

**Abilene Independent School District**  
**Dyess Elementary**  
**2023-2024 Campus Improvement Plan**



**Public Presentation Date:** July 10, 2023

# Mission Statement

District: AISD will equip learners to make a positive impact in their world through relevant, innovative, and challenging learning experiences.

Campus: At Dyess Elementary, we engage in lifelong learning to achieve growth and success.

## Vision

District: Equipped Learners. Brighter Futures.

Campus: Engage. Learn. Succeed.

## Core Beliefs

### Belief Statements

#### *Connect*

- Each child, staff member and parent needs positive personal connections within the district.
- Respect, care and having high expectations for each student is the foundation for learning.

#### *Lead*

- Initiative, innovation, and a strong work-ethic are important life skills for students and staff.
- Developing partnerships throughout the Abilene community builds connections for future leaders to give back to the community.

#### *Succeed*

- Intellectual, emotional, and physical safety are crucial components to a successful school environment.
- Critical thinking, collaboration and problem solving are essential for deep learning.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

CNA Committees:

[https://docs.google.com/document/d/19GNKod5M\\_fiwbBpuPEcBrmHZGvOpSKxOV3bNpuDZXwA/edit?usp=sharing](https://docs.google.com/document/d/19GNKod5M_fiwbBpuPEcBrmHZGvOpSKxOV3bNpuDZXwA/edit?usp=sharing)

# Demographics

## Demographics Summary

Dyess Elementary was founded in 1957 as a school intended to serve the students who reside on Dyess Air Force Base. We are located just south of the base and serve not only the military families of Dyess Air Force Base but also other communities in our attendance zone. Enrollment at Dyess Elementary has been as high as 900 students in the 1970s. Data from the last six years indicates that enrollment has been as high as 602 students and as low as 462 students. Current enrollment is 602 as of May 2023.

K-2 student population show that the campus should see an increased population over the next few years K-2 (354 students) 3-5(248 students)

Enrollment and Attendance						
	2017-2018	2018-2019	2019 - 2020	2020 - 2021	2021 - 2022	2022-23
Number of students	547	531	518	462	594	602
Attendance rate	96%	96.3%	98.8%	86.37%	92.03%	94.64%
Mobility rate	19.8%	27.9%	19.7%	19.7%	29.9%	

Ethnic Distribution					
	2017-2018	2018-2019	2019 - 2020	2020 - 2021	2022-23
African American	8.4%	10.7%	9.1%	11.7%	12%
Hispanic	30%	27.3%	29.5%	31.4%	32%
White	46.8%	46.9%	49.2%	46.5%	42%
American Indian	0.5%	0.4%	0.2%	0.2%	0.16%
Asian	2.6%	2.6%	2.5%	2.6%	1.15%
Pacific Islander	0.5%	0.9%	1%	0.4%	0.66%
Two or More Races	11.2%	11.1%	8.5%	7.1%	11%

Special Populations						
	2017-2018	2018-2019	2019 - 2020	2020 - 2021	2021 - 2022	2022-23
Economically disadvantaged	58.7%	46.1%	47.7%	45.5%	46.8%	46%

Special Populations						
Section 504	5.1%	4.5%	3.9%	4.3%	TBD	4%
Emergent bilinguals	3.1%	3%	3.9%	3.7%	3%	3%
Dyslexic		2.8%	2.3%	3%	TBD	3%
Military connected	64%		68.9%	67.5%	TBD	57%
At risk	20.3%	24.7%	26.8%	26.2%	TBD	51%
Gifted and talented	3.5%	4.5%	6.4%	5.4%	TBD	7%
Special education	15.9%	17.5%	15.1%	20.8%	15.2%	15%

### Demographics Strengths

Dyess has a diverse student population.

A large number of the students are military connected leading to additional positive traditions and structures.

Programing offered for all special populations.

Attendance has continued to increase.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Attendance is still below pre-covid rate. **Root Cause:** Habits created during COVID time with attendance still evident. Increased at risk student population at earlier grade levels..

