

South San Antonio Independent School District



Dwight Middle School

Accountability Rating: F

2025-2026 Campus Improvement Plan

Mission Statement

Dwight Middle School Mission:

Empower every student to ignite their greatness by equipping them with the tools for critical thinking, resiliency and problem-solving.

Vision

Dwight Middle School Vision:

Dwight Middle School will be the model of excellence in developing all students academically, socially, physically and emotionally, thus empowering students to compete in a global interconnected society.

Value Statement

- 1.We believe in transcending our classroom by fostering a relationship with the community built upon integrity and honor to create successful student leaders.
- 2.We believe students will become critical thinkers and problem-solvers through innovation and technology coupled with high expectations and student engagement.
- 3.We believe building a positive trusting relationship between students and teachers will result in individual success and high academic achievement.
- 4.We believe that the appearance of our campus should be a physical representation of our school pride found throughout our community.
- 5.We believe that effective leadership is essential to meeting high academic expectations and sustaining a positive school culture.

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Comprehensive Needs Assessment

Demographics

Summary

Dwight Middle School is a Title 1 campus with 98% of its population being Hispanic and over 93% Economically Disadvantaged. Dwight Middle School is located in southwest San Antonio, 2454 W Southcross Blvd, between Pierian and Gifford Streets, serving the 78211 zip code. It is one of the most concentrated zip codes known for the “worst poverty, employment, and educational outcomes,” in San Antonio, Texas (The San Antonio Report, 2019). Dwight MS serves a 96% Hispanic/Latino population (2022-23, Texas Academic Performance Report). Furthermore, according to the Bexar County 2020 Teen Birth Report by the City of San Antonio Metropolitan Health District, “In 2020, Hispanic teens experienced 2.5 times higher teen birth rate compared to NH-White teens.” Although there has been a decrease in teen birth rate from 2016 to 2020, “several zip codes in the central and southwest regions of San Antonio showed the highest teen birth rate based on 2019 data. Specifically, zip codes 78211 experienced the highest teen birth rates with 59.3 teen births per 1,000 females aged 15-19 years.” Our community is made up of mostly families who have lived in our zone for several generations. We have a small population that rents. A fire station is located about half a mile from campus.

Dwight MS aims to cultivate confident, capable, and resilient scholars who are well-equipped to succeed in the future. We believe in focusing on rigorous instruction utilizing many Lead4ward strategies to ensure engagement from all learners to include our special populations. Our school offers a myriad of extracurricular opportunities such as girls and boys athletics, intramurals for 6th graders, Band, Mariachis, Theater Arts, Drones, Robotics, Vision Coders, STEM classes for grades 6th - 8th, Career and Technology classes, eSports, Eco Scholars, SA Smart Challenge, Chess, Student Council, National Junior Honor Society, Table Top, and Book Club. Our campus enrollment is 395 with 122 6th graders, 139 7th graders, and 134 8th graders. We are an open enrollment campus Carrillo and Price Elementary Schools feed into Dwight. The total enrollment at Dwight has decreased over the last 3 years due to high mobility rates.

Our Special populations include 24% Emergent Bilingual, 25 Talented and Gifted students participate in daily project based learning, and 26% of students receive services. The daily schedule includes a 7 period day with a 40 minute PRIME TIME intervention/enrichment/SEL period woven into the daily schedule. Our personnel includes 32 classroom teachers, 4 inclusion special education teachers, 1 BASE special education teacher, 1 LID special education teacher, 4 special education instructional paraprofessionals, 1 ESL instructional paraprofessional, 2 master teachers, 1 counselor, and 2 campus administrators. 16.6% of our teachers have been teaching for more than 5 years and 11% are new teachers. 82.5% of our teachers hold a Bachelor's degree, and 17.5% hold at least a Master's degree. 52.1% of our staff are women, and the other 47.9% are male.

Attendance for the 2024-2025 School Year was 91%. Attendance incentives have been implemented during the 2024-2025 school year. Incentives have been a once a month for Battle of the Grades, e.g.: Grade Level Loteria; Sweet-N-Sour Raspas; Pizza, Pictures, and Dodgeball; High Beast Shoe Raffle; Large Item Raffle (Television, iPads); and educational Field Trips to TechPort and Science Mill. Daily announcements were made to communicate and let students know which grade level had the best daily attendance and which grade level was closest to winning the incentive. Excessive absences are addressed by sending out automated and personal phone calls. Students with high absenteeism and tardies were brought in for a student/parent conference. After 10 absences, a conference is set with an administrator, parents, and students to create an academic contract and a campus attendance contract. In order to minimize tardiness during the school day, we have random tardy round ups throughout the week. Students who are tardy are required to attend lunch detention.

