

Eagle Mountain-Saginaw Independent School District

Dozier Elementary

2022-2023 Campus Improvement Plan



Mission Statement

The mission of the Eagle Mountain-Saginaw Independent School District is to foster a culture of excellence that instills a passion for a lifetime of continuous achievement in every student.

Vision

The mission of Dozier Elementary

We commit to inspire a love of learning by providing a nurturing environment that builds positive relationships and meets students' individual needs.

Build Relationships

Nurture Growth

Inspire Success!

Value Statement

We believe:

1. Every student is a unique individual with unique potential.
2. Effective communication is key to success.
3. Engaged and interested students learn more effectively.
4. Respect is a key to success.
5. Education is a team effort.
6. High quality educational facilities optimize student and staff success.
7. Accountability is essential to success.
8. A physically and emotionally safe environment promotes student learning.
9. A high quality education is barrier free.

Our objectives:

1. Each student will have a dynamic-customized education plan from registration to graduation which contains post-secondary goals and inspires individual success.
2. Each student will be equipped with innovative technological skills to compete and contribute in a constantly-evolving global society.
3. Each student will be challenged to fulfill the district's high expectations and leave the district prepared and qualified to succeed in their chosen path(s).

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dozier Elementary has 728 students enrolled for the 2022 - 2023 school year. Dozier Elementary has the following full-time staff members:

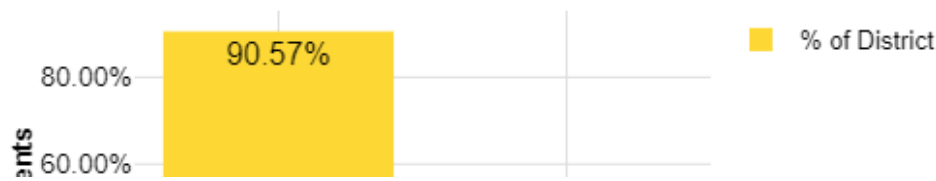
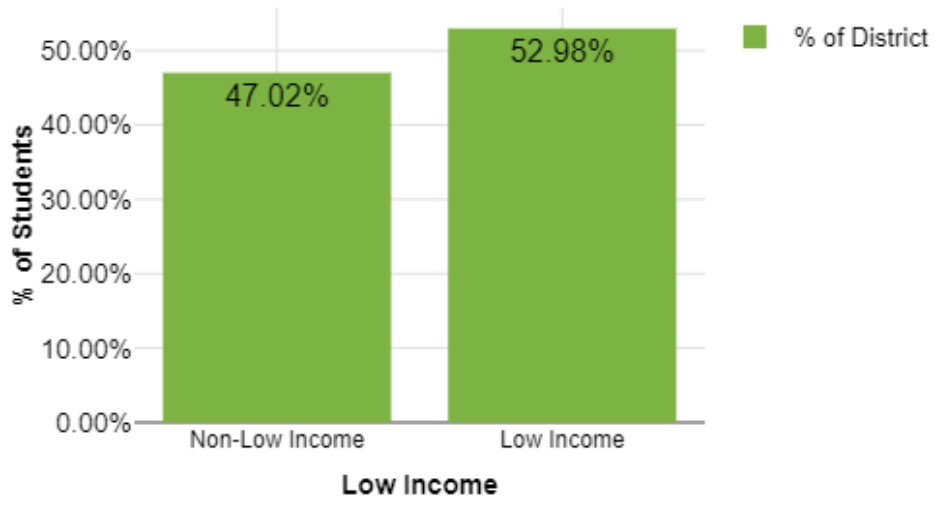
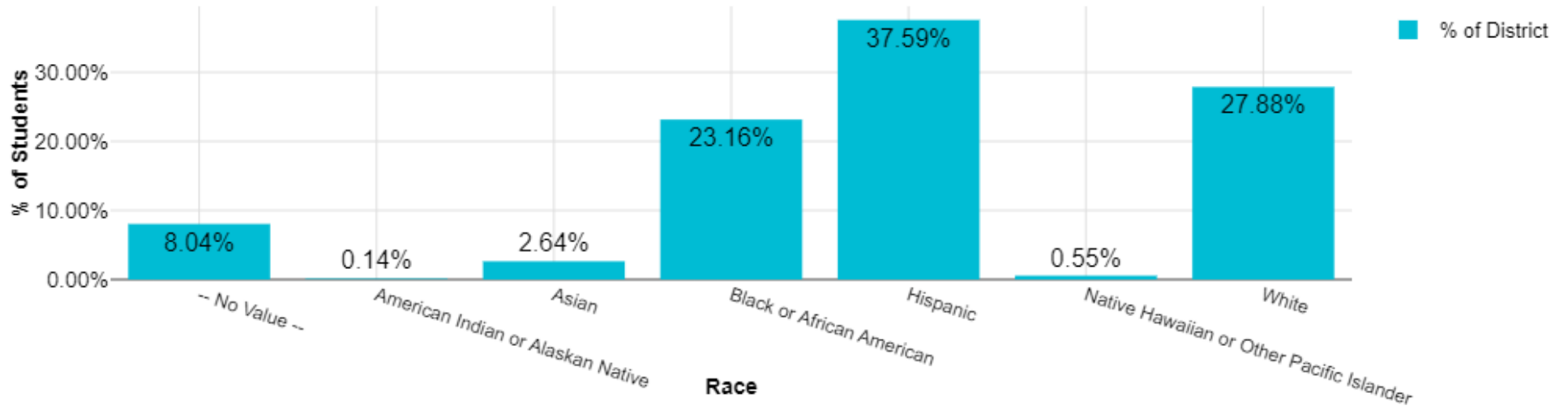
- 1 Principal
- 1 Assistant Principal
- 1 Counselor
- 1 Librarian
- 34 General Education Teachers
- 4 Special Education Teachers
- 1 Fine Arts Teacher (Music/Art)
- 1 Physical Education Teacher
- 1 Literacy Specialist
- 1 Instructional Coach
- 1 Instructional Math Coach
- 1 Math Specialist
- 1 Registered Nurse
- 3 Paraprofessionals (Instructional - Computer Lab & Physical Education)
- 7 Paraprofessionals (Instructional - Special Education)
- 3 Paraprofessionals (Office)
- 2 Dyslexia Therapists
- 2 Speech Therapists
- 1 Paraprofessional Instructional Pre-K