# Student Achievement

## Student Achievement Summary

STAAR Campus Rating					
Component/Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-22
Student Achievement	83 - Met Standard	82 - B	Not rated	Not rated	73-C
School Progress	85 - Met Standard	80 - B	Not rated	Not rated	74-C
Closing the Gaps	75 - Met Standard	79 - C	Not rated	Not rated	72-C
Overall	82 - Met Standard	81 - B	Not rated	Not rated	73-C

STAAR Achievement															
	2017-2018			2018-2019			2020-2021			2021-2022			2022-23		
	App	Mee	Mas	App	Mee	Mas	App	Mee	Mas	App	Mee	Mas	App	Mee	Mas
3 Ma	93%	60%	37%	87%	73%	30%	82%	47%	21%	64%	40%	17%	72%	43%	23%
3 Rdg	91%	51%	33%	86%	60%	34%	84%	64%	38%	82%	54%	22%	75%	50%	19%
4 Ma	81%	46%	19%	68%	44%	32%	74%	40%	19%	61%	21%	10%	57%	31%	8%
4 Rdg	76%	51%	18%	89%	56%	35%	78%	52%	22%	76%	55%	22%	78%	50%	14%
5 Ma	95%	73%	33%	93%	57%	31%	81%	66%	31%	74%	41%	15%	86%	58%	14%
5 Rdg	90%	69%	37%	89%	49%	26%	78%	47%	27%	85%	62%	39%	87%	59%	34%
5 Sci	88%	51%	17%	64%	44%	19%	68%	39%	12%	59%	26%	9%	64%	30%	7%
% M	90%	60%	30%	83%	59%	31%	79%	50%	23%	66%	34%	14%			
% R	86%	58%	30%	88%	55%	32%	80%	55%	29%	81%	57%	28%			

	BOY				MOY				EOY			
	Well Below Benchmark	Below Bench mark	At Bench mark	Above Bench mark	Well Below Bench mark	Below Bench mark	At Bench mark	Above Bench mark	Well Below Bench mark	Below Bench mark	At Bench mark	Above Bench mark
<b>K DISTRICT</b>	63%	18%	10%	9%	42%	20%	24%	14%	36%	17%	29%	18%
<b>K CAMPUS</b>	56%	25%	10%	9%	43%	20%	30%	7%	49%	18%	21%	12%
<b>1ST DISTRICT</b>	46%	22%	21%	11%	48%	17%	22%	13%	38%	18%	25%	19%
<b>1ST CAMPUS</b>	37%	27%	25%	11%	46%	20%	21%	13%	34%	19%	30%	17%
<b>2ND DISTRICT</b>	49%	13%	20%	18%	44%	15%	21%	20%	39%	15%	22%	24%
<b>2ND CAMPUS</b>	40%	13%	23%	24%	35%	14%	28%	23%	31%	17%	26%	26%

### Student Achievement Strengths

MAP scores scores growth in most academic categories indicating growth through learning loss.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Decrease in STAAR math scores. **Root Cause:** Learning loss gaps as well as learning new math curriculum.



## School Culture and Climate

### School Culture and Climate Summary

Number of Discipline Referrals - Fall Semester 2022-2023				
Grade Level	2020-2021	2021-2022	2022-2023	2-year % Increase/ Decrease
K	0	7	120	1614%
1	6	7	56	700%
2	6	20	11	45%
3	3	48	43	10%%
4	7	7	17	143%
5	5	2	26	1200%
TOTAL	27	91	273	200%

Number of Discipline Referrals 3-year Comparison				
Grade Level	2019-2020	2020-2021	2021-2022	2022-2023
K	15	1	58	
1	1	11	13	
2	3	16	33	
3	0	6	73	
4	2	9	15	
5	1	15	7	
TOTAL	22	58	199	0

The MRA (reflecting only opinions from students grades 3-5) shows that students are aligned with the vision and mission of the school. They value academic success, growth, and collaborating with one another to achieve learning. The Campus Discipline Summary shows that we have had an increase in discipline referrals across all grade levels except 2nd grade.

The MRA shows that students believe they have supportive teachers (score of 81); student surveys also indicate that students feel empowered to set academic goals (score of 79) and feel supported by teachers when they are working to set goals (score of 77). Staff surveys showed that teachers feel that Dyess is proficient in school and family partnerships (score of 78), family engagement (score of 72), and community engagement (score of 75).