Many of our students live with grandparents or are raised in single parent households. Our students on campus are supported by Communities in Schools (CIS) which help support our students' social emotional needs, help our students succeed by removing roadblocks, and providing students with the resources, supports, and opportunities they need to thrive. A social worker is also on campus part time to provide our students and families with SEL supports.

We host many Family/Community Campus events including Meet the Teacher night, our monthly Cafecito, which invites parents to meet with our parent liaison, Principal, and campus counselor; Campus Pep Rally showcasing all our student programs, Parent/Teacher Open House, Report Card Night for parents, campus athletic games, student events including dances, Fall Festival, Talent Show, Band Christmas and Spring Shows, Chess event, and attendance incentives. Dwight also celebrates our staff by providing snacks for our staff in the teacher's lounge, hosting Easter Egg Hunts, having monthly Birthday Breakfast, monthly Teacher and Staff member of the Month recognition, and extending Kudos at every staff meeting.

According 2024-2025 Skyward data, there were 25 students with disciplinary placements, which was 6% of student enrollment. Campus data from this school year showed the following trends overall Off Campus Suspension (OCS) and In School Suspension (ISS) totals decreased from 759 to 642; DAEP placements decreased by 3 students, Fighting/Mutual Combat decreased by 8 incidents; Horseplay decreased by 15 incidents; Violation of Classroom Rules decreased by 26 incidents; Controlled Substances increased by 4 incidents; Inappropriate language/

cursing decreased by 25 incidents, and persistent misbehavior has increased by 23 incidents. If students who are not zoned to Dwight Middle School, but attend DMS and receive a disciplinary referral or suspension, they will return to their main campus as their home school. According to the 2023/2024 school year, Dwight has a total mobility rate of 26.1% Many of our students are highly mobile due to several factors such as: families moving to different zones within the district; receiving federal assistance like housing and medical benefits; having migrant status; returning to their country of origin for family reunification during certain seasons.

Major employers like HEB, Tech Port, and Boeing have collaborated with the school and offered explorative field trips. Universities such as Texas A&M and St. Mary's University have been instrumental in our Vision Coders and Robotics program by providing the curriculum, training, and support needed for our educational facilitator.

Strengths

Our community is made up of families who have lived in the area for several generations.

We offer a a wide variety of extra-curricular activities for our students including drones, table top, student council, esports, robotics, chess and Eco Scholars to name a few.

All of our teachers are certified in the content they are teaching.

56% of RLA and Math teachers are designated through Texas Teacher Incentive Allotment.

Intervention/enrichment time are scheduled within the school day.

Student attendance increased from 90% in the 2023/2024 school year to 91% in the 2024/2025 school year.

Disciplinary placements decreased during the 2024-2025 school year.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Student attendance was the lowest in the District.	Parents often underestimate how important it is for students to attend school every day.
2	Student enrollment has decreased over the last six years.	There is a high mobility rate, and there is an increase in school choices within our district.

★ = Priority

Student Learning

Summary

Summative Assessment: NWEA MAP, TELPAS, STAAR,

- How are our students performing overall, compared to other similar schools / school systems?
 - **Social Studies 2025 STAAR: App. 38%, Meets - 18.46%, Masters - 7%**
 - **Math - Spring 2025 STAAR:** 6th Grade App.- 40%, Meets - 6.43%, Masters -1.43%; 7th Grade App. - 40%, Meets -15.20%, Masters 0.80%; Algebra EOC App. - 73%, Meets - 32%, Masters - 12%
 - **ELAR - Spring 2025 STAAR:** 6th Grade App - 55%, Meets - 25.71%, Masters - 7.14%; 7th Grade App. - 50.78%, Meets - 23.44%; Masters - 5.47; 8th Grade App. - 68%, Meets - 39.23%, Masters - 12%
 - **Science - 2024 STAAR:** App. - 65%, Meets - 42.31, Masters 14%
 - **Other SSAISD middle schools:**
 - In 6th grade and 7th grade reading and math, Dwight scored the lowest compared to the two other middle schools.
 - In 8th grade Algebra I and ELAR, Dwight scored the second highest in the district compare to the other two middle schools.
 - In 8th grade Social Studies, Dwight scored the lowest compared to the other two middle schools.
 - In 8th grade Science, Dwight scored the highest in approaches, meets and masters compared to the other two middle schools.
- How are our subgroups performing? (Consider race/ethnicity, gender, English proficiency, Section 504, students with disabilities, economic status)
 - **Social Studies:** Emergent Bilingual students were at 31% Approaches, which is only 7% lower than the all of the students at the Approaches level. Students receiving special education services scored substantially lower with 5% Approaches.
 - **Math: Students receiving special education services scored the following at the Approaches level: 6th grade math: 18%, 8th grade math: 13%, and 52% in Algebra I.** Emergent Bilingual students scored 40%, 47%, and 64% in 6th grade math, 8th grade math, and Algebra I, respectively.
 - **ELAR:** Students receiving special education services scored the following at the Approaches level: 6th grade ELAR: 33%, 7th grade ELAR: 26%, and 8th grade ELAR: 24%. Emergent Bilingual students scored 36%, 44%, 46% in 6th ELAR, 7th ELAR, and 8th ELAR, respectively.
 - **Science: Emergent Bilingual Students scored 62% at approaches in science, which is only 3% lower than what all students scored at the approaches level. Students receiving special education services scored significantly lower with 14% at the approaches level.**
- Are indicators available to suggest individual student growth / longitudinal data? What does this data tell us about individual student learning? In formatively state or locally tested grades and subjects (ELA, Math, Science, Social Studies)..
 - **Social Studies:** STAAR scores have fluctuated from 39.49% to 43.51%, and this year scores dropped to 37% at the Approaches level.
 - **Math:** 6th grade STAAR scores have dropped over the last three years from 63% to 40% at the Approaches