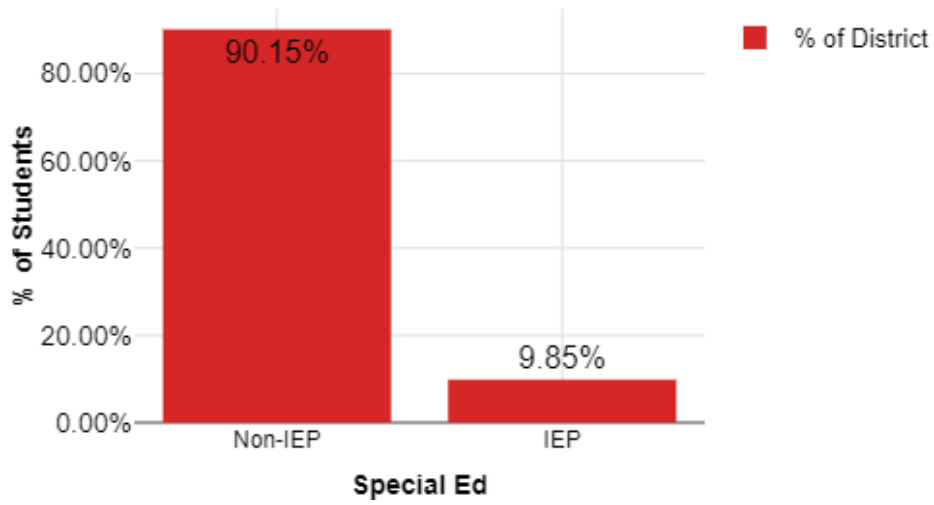
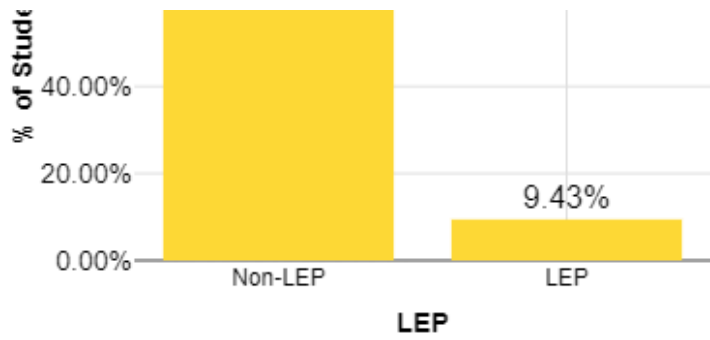
Dozier Elementary also employs the following part-time employees:

- 1 Gifted/Talented Teacher
- 1 Diagnostician
- 1 ARD Facilitator
- 1 IEP Clerk

Dozier Elementary offers the following instructional programs and services: Gifted & Talented, ESL Content-Based, Special Education Resource, Special Education Structure Instruction, Special Education Speech Therapy, Dyslexia Therapy, Title I Reading Services, & Title I Math Services.

Demographic Data





Attendance Data

Yearly - 93.20

Attendance Goals

2022-2023 Attendance Goals	1 st Six Weeks	2 nd Six Weeks	3 rd Six Weeks	4 th Six Weeks	5 th Six Weeks	6 th Six Weeks
97%	97.5%	97%	97%	97%	97%	97%

Demographics Strengths

1. Diverse Population
2. Growing Population of Students

Problem Statements Identifying Demographics Needs

Problem Statement 1: After analysis of current data, the percentage of Special Education students meeting "approaching" standard is less than 60%. **Root Cause:** Teacher turn-over
Alignment of C & I to meet the needs of all learners.

Problem Statement 2: After analysis of current sub-pop data, the percentage of students approaching standard in 4th grade are decreasing.

Student Achievement

Student Achievement Summary

Please see the addendum for STAAR Historical Data Charts.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The number of students leaving K-2 on grade level is decreasing. **Root Cause:** Alignment Implementation of the new Science of Reading and level of understanding

Problem Statement 2: After analysis of historical and current data, the percentage of students "Approaching and Meeting" standard on the 3-5 STAAR assessment has decreased over time.

School Culture and Climate

School Culture and Climate Summary

37 Staff Members took the Employee Engagement Survey

100% of the staff are proud to work in EMS ISD.

100% of the staff is engaged in their work.

100% of the staff stated that employment in EMS ISD gives them a feeling of accomplishment.

All staff members rated the areas of Family Involvement were agree or strongly agree.

All staff members rated the areas of Safety and Behavior agree or strongly agree.

89% of the staff rated teacher feedback and relating it to life outside of school agree or strongly agree.

See addendum for detailed results of survey data.

School Culture and Climate Strengths

The work environment component of the survey was rated 100% agree and strongly agree.

The overall quality of the school was rated Excellent/Good at 100%.

100% of the staff rated the school to have high standards of learning.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Recognizing staff members for good performance. **Root Cause:** Focus on student achievement of being the core contributors to success rather than recognizing that teachers are the contributors to student success.

Problem Statement 2: Career Growth and Training Opportunities **Root Cause:** Limited opportunities due to health and safety precautions. Professional goals were focused n tasks rather than personal growth.

Problem Statement 3: 60% of the parent rated the responsiveness to bullying by school teachers and staff agree or strongly agree. **Root Cause:** Clear communication and sharing of results after the bully investigation has been concluded or reported.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

As a Professional Learning Community we are committed to increasing our knowledge and skills in order to improve educator practice and positively impact student learning. We believe in hiring highly qualified staff that have a passion for education and align to our vision and goals. We work to support one another in order to effectively serve our entire Dozier community.