According to the MRA, student perception of school climate is overall positive; the scores range from 79 to 81 in this category. Staff perception appears to be at a lower level than student perception.

#### **School Culture and Climate Strengths**

Our strengths include academics, student engagement, student perceptions of faculty and staff, and the ability to empower teachers and learners in order to obtain our goals. Evidence would include clear direction, expectations, and attainable goal setting for staff and students.

New building provides a high level of pride for staff and students.

#### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1 (Prioritized):** Overall increase in campus referrals. **Root Cause:** Lack of behavioral support interventions.

**Problem Statement 2:** Lower levels of participation by students in extracurricular activities. **Root Cause:** Lack of access.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

Staff Positions			
	2019-2020	2020 - 2021	2021-22
Total staff	48.8	51.2	58.2
Teachers	63.2%	61.7%	62.9%
Professional support	12.3%	11.7%	10.3%
Campus admin	4.1%	3.9%	3.4%
Educational aides	20.4%	22.7%	23.4%

### Staff Quality, Recruitment, and Retention Strengths

Mentor programming for new teachers to profession and to campus.

Multiple avenues for staff development including campus specific needs training.

Additional time provided for professional learning communities.

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** Staff struggling with increased student behaviors and needs. **Root Cause:** Increase in at-risk student population requiring additional staff training.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

We have been intentional about aligning instruction and assessment with state standards, providing differentiation for all students, choosing tools and assessment that show student growth, and have high levels of rigor for all the children.

Campus uses district provided curriculum as well as scope and sequence.

Assessments are provided by district at all grade levels and data is reviewed to adjust instruction.

Campus has set lesson plan design and lesson plans are reviewed.

## Curriculum, Instruction, and Assessment Strengths

Campus completes all assessments and regularly analyzes the data.

Campus provides differentiated instructional methods and interventions to meet the needs of all students.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** Pacing in math curriculum not maintained. **Root Cause:** New curriculum and adjustment to assessment.

**Problem Statement 2:** Classroom aide support was inconsistent. **Root Cause:** Staff usage in other areas.

# Parent and Community Engagement

## Parent and Community Engagement Summary

We have great community partnerships, family support systems and parent involvement.

- a. CarePacks, United Way, Big Brothers/Big Sisters, The Grace, Dyess AFB

Employ Parent Coordinator through Title 1 with community outreach throughout the year.

Hosted multiple events throughout the year.

- a. STEAM Night
- b. Art Night
- c. UIL - parent supporting commitments outside of school
- d. Grade level performances
- e. Family fun night.

Monthly meetings held with PTA. PTA numbers have decreased.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Involvement in PTA has decreased. **Root Cause:** Lack of exposure to campus staff and parents.

# School Context and Organization

## School Context and Organization Summary

Within the school organization, decision making and overall leadership from district personnel and campus support.

Teachers are involved in many aspects by being involved in various action teams. Action teams cover most aspects of the organization and allow staff to have leadership positions and provide feedback for decision making.

Leadership assignments and duties assigned with oversight where needed.

Teachers all have multiple walkthroughs and student assessments to review teaching and learning.

Processes in place and reviewed for all organizational functions.

## School Context and Organization Strengths

Action teams help provide leadership opportunities for staff members.

Action team structure ensures different campus organizational aspects are reviewed.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** We need to increase campus communication and follow-through of district/campus initiatives. **Root Cause:** Campus Initiatives are not implemented with fidelity.

# Technology

## Technology Summary

While the technology on hand is effective and enhances classroom instruction, we are still in need of more devices. Individualized training for staff is needed on things that pertain to specific teaching areas.

### Current Technology

- a. Chromebook carts(3 per hub)
- b. iPads
- c. Promethean Touch Panels
- d. Desktop computers
- e. Teacher chromebooks
- f. Computer lab
- g. Makerspace
- H. Copiers and printers including a color printer.

Training provided by district as well as campus flight training.

Technology Liaison helping support staff.

## Technology Strengths

Staff all shows competency in use of smart panel.