level for STAAR 2025; for 7th graders taking 8th grade math, scores dropped from 57% in 2024 to 38% in 2025 at the Approaches level; 8th grade Algebra I scores dropped from 79% in 2024 to 72% in 2025 at the Approaches level.

- **ELAR:** 6th grade scores dropped from 59% in 2023 to 55% in 2024 and 2025 at the Approaches level; 7th grade scores dropped from 60% in 2024 to 51% in 2025 at the Approaches level; 8th grade scored 72% in 2023, 62% in 2024 and 67% in 2025 at the Approaches level.
- **Science:** in 2023 students scored 58%, 2024 50% and in 2025 65%
- MAP Results Fall 2025: MAP Achievement Data from the fall of 2024 to the fall of 2025 is as follows:
 - **Math:** 6th grade went from 31% to 34%; 8th grade went from 42% to 33%; Algebra I went from 33% to 27%
 - **ELAR:** 6th grade went from 22% to 19%; 7th grade went from 41% to 38%; 8th grade went from 25% to 31%
 - **Science:** 6th grade went from 25% to 29%; 7th grade went from 47% to 44%; 8th grade went from 29% to 30%
- How are our formative results used to improve student learning and / or classroom teaching?
 - Formative data is used to drive instruction and student-centered activities, such as data from exit tickets, total response signals, and student work.
 - Formative results are used to modify and adjust instruction to focus on the areas of need that our students are struggling in, such as adjustments to pacing and sequencing, student grouping, and intervention.
 - Formative data is used to provide small group instruction.
 - Formative data is used create tutoring groups so that students have additional opportunities to master the content.
- What programs do we have in place to address struggling or at-risk students? Do these programs meet the needs of our students with disabilities, Section 504 students, general education students in need of interventions, and/or chronically absent students?
 - At Dwight Middle School, we have CIS (Community In Schools) to help with the social well-being of our students.
 - We have PBIS (Positive Behavior Intervention Supports) that promote positive behaviors.
 - At Dwight an intervention/enrichment class (Primetime) is scheduled within the school day. Students are strategically placed with core and elective teachers based on MAP and STAAR data. In Prime Time, students work on Math and Reading interventions using the IXL platform.
 - Special Populations students are provided with federally mandated accommodations and/or modifications to assist in accessing the content. In addition, there are four special education teachers who provide in class supports. An ESL teacher serves our Emergent Bilingual students and a paraprofessional provides academic supports in the classroom to assist our Emergent Bilingual students.
 - A dyslexia teacher serves our students who qualify for dyslexia services.
- What additional help do we offer to students who are failing or retained? How do we meet individual student needs of retained students and/or students who persistently struggle with academic content?
 - Some programs/interventions that were offered throughout the school year for failing students were Saturday School, Primetime interventions, and after school tutoring.
- How is academic success measured with regards to our local educational programs?
 - Students will be taking common assessments throughout the school year, and we will analyze the data by student, teacher and other middle schools across the district.
- How is Response to Intervention (Rtl) being implemented? Is there data to suggest the implementation is successful?
 - Primetime tutoring is being used to implement Rtl. Students are also invited to after school tutorials and Saturday School.
 - Data is tracked from the 1st nine weeks, semester exams, MAP, and spring benchmark to track growth and reassign Rtl groups in primetime and pull-out tutoring. This school year, Primetime was implemented throughout the entire school.
- What do classroom observations reveal about the correlation between student success and teacher

effectiveness? How is this addressed?

- Department Heads and Instructional Coaches conducted classroom observations of teachers throughout the year. However, there was a disconnect between teacher effectiveness and student success due to untimely feedback, and coaching of teachers was more targeted in the second semester instead of the first semester.
- Classroom instruction was not aligned to the rigor of state curriculum and/or STAAR assessments.
- Classroom observations reveal that most of our teachers are using lead4ward strategies and working the Fundamental Five to show success in our student learning, but support is needed for teachers to be equipped in providing rigorous TIER 1 instruction.