Learning opportunities are embedded in each area of our work as a Professional Learning Community. Campus-wide, vertical, grade level, leadership, and individual learning opportunities will be consistently implemented as part of our campus professional learning plan. Areas of learning will include but are not limited to instructional practice, using data to inform, utilizing resources, leadership, and relationship building.

1. Campus Professional Learning - Bi-weekly professional learning is provided at Dozier Elementary. The professional learning is determined based on the needs of the staff.
2. Grade Level PLCs meet weekly. The work is centered around the Dufour's 4 questions and using data to drive the instructional needs of the students.

Staff Quality, Recruitment, and Retention Strengths

- Content Specialist available to provide job embedded PD.
- Common Planning time built in to master schedule for Kinder - 5th grade.
- Systematic job embedded PD built in to the monthly calendar.
- Ongoing professional learning provided to all professional staff members from the district and campus.
- Weekly PLC built in to the master schedule for Pre - Kinder - 5th grade.
- Designated intervention time to meet the needs of students and protect tier 1 instruction.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Newly hired teachers need to gain ESL certification. **Root Cause:** Certified in content specific areas.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum -

- Each grade level team collaboratively plans the instruction for each content area using the district's scope & sequence, instructional guides, and curriculum. This ensures the students taught in each classroom within a grade level are taught the same TEKS to the same depth & complexity.
- Teams work to plan unit by unit to ensure standards are unpacked, common assessments are developed, instructional pacing and strategies are discussed, and data meetings are set to ensure learning and plan next steps.

Instruction -

- Instructional Coaching - Title I Reading, Math, and Writing coaches are available to model lessons, support planning, and offer feedback to the general education and special education teachers.
- All general education teachers and special education teachers receive training on the district fundamental practices.
- SLO's and T-TESS Professional Goals collectively developed.

Assessment -

- Literacy - Fountas & Pinnell Benchmark Assessment System, iStation, MClass K/1/2
- Dyslexia Screeners K/1
- Math - iStation, MSTAR, ESTAR
- District Common Assessments
- Benchmarks - 3rd, 4th, 5th

Curriculum, Instruction, and Assessment Strengths

Collaborating in teams

Implementing curriculum

Monitoring student learning through ongoing assessments

Providing intervention and enrichment in a systematic way

Guaranteed and viable curriculum across each grade level

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and Family Engagement Survey Data

97% of parents rated the overall quality of education agree or strongly agree.

The components of academic support were rated agree or strongly agree on average of 85% or higher.

95% of parents indicated that they agree or strongly agree that the administration at Dozier Elementary made decisions for the best interest of students.

See addendum for detailed survey data.

Parent and Community Engagement Strengths

100% of the parents feel that family engagement is appropriate. They rated agree or strongly agree to each component on the survey.

School Context and Organization

School Context and Organization Summary

Dozier strives to live out our mission everyday and in every way.

We commit to inspire a love of learning by providing a nurturing environment that builds positive relationships and meets students' individual needs.

Build Relationships

Nurture Growth

Inspire Success

All professional staff members are invited to Inspire in July. Those in attendance analyze campus data and determine our top needs for the upcoming school year. Based on the data, SMART goals are determined and professional development needs are identified.

There are a variety of collaborative group structures in place to ensure a guaranteed and viable curriculum across the campus.

Grade Level PLCs -

- PreK/Kindergarten
- First Grade
- Second Grade

There are a variety of leadership opportunities available at Dozier Elementary. A survey was sent out at the beginning of this school year. Staff members had the opportunity to select positions they are interested in for the upcoming year.

- Technology Committee
- Counseling Advisory Committee
- Sunshine Committee
- DPAC
- CPAC
- Education Foundation Care Captains
- UIL Coordinator
- Spelling Bee Coordinator
- Core Crisis Team
- Attendance Committee
- After School Clubs
- Safety Committee

School Context and Organization Strengths

1. All general education teachers are a member of a grade level PLC.
2. Most professional staff members are a member of at least on committee.

Technology

Technology Summary

A campus technology team is established and created a plan for this school year. The team will meet on an as needed basis to revise the plan.

New technology has been added to enhance instructional practice for the 2022 - 2023 school year.

The campus has achieved 1:1 device implementation.