Increase in training and support for technology integration both at district and campus level.

Students have access to Makerspace resources and classroom.

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** Campus is not able to fully integrate technology tools for classroom instruction. **Root Cause:** Lack of individualized training and devices.

# Priority Problem Statements

**Problem Statement 1:** Overall increase in campus referrals.

**Root Cause 1:** Lack of behavioral support interventions.

**Problem Statement 1 Areas:** School Culture and Climate

**Problem Statement 2:** Staff struggling with increased student behaviors and needs.

**Root Cause 2:** Increase in at-risk student population requiring additional staff training.

**Problem Statement 2 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 3:** Pacing in math curriculum not maintained.

**Root Cause 3:** New curriculum and adjustment to assessment.

**Problem Statement 3 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 4:** Campus is not able to fully integrate technology tools for classroom instruction.

**Root Cause 4:** Lack of individualized training and devices.

**Problem Statement 4 Areas:** Technology



# Comprehensive Needs Assessment Data Documentation

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
- 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
- RDA data
- Local Accountability Systems (LAS) data

## 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- 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
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal 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

#### **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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data












# Goals

**Goal 1:** Establish a culture of collaboration between students, teachers, administrators and the AISD community.

**Performance Objective 1:** Implement Professional Learning Communities (PLC) with all core content teachers to evaluate instructional practices and student growth.

**Evaluation Data Sources:** PLC agenda, MAP data, 2022-2023 STAAR data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Share campus vision during all staff meetings and PLCs. <b>Strategy's Expected Result/Impact:</b> Shared vision of campus success, increased student engagement and achievement <b>Staff Responsible for Monitoring:</b> Principal, assistant principal, instructional coordinator  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop Guiding Coalition of teachers/administrators to drive PLC process on campus. <b>Strategy's Expected Result/Impact:</b> Increased collective efficacy, teacher knowledge and student engagement <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Regularly scheduled PLC with grade level teams. <b>Strategy's Expected Result/Impact:</b> Increased student achievement and teacher performance <b>Staff Responsible for Monitoring:</b> Principal, assistant principal, instructional coordinator  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Vertical PLC two times per semester for all certified teachers. <b>Strategy's Expected Result/Impact:</b> Campus alignment in instructional practices, increased student achievement and teacher performance <b>Staff Responsible for Monitoring:</b> Principal, assistant principal, instructional coordinator  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Professional Learning workshops for certified teachers two times per semester. <b>Strategy's Expected Result/Impact:</b> Increased teacher knowledge to impact student achievement <b>Staff Responsible for Monitoring:</b> Principal, assistant principal, instructional coordinator  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

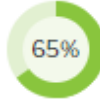








Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Pacing in math curriculum not maintained. <b>Root Cause:</b> New curriculum and adjustment to assessment.

**Goal 1:** Establish a culture of collaboration between students, teachers, administrators and the AISD community.

**Performance Objective 2:** Increase Family Involvement score on the Measurable Results Assessment (MRA) survey from 72 to 75.




**Evaluation Data Sources:** Fall and spring MRA










Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Host parent engagement events each six weeks. <b>Strategy's Expected Result/Impact:</b> Increased parent knowledge and involvement in learning <b>Staff Responsible for Monitoring:</b> Principal, assistant principal, instructional coordinator  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Host kindergarten playground playdate before school starts. <b>Strategy's Expected Result/Impact:</b> Increased connection on campus for new families <b>Staff Responsible for Monitoring:</b> Principal, counselor  <b>Title I:</b> 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Expect and support active learner engagement in classrooms.

**Performance Objective 1:** The percentage of students who approach grade level in grades 3-5 on the math STAAR will increase by 10% from the 2022-23 assessment results.