Strengths

Emergent Bilingual students scored significantly higher than students receiving special education services in reading, math, science and social studies at the Approaches level.

Science scored higher than the other two middle schools on STAAR.

There are established campus routines and procedures (cell phone policy, backpacks, required IDs and planners).

Our students participate in extra-curricular activities and competitions.

To encourage CTE Pathways, STEM activities and competitions are offered to our students.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	There was a lack of growth in both reading and math for all students on STAAR assessments.	There is a lack of teacher knowledge on instructional strategies, levels of questioning, and differentiation.

★ = Priority

School Processes & Programs

Summary

- Are roles and responsibilities clear?

Yes, the Campus principal communicates in a variety of ways. There is a faculty and community newsletter, a flow chart of leadership Roles and Responsibilities that is shared with the faculty and staff and weekly staff meetings are held to provide campus information and job-embedded professional development. This school year, the Executive Cabinet and SALT meeting will be held weekly. Cluster meetings are held weekly to discuss, monitor, and adjust plans to meet our campus goals.

- Are educators' strengths matched to classrooms and subjects based on student need? SL, ESF 2.1

- All contents: Yes, all educators are highly qualified and certified. Educators are hired to fill teaching positions available based on their qualifications and certifications.

- What professional learning opportunities are provided to grow teachers and develop instructional leaders, including actions to support powerful teaching & learning? SL, ESF 1.1 & 4.1

- All Contents: Professional Learning opportunities are provided to all teachers for their specific content area. They are trained on lesson internalization, our district's lesson plan template and content specific curriculum. Teachers also receive training on curriculum resources and platforms.

- What systems are in place to support new or struggling teachers?

- All contents on campus: Teachers were tiered by the executive cabinet based on last years observations of teachers who returned and classroom walkthroughs performed the first 3 weeks of school. A plan will be developed for each of the TIER 2 and 3 teachers. Additionally, our mentor teachers support our new teachers with assistance in 1) Routines and Procedures, 2) Instructional strategies, and 3) Technology as an instructional tool.

- Do teacher evaluation results correlate to summative and formative student data?

- No, however, 56% of our ELAR and Math teachers are assigned a designation through Texas Teacher Incentive Allotment.

- What level of understanding and buy-in does staff have in regards to continuous improvement and CNA processes? P, ESF 1.2

- The SALT members will provide input for strategies to be included in the Campus Improvement Plan.
- Teachers will be presented the Needs Assessment and how it drives the Campus Improvement Plan at a September staff meeting.

- What is the process for developing a focused improvement plan that addresses the root causes of low performance? SL

- Input from the stakeholders on campus allows us to develop a focused improvement plan. The Campus Improvement Committee meets once per semester.

- How are all stakeholders involved in this process? P

- Primetime placement is data-driven, using multiple sources to tier students and match them with teachers who can best address their needs. For example, students struggling with reading are placed with TIA-designated teachers, ensuring targeted support while also meeting House Bill 1416 requirements for 15 or 30 hours of intervention.

- What systems are in place to address needs and track progress towards intended outcomes or performance objectives? SL

- MAP, benchmarks, district common assessments, data boards, and reviewing of formal and informal data in content planning sessions to plan with intention.

- How are all students, especially those at-risk, given opportunities to meet challenging state academic standards with a well-rounded program of curriculum and instruction, including providing enrichment and acceleration? D, SL