Teacher Training Support

Technology Tuesday's support from District ITs

Technology Strengths

New devices bring increased opportunities.

1:1 device implementation.

Bi-Weekly lab visits through Specials rotation.

Collaboration space that can be scheduled on an as needed basis for the use of technology.

Priority Problem Statements

Goals

Goal 1: Excellence in Academics: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 1: Teachers in Prekindergarten through Fifth Grade will utilize research-based strategies to teach reading and facilitate the use of student data folders to guide students in setting goals and tracking their own growth so that 90 percent of students will make one year of growth in by April 2023 as measured by CLI, iStation, BAS, or MClass.





Evaluation Data Sources: CLI

Istation

BAS

MClass





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will align Early Literacy Practices, Guided Reading, Progress Monitoring, Workshop Model and Reading Academies.</p> <p>Strategy's Expected Result/Impact: Increased number of students reaching their academic goals.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Instructional Coaches Administrators Lead Teachers</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All students will have a data folder to set goals and track their progress in reading. Data folders will be shared with parents to involve parents in monitoring student progress towards goals.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement and student ownership of data and growth.</p> <p>Staff Responsible for Monitoring: Administrators Classroom Teachers</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teacher will regularly collaborate with ELAR Instructional coach in Grade Level PLCs to analyze student data in relation to learning standards and instructional strategies to assure all students receive high quality instruction and are challenged at appropriate levels.</p> <p>Strategy's Expected Result/Impact: Aligned instructional practices across the grade level with a focus on the impact of those practices on student achievement.</p> <p>Staff Responsible for Monitoring: ELAR Instructional Coach Administrator Grade Level Teachers</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will meet once per six weeks in a vertical PLC to align vocabulary, instructional strategies, and processes after CLC meetings.</p> <p>Strategy's Expected Result/Impact: Campus aligned instructional strategies, vocabulary, and an understanding of the increase in rigor required at each grade level.</p> <p>Staff Responsible for Monitoring: Instructional Coach Administrators ELAR Vertical Team</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Excellence in Academics: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 2: By the end of the 2022 - 2023 school year, 75% of ELL students will advance one level in each domain of the TELPAS assessment.

Evaluation Data Sources: 2023 TELPAS Rating Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The teachers will analyze student growth and instructional strategies during the scheduled data meetings once/six weeks.</p> <p>Strategy's Expected Result/Impact: Instructional Adjustments Focus on student growth and achievement</p> <p>Staff Responsible for Monitoring: Principal, PLC Facilitator, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The teachers will participate in the Sixty Second Solution Training by Terri Watson.</p> <p>Strategy's Expected Result/Impact: Increased use of academic talk opportunities in the classroom.</p> <p>Staff Responsible for Monitoring: Administrators Grade Level Teachers</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Excellence in Academics: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 3: Teachers in Prekindergarten through Fifth Grade will utilize research-based strategies to teach math and facilitate the use of student data folders to guide students in setting goals and tracking their own growth so that 90 percent of my students will make one year of growth in by April 2023 as measured by CLI, iStation, DCA, and Summative Assessments.