**Evaluation Data Sources:** 2023-2024 STAAR results; monitor progress throughout the school year using MAP data, including STAAR projections

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will implement personalized instruction based on student math RIT scores, pre-assessment and formative assessment data. <b>Strategy's Expected Result/Impact:</b> All students will achieve projected growth on MAP and will achieve growth from pre-assessments to post-assessments. <b>Staff Responsible for Monitoring:</b> Principal, assistant principal, instructional coordinator  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Purchase additional Chromebooks to achieve 1:1 device-to-student ratio. <b>Strategy's Expected Result/Impact:</b> Increased student engagement and readiness <b>Staff Responsible for Monitoring:</b> Principal, instructional coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Technology 1	Formative			Summative
	Oct	Jan	Apr	June
	N/A	N/A		

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Purchase Renzulli Learning for GT students to differentiate instruction and explore/study areas of personal interest. <b>Strategy's Expected Result/Impact:</b> Increased classroom differentiation and personalized learning for GT students <b>Staff Responsible for Monitoring:</b> Principal, assistant principal, instructional coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Funding Sources:</b> - General Fund - \$310	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Utilize State Compensatory Education campus allocation to provide supplemental tutoring for students who are at-risk of failing mathematics. <b>Strategy's Expected Result/Impact:</b> Improved student performance in core subjects in mathematics. <b>Staff Responsible for Monitoring:</b> Campus Principal, Instructional Coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Supplemental Tutoring Allocation - State Comp Ed - \$6,000	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:



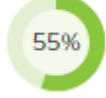

Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Pacing in math curriculum not maintained. <b>Root Cause:</b> New curriculum and adjustment to assessment.
Technology
<b>Problem Statement 1:</b> Campus is not able to fully integrate technology tools for classroom instruction. <b>Root Cause:</b> Lack of individualized training and devices.









**Goal 2:** Expect and support active learner engagement in classrooms.

**Performance Objective 2:** The percentage of students who approach grade level in grades 3-5 on the reading STAAR will increase by 9% from the 2022-2023 assessment results.

**Evaluation Data Sources:** 2023-2024 STAAR results; monitor progress throughout the school year using MAP data, including STAAR projections









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will implement personalized instruction based on student reading RIT scores, pre-assessment and formative assessment data. <b>Strategy's Expected Result/Impact:</b> Students will achieve projected growth on MAP and will achieve growth from pre-assessments to post-assessments. <b>Staff Responsible for Monitoring:</b> Principal, assistant principal, instructional coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Purchase leveled and targeted intervention programs/resources for 3-5 to provide additional individualized, foundational reading instruction. <b>Strategy's Expected Result/Impact:</b> Increased student achievement; students will show growth on MAP and STAAR <b>Staff Responsible for Monitoring:</b> Principal, assistant principal, instructional coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Funding Sources:</b> SIRIUS RLA digital licenses for 3-5 students and teachers - Title I, Part A - \$4,716	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Utilize State Compensatory Education campus allocation to provide supplemental tutoring for students who are at-risk of failing reading. <b>Strategy's Expected Result/Impact:</b> Improved student performance in reading. <b>Staff Responsible for Monitoring:</b> Campus Principal, Instructional Coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Supplemental Tutoring Allocation - State Comp Ed		Formative			Summative
		Oct	Jan	Apr	June
					
		<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** Expect and support active learner engagement in classrooms.

**Performance Objective 3:** The percentage of students who approach grade level in grades 5 on the science STAAR will increase by 10% from the 2022-2023 assessment results.





**Evaluation Data Sources:** 2023-2024 STAAR results; monitor progress throughout the school year using MAP data, including STAAR projections







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will implement personalized instruction based on student science RIT scores, pre-assessment and formative assessment data. <b>Strategy's Expected Result/Impact:</b> Students will achieve projected growth on MAP and will achieve growth from pre-assessments to post-assessments. <b>Staff Responsible for Monitoring:</b> Principal, assistant principal, instructional coordinator  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement Mystery Science curriculum in grades K-2. <b>Strategy's Expected Result/Impact:</b> Increased student achievement; students will show growth on MAP and STAAR <b>Staff Responsible for Monitoring:</b> Principal, instructional coordinator  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Funding Sources:</b> - Title I, Part A - \$1,200	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Expect and support active learner engagement in classrooms.

**Performance Objective 4:** The percentage of students who are at benchmark or above benchmark in grades K-2 on mCLASS will increase by 11% from the 2022-2023 EOY assessment results.