- Primetime is an intervention program designed to meet the needs of all students.
 - Students who are more than 3 grade levels below in reading will be placed in a reading intervention class that will focus on their reading deficits.
- How well do we coordinate and integrate academic and CTE content, college and career guidance counseling, and blended learning experiences?
- Our campus promotes Wednesday College awareness through College t-shirt day. Communities in Schools also coordinates college visits. STEM classes and Project Lead The Way are electives offered that provide hands-on, real-world learning experiences that develop critical thinking, problem-solving skills, and a strong foundation for future careers in science, technology, engineering, and math.
- Is lesson planning data driven and include formative assessments and interventions? SL, ESF 5.1 & 5.3
- Data will be analyzed in Cluster and planning meetings weekly with a focus on both students who have the highest academic needs and those who are at the Meets and Masters performance level to continue to challenge them to grow. MAP, STAAR, and common assessment data are all studied and analyzed to plan for opportunities for enrichment and interventions.
- In what ways do we protect and maximize instructional time? SL
- There are limited classroom interruptions, bell to bell instruction, ensuring students remain in class the first and last 10 minutes of class time, and limited bathroom breaks.
 - The No Cell Policy is enforced campus-wide which limits distractions.
 - Teachers utilize the lesson internalization protocol and use the district adopted lesson plan template to prepare rigorous daily lessons.
- Is there equity of service for all students? P, D
- All of our special populations (including EB) are included in the general education setting.
- What procedures are in place to support students during transitions from one grade to the next and one campus to the next throughout EC-Elementary-Middle School-High School-Post Secondary? SL
- Dwight offers campus-wide assemblies, a Meet the Teacher Night is held prior to the first day of school. Several teachers teach more than one grade level, so they are sometimes the students' teacher for more than one year. This promotes the development of meaningful relationships.
 - In the spring, high school counselors visit to campus to meet with the 8th graders to recruit for the Early College High School and speak to them about courses offered at the high school.
 - In late spring, our 8th grade students are taken on a visit and a tour of South San Antonio High School.
 - Students from 5th - 8th grade complete choice cards to select classes they want to take the following school year, actively participating in the course selection process.
- What are the significant classroom management or disciplinary trends/findings? What procedures are in place to reduce discipline referrals? D During 2023-24 discipline data for 6th grade reflects the following: 209 Off Campus Suspension, 7th grade: 228 Off Campus Suspensions, and 8th grade: 322 Off Campus Suspensions. We decreased from the previous year in the following areas: controlled substance 19 to 9, but increased DAEP placements from 17 to 28. Our goal for 2025-2026 is to decrease OCS, ISS, and DAEP placements by implementing differentiated discipline.
- What is the data for bullying, drug, violence and suicide prevention, as appropriate? Include data on unwanted physical or verbal aggression, sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children, again, as appropriate. D Data for controlled substances decreased from 19 to 9 for the 2023-24 school year.
- Do the programs we have in place align with our vision, mission, goals, and values? P, ESF 3.1 Vision: Equitable access: Every student has the opportunity to be in the general education classroom. We use high quality resources; we provide opportunities for extracurricular activities. Mission: We offer several clubs, and events, such as Meet the Bobcats and the Fall Festival. We have classes that are related to pathways to courses offered at the high school. Students have the opportunity to sign up for honors classes and high school credit classes.
- What is our plan for school safety? How do we address safety issues? P All staff and students must wear visible school identification. We are a closed campus. We conduct monthly and semester drills for emergency preparedness. We have random door checks and use Sentinel. P3 is used for students/parents to report anonymously. Class catalyst is a program used by students to check in daily on how they are doing emotionally. All staff are required to complete the Stop the Bleed training. All classrooms are equipped with telephones.

Strengths

Campus leadership roles and responsibilities flow chart is shared with campus staff.

All teachers are certified in their content area.

Systems are in place to provide interventions for students with the highest academic needs.

An intervention class has been created for our struggling readers.

Parent and community events are held throughout the school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ A standardized process for analyzing student data is not in place.	Campus leadership and teachers do not have a data analysis skill set, and there was a lack of training on data analysis protocols.
2★ There is a lack of teacher experience with rigorous, high-yield tier 1 instructional strategies.	Applicants for available teaching positions are new to the profession.

★ = Priority

Perceptions

Summary

Staff and students feel safe. Weekly staff meetings are held to share information and provide the staff with an opportunity to voice concerns. Teachers follow the Fundamental 5 best practices which include framing the lesson, provide purposeful conversations, being in the power zone, writing critically, and recognize and reinforce.

PBIS, positive behavior intervention and supports, is a positive support system for both students and staff. Students and staff are rewarded and recognized for promoting a positive attitude and promoting accountability. The "CAN DO" belief and actions help improve the campus culture.

This year our retention rate was 82%. Our teachers feel supported by the campus administration and leadership. This is due to administrators having an open door policy, having a support system through master teachers and department heads, feeling valued and appreciated because of the incentives provided to them by administrators, Positive Behavior Intervention Supports Committee and the Hospitality Committee. Campus administrators also support teachers by addressing students who disrupt the teaching environment.

Our campus offers athletics and after school programs in addition to attendance and PBIS incentives. A counselor and an on-campus social worker provide support. All of these efforts encourage student attendance. In 2024-2025, we also had the Care Zone. Students feel challenged in Honors, STEM, Robotics, Vision Coders, Valued Youth Program and Algebra and Spanish I and II classes, which are High School courses. The Attendance Committee focuses on promoting attendance and raising money to reward our students who come to school.

We support the whole student, academically, emotionally, socially and physically. This is done by providing them with the class catalyst program, a platform for them to check in every morning to take a pulse of how they are feeling; the care zone provides resources such as a food pantry, clothing, and access to other community resources. A full time counselor provides counseling and other social/emotional support services to students, and a social worker is on campus 4 days a week to provide our students with support as well. Daily door checks are performed to ensure our campus is safe and secure. A variety of extra curricular activities are offered to our students, which include band, mariachi, sports, student council, table top club, chess club, robotics, drones, book club, and many more. Academically, we offer intervention/enrichment (PRIME Time) during the school day, Saturday school, and after school tutorials.