Evaluation Data Sources: CLI
iStation
DCA Data
Summative Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will implement number sense routines, guided math, progress monitoring, and workshop model aligned to the districts math curriculum to provide engaging math instruction and challenge all students.</p> <p>Strategy's Expected Result/Impact: Increase in academic achievement.</p> <p>Staff Responsible for Monitoring: Administrators Team Leads Instructional Coaches</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All students will have a data folder to set goals and track their progress in math. Parents will be involved in monitoring student progress through sharing of the data folders.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Classroom Teachers Administrators Instructional Coaches</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teacher will regularly collaborate with math instructional coach in Grade Level PLCs to analyze student data in relation to learning standards and instructional strategies to assure all students receive high quality instruction and are challenged at appropriate levels.</p> <p>Strategy's Expected Result/Impact: Alignment of instructional practices across the campus and an intentional approach to academic achievement.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach Grade Level Teachers</p>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will meet once per six weeks in a vertical PLC to align vocabulary, instructional strategies, and processes.</p> <p>Strategy's Expected Result/Impact: Intentional school wide instructional practices that focus on the areas of needed improvement as defined by the previous year data sources.</p> <p>Staff Responsible for Monitoring: Instructional Coach Administrators Vertical Math Team</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The math instructional coach will lead instructional walks on campus to support learner engagement, instructional strategies, and rigor.</p> <p>Strategy's Expected Result/Impact: This practice will build a stronger math community that is collaborative and trusting.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: The 3rd - 5th grade math teachers will participate in Teach Like a Champion book study provided by Hannah Keller and Allie Van Dine.</p> <p>Strategy's Expected Result/Impact: Gain strategies that focus on immediate feedback to students and clear expectations.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Administrators Math Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Teach Like a Champion Book - 199 - General Fund</p>	Formative		
	Dec	Mar	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: First - fifth grade students will be provided daily practice to build their fact fluency through fact fluency workshop stations.</p> <p>Strategy's Expected Result/Impact: Increased rapid recall of fact fluency and numeracy.</p> <p>Staff Responsible for Monitoring: Instructional Coach Administrators</p> <p>Funding Sources: Fact Fluency Station Resources - 199 - General Fund - \$850</p>	Formative		
	Dec	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 1: Excellence in Academics: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 4: By the end of the 2022-2023 school year, 60% of students will meet or exceed Meets Standard on the 2023 STAAR Reading and Math Assessment.

Evaluation Data Sources: 2023 STAAR Data - 3rd - 5th grade reading and math





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 3rd - 5th grade teachers will implement a system for students to track their progress on pre/mid/post assessments.</p> <p>Strategy's Expected Result/Impact: Overall increase in achievement and accountability. Students will be able to verbalize their individual goal and identify their strengths and area of improvement for each instructional cycle.</p> <p>Staff Responsible for Monitoring: Grade level teacher, Reading and Math Specialist, Instructional Coach, Principal</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide targeted reading and math intervention for students according to HB4545 and students who are identified tier 2 and tier 3 across all grade levels. This support will be provided through direct tutoring services, push-in and pull-out services utilizing Do The Math, Bridges Intervention System, and TEA resources for math and leveled literacy intervention, Footprints, and targeted Istation lessons for reading.</p> <p>Strategy's Expected Result/Impact: Increase the number of students meeting grade level standards between the BOY and EOY assessment windows.</p> <p>Staff Responsible for Monitoring: Principal, Math Specialist, Instructional Coach, Classroom Teacher, Reading Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All math teachers will utilize the Math Workshop Framework and implement guided math and work stations into their daily math instruction. Teachers will pull small groups to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Overall increase in student achievement and collaboration through conversations about math. Build a safe math community by supporting the productive struggle.</p> <p>Staff Responsible for Monitoring: Math Specialist, Instructional Coach, Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide Tier 1 instructional and engagement strategies daily, following the EMS ISD Curriculum and Resources and all components of the EMS ISD Torch.</p> <p>Strategy's Expected Result/Impact: Walkthroughs, observations, and lesson plans will show evidence of aligned instructional strategies.</p> <p>Staff Responsible for Monitoring: K-5 classroom teachers, Reading and Math Specialist, Instructional Coach, Principal</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Continuous use of data and assessment to drive weekly PLC decisions that impact tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement. Fidelity in tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Instructional Coach, PLC Facilitator, Principal</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Excellence in Academics: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 5: By the end of the 2022-2023 school year, 65% of students will meet or exceed Meets Standard on the 2023 STAAR Science Assessment.

Evaluation Data Sources: STAAR Assessment
 Benchmarks
 DCA
 Interim





Strategy 1 Details	Formative Reviews		
Strategy 1: 4th and 5th grade science teachers will meet 6 times per school year to align strategies in a vertical council. Strategy's Expected Result/Impact: Tier 1 instruction with fidelity across all grades. Staff Responsible for Monitoring: Principal, Classroom Teachers	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The science vertical team will focus on vocabulary development and tier 1 instructional practices. Strategy's Expected Result/Impact: Increase in student achievement and understanding Staff Responsible for Monitoring: Administrators Vertical Council Members	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Excellence in Personalized Learning Opportunities: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 1: During the 2022-2023 school year, Professional Learning will be created and delivered that aligns to the Aspire 2025 plan.





