data

Strategy 1

Tier 2 students will work with the tutor to address mClass and MAP skills to assist with closing the learning gap.

Strategy's Expected Result/Impact: Classroom Teacher
Tutor

Staff Responsible for Monitoring: Academic Coaches

Funding Sources: Salary for tutor Title I, Part A, \$18,000

TEA Priorities: Build a foundation of reading and math

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Performance Objective 3

For the duration of the 2025-2026 school year, 100% of STAAR grade-level math teachers will use Bluebonnet Math with fidelity and a campus-approved supplemental program (Delta) for math instruction and intervention.

Strategy 1

All STAAR grade-level math teachers will incorporate the approved supplemental materials for direct instruction as well as intervention daily and track student progress on campus-designed TEKS assessments.

Strategy's Expected Result/Impact: Improve math small group instruction and intervention as well as expose students to more STAAR rigorous materials.

Staff Responsible for Monitoring: Academic Coaches

Funding Sources: Supplemental Materials Title I, Part A, \$15,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Goal 3

The percentage of graduates that meet the criteria for CCMR will increase from 36% to 60% by August 2025.

Performance Objective 1

By May 2026 Dishman Elementary will increase the number of CCMR awareness events from one event to three events.

Evaluation Data Source: Career surveys, reports, career profile posters

Strategy 1

Students will complete and conduct career explorations to explore the various occupations, colleges, and military branches.

Strategy's Expected Result/Impact: Increase number of students enrolling in college and/or military

Staff Responsible for Monitoring: Counselor
Instructional Coach

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Strategy 2

Monthly presentations lead by community partners and various professionals from the business sector.

Strategy's Expected Result/Impact: Increase exposure to an array of professions.

Staff Responsible for Monitoring: Counselor
Instructional Coach

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Strategy 3

Implementation of an annual campus college, career, and military fair.

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Performance Objective 2

Implement a weekly college spirit day and an annual career day for students to identify and explore various colleges and careers.

Evaluation Data Source: Student posters, research papers, bulletin boards, assembly programs, etc.

Strategy 1

Teachers will promote colleges and universities through spirit day.

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Goal 4

Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.

Performance Objective 1

By May 2026 Dishman Elementary will increase our parent engagement activities from 13 events to 15 events.

Evaluation Data Source: Campus calendar, Campus-based surveys, attendance sign-in sheets

Strategy 1

Host events to promote parent/family engagement such as Literacy and Math Family Nights and Monthly Campus Engagements and Trainings to provide information, resources and training for parents.

Strategy's Expected Result/Impact: Increase parent engagement and strengthen the school - community relationship.

Staff Responsible for Monitoring: Principal
Parent Involvement Coordinator
Counselor

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Strategy 2

Host events to promote community involvement such as: International Festival; STAAR Family Night; Monthly Title I Parent Involvement Workshops Presented by Organizations from the Community; Awards Programs; Holiday and Cultural Programs

Strategy's Expected Result/Impact: Increase participation in campus-based events and programming.

Staff Responsible for Monitoring: Principal
Parent Coordinator
Counselor

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Strategy 3

Build stronger relationship and networking with campus Business Partners- Grand Canyon University, Horace Mann, Entergy, Primerica, SETX Food Bank, ROAR Volunteers, KOANA Ice, Volunteers and other community members

Strategy's Expected Result/Impact: Increased business partner participation in campus events.

Staff Responsible for Monitoring: Principal, Parent Liasion, Counselor

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Strategy 4

The Admin team will be visible and supportive of staff and maintain relationships with parents to promote campus academic success

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Performance Objective 2

By May 2026 Dishman Elementary will increase our educational partner engagement events by 3 events from 1 event to 4 events.

Evaluation Data Source: Flyers, meeting calendars, school visits.

Strategy 1

Campus will send invites and school calendars to all business partners to facilitate attendance at meetings.

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Performance Objective 3

By May 2026, The principal and MTSS Campus coordinator, will ensure all teachers are effectively using

Goal 5 Beaumont ISD will increase the percentage of students in A or B rated schools from 34% to 50% by August 2025.

Performance Objective 1

By May 2026 each campus administrator and 100% of the teaching staff will be trained and proficient in the DDI process to better analyze individual student data, to improve academic outcomes.

Evaluation Data Source: Monitoring PLC meetings, lesson planning, STAAR data, DDI data, WPM outcomes

Strategy 1

Provide targeted intervention to struggling students by using the following strategies: In-school intervention, ROAR pull-out, and designated time on learning platforms. Coaching and Feedback provided by the Principal, Assistant Principal, Math Coach and Reading Coach, Small group instruction PLC (Professional Learning Communities), Data Digs, Saturday School, and Implementation of BUILD Time

Strategy's Expected Result/Impact: Improved district assessment scores. Increased number of students performing at the Mets and Masters level on STAAR.

Staff Responsible for Monitoring: Principal, AP, Reading and Math Coaches, STAAR tutors, HB1416 tutors

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Increase in SEL support of students with the hiring of a Behavior Interventionist and bi-weekly meetings with Students of Concern.

Strategy's Expected Result/Impact: Address the root causes of behavior and impact on academics.

Staff Responsible for Monitoring: Behavior Interventionist, Principal, AP, Counselor, CIS Coordinator, ISS para

Formative Reviews

Performance Objective 2 High Priority HB3 Goal

By May 2026 Dishman Elementary will improve in Domain 1 (Academic Achievement) "meets level" in 3rd grade reading will increase from 27% to 37%.

Evaluation Data Source: STAAR 2026 Performance

Strategy 1

Meets and Masters students will participate in accelerated Saturday School to address high-order thinking skills as well as improve on TEKS that will yield greater mastery.

Strategy's Expected Result/Impact: Meets students will go up to Masters. Masters students will maintain their Masters status.

Staff Responsible for Monitoring: Academic Coaches
Principals

Funding Sources: Money to pay tutors and resources Title I, Part A, \$10,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Strategy 2

No less than 2 instructional paraprofessional positions will be created to assist with during-the-day and after-school tutorials as well as in-class support.

Strategy's Expected Result/Impact: Assist with small group instruction as well as additional in-class support for the classroom teacher.

Staff Responsible for Monitoring: Campus leadership team

Funding Sources: PCN creation Title I, Part A, \$40,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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June

Performance Objective 3 High Priority HB3 Goal

By May 2026 Dishman Elementary will improve in Domain 1 (Academic Achievement) "meets level" in 4th Grade math from 15% to 25%.

Evaluation Data Source: STAAR 2026 Performance

Strategy 1

Meets and Masters students will participate in accelerated Saturday School to address high-order thinking skills as well as improve on TEKS that will yield greater mastery.

Strategy's Expected Result/Impact: Meets students will go up to Masters. Masters students will maintain their Masters status.

Staff Responsible for Monitoring: Academic Coaches
Principal

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

November

January

March

June



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

| Title | Person Responsible | Review Date | Addressed By | Addressed On |
|--|------------------------------|--------------------|---------------------|---------------------|
| Bullying Prevention | Randall Maxwell | 10/17/2024 | D'Lana Barbay | 10/30/2024 |
| Title I, Part C Migrant | Director of federal Programs | 8/12/2024 | D'Lana Barbay | 11/12/2024 |
| Student Welfare: Discipline/Conflict/Violence Management | Randall Maxwell | 6/13/2022 | D'Lana Barbay | 10/30/2024 |
| Job Description for Peace Officers, Resource Officers & Security Personnel | Chief Malbrough | 10/17/2024 | D'Lana Barbay | 10/30/2024 |