Opportunities are provided to our parents and community to interact with our campus through activities such as monthly Cafecitos, Meet the Teacher, Open House, Trunk or Treat, athletic events, Fine Arts performances including One Act Play and band concerts.

We have established a partnership with SAMSAT which allows students to access STEM related activities, and we are creating pathways with universities such as St. Mary's, St. Phillips, and Texas A&M-San Antonio. Some of our students volunteered at the Food Bank and the Adult Daycare during the holidays. During the Talent Show, we engaged with the VFW Local #VFW Post 8397 Color Guard.

We ensure our parents that their student's safety is our priority. Our staff has one duty every morning and after school as students arrive and leave campus. Teachers, administrators and staff monitor the hallways during transitions. Administrators and staff attend all extracurricular after school activities on campus. All visitors to the campus are screened and do not have access to the building where classes are held. Our school also has an officer onsite that assists in all safety procedures.

What strategies do we have in place to address student behaviors and bullying?

- We have PBIS, CHAMPS, P3, counseling, an onsite social worker, CIS social worker, easy access to the Care Zone, parent involvement, and buddy rooms for student behaviors. During PrimeTime, there were socio-emotional exercises offered to practice positive behavior and during first period, teachers utilized Class Catalyst.

Our school keeps families and our community informed by hosting Cafecitos, sending out robocalls about upcoming events and campus expectations. Teacher parent contact is an expectation, we host Title I meetings, mail out student STAAR scores, host a Report Card night, and the campus report card is posted on the website. We also use social media to keep parents informed of the great things happening at Dwight and of upcoming events. This year, a weekly newsletter is shared with all parents. All of these forms of communications contribute to keeping our parents informed.

Additionally, all of our correspondence is sent in both English and Spanish including robocalls. We have several staff members to assist teachers in translation. Social media is also posted in both English and Spanish.

Strengths

82% teacher retention rate.

Administrators aggressively monitor hallways and conduct daily walkthroughs of classrooms.

District and campus initiatives and expectations are implemented with fidelity.

Students have many options to join extra-curricular activities and clubs.

Students are provided incentives to be in school everyday.

Students have access to supports to academics, social, and emotional needs.

The campus offers a variety of opportunities for families and the community to interact with the campus.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Student and family perceptions of the campus may not fully reflect high academic expectations and rigor.	While communication efforts highlight campus events and resources, they may not consistently emphasize or showcase rigorous academics as part of the campus identity. Families may equate frequent communication with being informed, but not necessarily with seeing evidence of academic rigor or growth.
2 ★ There are low levels of student engagement and achievement, despite the variety of academic and behavioral supports in place.	Students may not always see the connection between socioemotional supports and academic challenge, leading to perceptions of support (behavioral support vs Instructional Support) without rigor.
3 ★ Dwight Middle School has identified that inconsistent teacher attendance is impacting instructional quality, student engagement, and overall campus culture.	Inconsistent teacher attendance at DMS is influenced by high workloads and challenges in family and personal life responsibilities. These factors contribute to stress and burnout, reducing teachers' ability to attend school consistently. Addressing these root causes is essential to improving attendance by 10% and fostering a stable, productive learning environment.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Student attendance was the lowest in the District.

Parents often underestimate how important it is for students to attend school every day.

2
★

There was a lack of growth in both reading and math for all students on STAAR assessments.

There is a lack of teacher knowledge on instructional strategies, levels of questioning, and differentiation.

3
★

A standardized process for analyzing student data is not in place.

Campus leadership and teachers do not have a data analysis skill set, and there was a lack of training on data analysis protocols.

4
★

There is a lack of teacher experience with rigorous, high-yield tier 1 instructional strategies.

Applicants for available teaching positions are new to the profession.

5
★

Student and family perceptions of the campus may not fully reflect high academic expectations and rigor.

While communication efforts highlight campus events and resources, they may not consistently emphasize or showcase rigorous academics as part of the campus identity. Families may equate frequent communication with being informed, but not necessarily with seeing evidence of academic rigor or growth.

6
★

There are low levels of student engagement and achievement, despite the variety of academic and behavioral supports in place.

Students may not always see the connection between socioemotional supports and academic challenge, leading to perceptions of support (behavioral support vs Instructional Support) without rigor.



Dwight Middle School has identified that inconsistent teacher attendance is impacting instructional quality, student engagement, and overall campus culture.

Inconsistent teacher attendance at DMS is influenced by high workloads and challenges in family and personal life responsibilities. These factors contribute to stress and burnout, reducing teachers' ability to attend school consistently. Addressing these root causes is essential to improving attendance by 10% and fostering a stable, productive learning environment.