Evaluation Data Sources: Professional Learning Agenda Plans - Sign In Sheets - Tier 1 Instruction

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Leadership Team will meet at a minimum of 6 times during the 2022-2023 school with a focus on the PLC process, CIP plan, and Aspire 2025.</p> <p>Strategy's Expected Result/Impact: Improved Tier 1 Instruction Grade Level PLC Norms and Conflict Resolution Plan Alignment of Tier 1-3 strategies</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The staff will be provided the opportunity for a summer book study (Summer of 2021) Developing Assessment-Capable Visible Learners Grade K-12 to build instructional knowledge, the importance of learning intentions, and goal setting and data tracking.</p> <p>Strategy's Expected Result/Impact: Improved Tier 1 Instruction Student Data Folders Learning Intentions Posted</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 100% of the Dozier Elementary staff will attend the professional development session Strengths Based Leadership by Joanna Weisinger.</p> <p>Strengths-Based Staff Professional Development Training for 60 participants on August 8, 2022, at 12PM - 4:00PM.</p> <p>Strategy's Expected Result/Impact: Improved PLC process across the grades and teams.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Joanna Wiesenger Trainer - 211 - Title 1, Part A - \$6,000</p>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The staff will receive a PDSA refresher training to ensure implementation as defined in Aspire 2025 and outlined in The Torch.</p> <p>Strategy's Expected Result/Impact: Plan-Do-Study-Act Cycle to make instructional adjustments and monitor student progress in academic and behavioral achievement.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Excellence in Personalized Learning Opportunities: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.





Performance Objective 2: Dozier Elementary will work collaboratively with the Dozier Elementary PTA and schools in the CTHS feeder pattern to build a community focused on student success and collaboration.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Dozier Elementary will hold family breakfasts 4 times per year to welcome the families into the school and learn about upcoming events as well as parent strategies and support provided by the counselor and or PTA board.</p> <p>Strategy's Expected Result/Impact: Increased family engagement</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Title I: 4.2</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Dozier Elementary will host the annual Family Picnic and hold the Title One Parent Meeting that focuses on the family engagement plan and outreach.</p> <p>Strategy's Expected Result/Impact: Understanding of the campus use of federal funds to support the academic achievement of the students. Increased awareness of family engagement activities and opportunities at the campus level</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Title I: 4.2</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Dozier Elementary in conjunction with the Dozier Elementary PTA will host monthly family engagement opportunities such as: Breakfast with Santa, Sweetheart Dance, Parent Breakfasts, Chills at Chisholm Trunk or Treat (feeder pattern night).</p> <p>Strategy's Expected Result/Impact: Increased engagement for students and parent.</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teacher</p> <p>Title I: 4.2</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Excellence in Personalized Learning Opportunities: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 3: The students at Dozier will maintain goal setting and data tracking throughout the school year.





Evaluation Data Sources: Walkthroughs, PDSA Cycles, PLC

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional Development during the beginning of the year will focus on key pieces of the data binder and campus expectations. Strategy's Expected Result/Impact: Students will know and understand their data and determine action steps necessary to reach their goal. Staff Responsible for Monitoring: Principal, Classroom Teacher, Instructional Coach</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Dozier Elementary will create vertical councils for the 2022-2023 school year that focus on reading, math, and science. Strategy's Expected Result/Impact: Vocabulary Development, Increase in Rigor, Alignment of strategies Staff Responsible for Monitoring: Principal, Instructional Coach, Reading and Math Specialist, CFA Representatives</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Excellence in Personalized Learning Opportunities: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.





Performance Objective 4: The teachers will PLC weekly or bi-weekly to prioritize tier 1 instruction, review data sources, adjust instruction, and track student data throughout the 2022-2023 school year.