**Evaluation Data Sources:** 2023-2024 mCLASS results; monitor progress throughout the school year using mCLASS data








Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide explicit and systematic phonemic awareness instruction by implementing Heggerty curriculum in grades K-2 in class and during intervention. <b>Strategy's Expected Result/Impact:</b> Students will show growth on MCLASS and MAP <b>Staff Responsible for Monitoring:</b> Principal, assistant principal, instructional coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide explicit and systematic phonics instruction by implementing Foundations Wilson Language Phonics curriculum in class in grades K-2. <b>Strategy's Expected Result/Impact:</b> Students will show growth on MCLASS and MAP <b>Staff Responsible for Monitoring:</b> Principal, assistant principal, instructional coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments  <b>Funding Sources:</b> Foundations Multi-Level Kit 1-2 Second Edition - Title I, Part A - \$1,188, Annual FUN HUB Subscription - Title I, Part A - \$475	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Purchase leveled and targeted intervention programs/resources for K-2 to provide additional individualized, foundational reading instruction. <b>Strategy's Expected Result/Impact:</b> Increased reading achievement on MCLASS and MAP; increase in the number of students reading on grade level <b>Staff Responsible for Monitoring:</b> Principal, assistant principal, instructional coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Funding Sources:</b> Digital licenses for K-2 students and teachers for Amplify Reading - Title I, Part A - \$4,642, Decodable readers - Title I, Part A, Patterns of Wonder - Title I, Part A, Foundations Multi-Level Kit 1-2 Second Edition - Title I, Part A - \$1,188, ESGI 12-Month License - Title I, Part A - \$1,230		Formative			Summative
		Oct	Jan	Apr	June
					
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

**Goal 2:** Expect and support active learner engagement in classrooms.

**Performance Objective 5:** Students will work collaboratively across content areas using a combination of physical activity and academic learning.









**Evaluation Data Sources:** Student survey results of collaboration and cooperative learning activities used throughout the year across content areas. Activities reviewed in lesson plans for evaluation.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Purchase BRAINball to provide a unique physical education learning system that merges physical activity and academic learning through play. <b>Strategy's Expected Result/Impact:</b> Increased student collaboration and motivation in learning. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Funding Sources:</b> School Health-BRAINBall - Title I, Part A - \$1,639.98	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will learn through various recreational activities through field trips and outdoor exploration. <b>Strategy's Expected Result/Impact:</b> Enhance student knowledge of animals, conservation of wildlife, extinction, and habitats. <b>Staff Responsible for Monitoring:</b> Wright  <b>Title I:</b> 2.4, 2.5 <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Parks & Recreation City of Abilene - Zoo Luncheon - Title I, Part A - \$355, Parks & Recreation City of Abilene - PALS - Title I, Part A - \$205, Gymnastics Sports Center - Title I, Part A - \$75	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

**Performance Objective 1:** Partner with Dyess Parent-Teacher Association (PTA) to increase parent involvement.

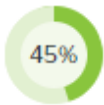





**Evaluation Data Sources:** PTA membership, event participation, meeting participation

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Move PTA meetings to 3:30 p.m. so more parents can stay after dismissal and attend the meeting. <b>Strategy's Expected Result/Impact:</b> Increased membership, attendance at PTA meetings and involvement on campus <b>Staff Responsible for Monitoring:</b> Principal, counselor, PTA board members  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> PTA will host a monthly activity/event for Dyess families <b>Strategy's Expected Result/Impact:</b> Increased parent participation and involvement on campus <b>Staff Responsible for Monitoring:</b> Principal, counselor, PTA board members  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4:** Tell the AISD story of being the school district of choice that provides unparalleled opportunities for all students, staff, and parents.