 = **Priority**



Goals

Goal 1

SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 1 High Priority HB3 Goal

By the end of the 2025-2026 school year, Dwight Middle School will increase the percentage of students who score at the Meets or above performance level on STAAR assessments by at least 10% from 2025 to 2026 on all state assessments.

Evaluation Data Source: Assessment data

Common assessments

Unit assessments

Benchmarks

Eduphoria reports

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

100% of teachers will use and implement the SSAISD lesson internalization protocol.

Strategy's Expected Result/Impact: The teacher implements lessons with fluency.

Staff Responsible for Monitoring: Master Teachers, Principal, Assistant Principal, Teachers

Problem Statements: School Processes & Programs 2

Funding Sources: Teacher's Editions, instructional resources, TEKS 199 Local,

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November

Considerable Progress

January

March

June

Strategy 2

The teachers will design activities that provide active student engagement opportunities for all students.

Strategy's Expected Result/Impact: Increase in student engagement and active participation through collaborative lessons, allowing students to deepen their understanding of the concepts being taught in the classroom.

Staff Responsible for Monitoring: Master Teachers, Teachers, Principal, Assistant Principal

Problem Statements: Student Learning 1

Funding Sources: instructional supplies 199 Local,

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 3

The teachers will analyze student assessment data to drive instruction during planning, cluster meetings and core teacher pull outs during Primetime.

Strategy's Expected Result/Impact: Analyzing data will help teachers know if students are meeting their classroom targets to adjust small group instruction and tutoring groups.

Staff Responsible for Monitoring: Mentor Teachers, Master Teachers, Principal, Assistant Principal

Problem Statements: School Processes & Programs 1

Funding Sources: assessment reports, data trackers 199 Local,

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 4

The teachers will aggressively monitor students and provide them with academic feedback.

Strategy's Expected Result/Impact: Teachers will provide one on one feedback, support engagement and monitor student work.

Staff Responsible for Monitoring: Teachers, Master Teachers, Principal, Assistant Principal

Problem Statements: School Processes & Programs 2

Funding Sources: Data trackers, instructional materials 199 Local,

Title I: 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

There was a lack of growth in both reading and math for all students on STAAR assessments.

There is a lack of teacher knowledge on instructional strategies, levels of questioning, and differentiation.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

A standardized process for analyzing student data is not in place.

Campus leadership and teachers do not have a data analysis skill set, and there was a lack of training on data analysis protocols.

2

There is a lack of teacher experience with rigorous, high-yield tier 1 instructional strategies.

Applicants for available teaching positions are new to the profession.

Performance Objective 2

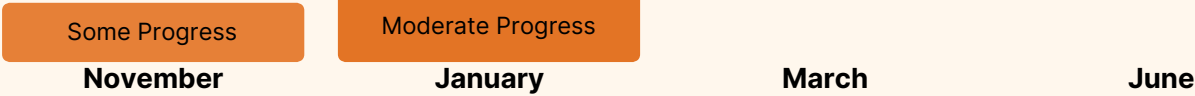
By May 2026, the percentage of students meeting or exceeding grade-level growth expectations on the state assessments will increase by 10 percentage points in both Reading Language Arts and Mathematics for All Students, the High Focus Group and for the Hispanic student group, as measured by state accountability data.

Strategy 1

Provide targeted small-group instruction in RLA and Math based on student performance data, with specific supports for Hispanic learners and Emergent Bilinguals.

Problem Statements: Student Learning 1

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 There was a lack of growth in both reading and math for all students on STAAR assessments.	There is a lack of teacher knowledge on instructional strategies, levels of questioning, and differentiation.

Goal 2

SSAISD will recruit, develop, support and retain effective teachers and instructional staff.

Performance Objective 1 High Priority

Dwight Middle School will improve campus culture by increasing staff attendance by 10% compared to the 2024-2025 school year.

Evaluation Data Source: Walkthroughs, observations, attendance, leadership recommendations, Teacher of the Month, staff survey

Strategy 1

Attendance incentives will be provided to teachers who have perfect attendance each 9 weeks.

Strategy's Expected Result/Impact: Improve teacher attendance, teacher retention and campus culture.

Staff Responsible for Monitoring: Principal, Campus Secretary

Problem Statements: Perceptions 3

Funding Sources: Teacher incentives, snacks, luncheons 199 Local,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Monthly birthday breakfasts and holiday luncheons will be provided for teachers throughout the 2025-2026 school year.

Strategy's Expected Result/Impact: Improve campus culture.

Staff Responsible for Monitoring: Hospitality Committee, Principal, Campus Secretary

Problem Statements: Perceptions 3

Funding Sources: Snacks, Luncheons 199 Local,

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

A teacher of the month will be recognized throughout the school year.

Strategy's Expected Result/Impact: Improved teacher morale and campus culture.