Evaluation Data Sources: PLC Notebook

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The teachers will follow the PLC schedule and maintain the data in the PLC Notebook.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement and focused instruction to meet the needs of all learners.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, Team Lead, Classroom Teachers</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Excellence in Personalized Learning Opportunities: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.





Performance Objective 5: During the 2022-2023 school year Dozier Elementary will implement a structure for after school clubs that focus on individual student strengths outside of the academic setting.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Dozier Elementary will create a committee focused on establishing the initial structure for after school clubs.</p> <p>Strategy's Expected Result/Impact: Clear processes for creating after school clubs/groups with a focus on meeting the needs of all students.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Excellence in Organizational Improvement: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated.

Performance Objective 1: 100% of the staff and students will receive training in, and follow, the Standard Response Protocol from the I Love You Guys Foundation and CRAZE training on how to react during emergency events that might take place.





Evaluation Data Sources: Handouts and Sign - In Sheets from Safety Training

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Dozier Elementary staff will receive training in the Standard Response Protocol, Reunification Protocol, and Avoid/Deny/Defend, and Crisis Go.</p> <p>Strategy's Expected Result/Impact: The staff at Dozier Elementary will understand how to respond appropriately in the event of a crisis situation on campus.</p> <p>Staff Responsible for Monitoring: Principals</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The Standard Response Protocol and Reunification Protocol will be communicated to parents.</p> <p>Strategy's Expected Result/Impact: Parents and guardians will understand how to respond appropriately in the event of a crisis situation on the campus.</p> <p>Staff Responsible for Monitoring: Principals</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Practice emergency drills each month according to the schedule directed in the District Emergency Operations Plan using SRP model and Crisis-go App.</p> <p>Strategy's Expected Result/Impact: Students and staff will know what to do in an emergency situation from practicing regular drills.</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Excellence in Organizational Improvement: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated.

Performance Objective 2: 100% of students and staff will implement and understand the CHAMPS procedures in all common areas and in the classrooms.





Evaluation Data Sources: Decrease in office referrals
 Increase in positive phone calls home
 Walk-through and observation data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The PBIS committee will meet multiple times throughout the school year to assess effectiveness of CHAMPS implementation and share ideas for behavior Tier 1 strategies.</p> <p>Strategy's Expected Result/Impact: Positive school Culture - Increase in learning and decrease in behaviors that prohibit learning.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Administrators PBIS Committee</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will be recognized monthly for outstanding character by their teachers and their classmates.</p> <p>Strategy's Expected Result/Impact: Increase in positive behaviors</p> <p>Staff Responsible for Monitoring: Counselor Administrators</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Excellence in Organizational Improvement: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated.

Performance Objective 3: Student attendance rate for 2021 - 2022 was 93.2% . Student attendance rate for the year will meet the target goal of 97%.

Evaluation Data Sources: Attendance Reports
 Truancy Meeting Minutes
 Communication Logs from teachers

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A kindness club/leadership club will be established for current 5th grade students to encourage attendance in each grade level, serve as morning greeters, offer support to the office staff, and serve as role models for DES students.</p> <p>Strategy's Expected Result/Impact: Increase leadership skills in students Allow students the opportunity to see peers in leadership Teach real world applications such as interviewing, speaking in public, and communication skills</p> <p>Staff Responsible for Monitoring: 5th grade teachers counselor administrators</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The administrative intern will take on the role of monitoring student attendance and follow the district attendance guidelines for reporting truancy.</p> <p>Strategy's Expected Result/Impact: Decrease in truant students.</p> <p>Staff Responsible for Monitoring: Administrative Intern - Jill Tucker Administrators Attendance Clerk</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allison Van Dine	Math Instructional Coach		
Hannah Keller	Math Intervention Specialist		
Hope Howell	Reading Intervention Specialist		
Mia Bell	Instructional Coach Literacy		

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	6	Teach Like a Champion Book		\$0.00
1	3	7	Fact Fluency Station Resources		\$850.00
Sub-Total					\$850.00
211 - Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Joanna Wiesenger Trainer		\$6,000.00
Sub-Total					\$6,000.00