**Performance Objective 1:** Share campus successes, celebrations and opportunities weekly on social media accounts.

**Evaluation Data Sources:** Social media posts and statistics







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Post weekly on each Dyess social media account. <b>Strategy's Expected Result/Impact:</b> Increased parent and community knowledge of school happenings; increased parent and community participation and interaction on social media accounts <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 4.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				



**Goal 5:** Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

**Performance Objective 1:** Increase daily attendance rate to 96%.









**Evaluation Data Sources:** ADA rate

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Partner with Bassetti Elementary to compete for attendance incentives. <b>Strategy's Expected Result/Impact:</b> Increased student attendance rate <b>Staff Responsible for Monitoring:</b> Principal, assistant principal, parent coordinator  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 5:** Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

**Performance Objective 2:** 100% of Dyess staff will promote a safe and secure campus environment






**Evaluation Data Sources:** Student internet safety quiz results, MRA, CrisisGo reports, drill log, safety team meeting agendas

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct safety drills and training for staff and students <b>Strategy's Expected Result/Impact:</b> Increased feeling of security and safety on campus <b>Staff Responsible for Monitoring:</b> Principal, assistant principal  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Dyess safety team will meet once per six weeks to assess campus safety and needs <b>Strategy's Expected Result/Impact:</b> Increased staff awareness and feeling of security and safety on campus <b>Staff Responsible for Monitoring:</b> Principal, assistant principal  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 5:** Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

**Performance Objective 3:** Office referrals will decrease by 10% from the 2022-23 school year.

**Evaluation Data Sources:** Frontline, Dyess Behavior spreadsheet.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement RTI behavior processes. <b>Strategy's Expected Result/Impact:</b> Decrease number of tier 2 and 3 behaviors happening in classroom, thus lower number of referrals leading to removal from class.  Students will develop self regulating behaviors.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

# Title I

## 1.1: Comprehensive Needs Assessment

Documentation is in Plan4Learning's ***Needs Assessment*** section.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

## 2.2: Regular monitoring and revision

Documentation is in Plan4Learning's ***Formative and Summative Year-End Reviews*** section.

## 2.3: Available to parents and community in an understandable format and language

Please see Title1Crate for the following documentation.

## 3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

## 4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

## 4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

# 2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Heath Wright	Principal
Instructional Coordinator	Brittney Lomax	Instructional Coordinator
Administrator	Hillary Hernandez	Assistant Principal
Classroom Teacher	Victoria Crow	Kindergarten Teacher
Classroom Teacher	Kaylee Mims	1st Grade Teacher
Classroom Teacher	Shannon Rector	2nd Grade Teacher
Classroom Teacher	Tyci Western	3rd Grade Teacher
Classroom Teacher	Kimberly Crawford	4th Grade Teacher
Classroom Teacher	Mackenzie Coffey	5th Grade Teacher
Non-classroom Professional	Jaime Aleman	Counselor
Classroom Teacher	Alan Jones	Music Teacher
Classroom Teacher	Dionne Acuna	Special Education PALS Teacher
Paraprofessional	Manuela Stelzriede	Parent Coordinator
Non-classroom Professional	Nicki Castillo	Interventionist
District-level Professional	Allison Camp	District Representative
Non-classroom Professional	Courtney Warner	Special Education Teacher
Community Representative	Jennifer Lee	Military Family Life Counselor
Parent	Jacqueline Poultney	Parent Representative
Parent	Amy Sneed	Parent

# Campus Funding Summary

General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$310.00
Sub-Total					\$310.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	Supplemental Tutoring Allocation		\$6,000.00
2	2	3	Supplemental Tutoring Allocation		\$0.00
Sub-Total					\$6,000.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	SIRIUS RLA digital licenses for 3-5 students and teachers		\$4,716.00
2	3	2			\$1,200.00
2	4	2	Foundations Multi-Level Kit 1-2 Second Edition		\$1,188.00
2	4	2	Annual FUN HUB Subscription		\$475.00
2	4	3	Foundations Multi-Level Kit 1-2 Second Edition		\$1,188.00
2	4	3	Patterns of Wonder		\$0.00
2	4	3	Digital licenses for K-2 students and teachers for Amplify Reading		\$4,642.00
2	4	3	ESGI 12-Month License		\$1,230.00
2	4	3	Decodable readers		\$0.00
2	5	1	School Health-BRAINBall		\$1,639.98
2	5	2	Parks & Recreation City of Abilene - PALS		\$205.00
2	5	2	Gymnastics Sports Center		\$75.00
2	5	2	Parks & Recreation City of Abilene - Zoo Luncheon		\$355.00
Sub-Total					\$16,913.98