Staff Responsible for Monitoring: Attendance Committee, Campus Secretary, Principal

Problem Statements: Perceptions 3

Funding Sources: incentives, certificates 199 Local,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Dwight Middle School has identified that inconsistent teacher attendance is impacting instructional quality, student engagement, and overall campus culture.

Inconsistent teacher attendance at DMS is influenced by high workloads and challenges in family and personal life responsibilities. These factors contribute to stress and burnout, reducing teachers' ability to attend school consistently. Addressing these root causes is essential to improving attendance by 10% and fostering a stable, productive learning environment.

Performance Objective 2

100% of teachers will receive high level professional development and lesson internalization.

Strategy 1

Teachers will attend weekly cluster and planning meetings with Master Teachers for support in lesson internalization and professional development.

Strategy's Expected Result/Impact: Teachers implement lessons with fluency and instructional strategies are implemented effectively.

Staff Responsible for Monitoring: Master teachers, principal, mentor teachers

Problem Statements: Student Learning 1 - School Processes & Programs 1

Funding Sources: Resources for planning, materials 199 Local,

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Accomplished

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Strategy 2

Teachers will review and analyze data at the end of every campus assessment in order to inform instruction. Strategies will include how to close gaps for our special populations.

Strategy's Expected Result/Impact: Instruction is adjusted in real-time based on assessment data, leading to targeted interventions and improved student outcomes, as reflected in increased mastery of standards and higher performance on subsequent assessments, which would lead to success in closing the gaps.

Staff Responsible for Monitoring: Teachers (including inclusion support teachers, mentor teachers), master teachers, administration.

Problem Statements: School Processes & Programs 1

Funding Sources: Data reports of assessments 199 Local,

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 There was a lack of growth in both reading and math for all students on STAAR assessments.	There is a lack of teacher knowledge on instructional strategies, levels of questioning, and differentiation.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 A standardized process for analyzing student data is not in place.	Campus leadership and teachers do not have a data analysis skill set, and there was a lack of training on data analysis protocols.

Goal 3

SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 1

100% of students will be provided with the opportunity to access Social Emotional Learning activities in order to improve student well being.

Evaluation Data Source: Class Catalyst, Counselor's sign in logs, Prime Time calendar

Strategy 1

All students will check into Class Catalyst every morning, which is a platform that students use to create self awareness and express how they are feeling daily.

Strategy's Expected Result/Impact: Student needs will be addressed and resolved timely so that students can focus on academics.

Staff Responsible for Monitoring: Counselor, Social Worker

Problem Statements: Perceptions 2

Funding Sources: SEL Lessons, presentations from outside agencies 199 Local,

Title I:

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Strategy 2

All students are provided with Social Emotional Learning activities every Friday during PRIME Time.

Strategy's Expected Result/Impact: The activities will equip students with strategies to manage and respond to stressful situations.

Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal

Problem Statements: Perceptions 2

Funding Sources: Activities and materials for PRIME Time 199 Local,

Title I:

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Strategy 3

Guidance lessons will be presented to all students by grade level on anti-bullying, drug abuse, and dealing with stress.

Strategy's Expected Result/Impact: Increase student awareness and provide coping strategies to handle personal issues.

Staff Responsible for Monitoring: Counselor

Problem Statements: Perceptions 2

Funding Sources: Outside agencies 199 Local,

Title I:

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Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

There are low levels of student engagement and achievement, despite the variety of academic and behavioral supports in place.

Students may not always see the connection between socioemotional supports and academic challenge, leading to perceptions of support (behavioral support vs Instructional Support) without rigor.

Goal 4

SSAISD will collaborate with parents and the community to ensure all students receive a high quality education.

Performance Objective 1 High Priority

Dwight Middle School will enhance communication strategies to ensure parents stay informed and engaged in the educational process of our students, and monitor effectiveness through sign-in sheets, and engagement analytics.

Evaluation Data Source: Robocalls, Family Engagement Events Report/Attendance,

Strategy 1

A weekly campus newsletter will be shared with parents via email to keep them informed about school events and important updates.

Strategy's Expected Result/Impact: Inform parents of campus events, educational information and showcase students.

Staff Responsible for Monitoring: Campus Principal, Campus Secretary, Assistant Principal

Problem Statements: Perceptions 1

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Campus events and student learning will be showcased on a variety of social media platforms and on the campus web page.

Strategy's Expected Result/Impact: Share campus information with parents and the community about student learning to increase awareness and foster a sense of connectedness.

Staff Responsible for Monitoring: Webmaster and Principal

Problem Statements: Perceptions 1

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Student and family perceptions of the campus may not fully reflect high academic expectations and rigor.

While communication efforts highlight campus events and resources, they may not consistently emphasize or showcase rigorous academics as part of the campus identity. Families may equate frequent communication with being informed, but not necessarily with seeing evidence of academic rigor or growth.