

Schertz-Cibolo Universal City Independent School District

J. Frank Dobie Junior High

Campus Improvement Plan

2020-2021



Mission Statement

The Dobie staff is committed to a stimulating learning environment for our students. We strive to facilitate their learning in both academic discipline and extracurricular activities. Students are encouraged to become involved in this learning process and the opportunities available to be productive members of the school community.

Vision

Prepare EVERY student to be a productive citizen prepared for post-secondary life.

Value Statement

Leadership, Character, Commitment, Service, Learning

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The demographics for the teacher and staff population is as follows:	5
70.8% of the teachers and staff at Dobie Junior were white, 22.3% were Hispanic, 3.4% were African American, 1.7% were Asian and 1.7% were Pacific Islander.	
75.2% of the staff were female and 24.8% were male.	5
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Students/Staff:

- Enrollment for the 2019-2020 school year exceeded the projection for both 7th and 8th grade
- Attendance rate was 96.65 while the 2018-2019 year was 96.47
- Economically Disadvantaged: 22.5%
ESL/LEP: 2.7%
Special Education: 8.19%
Gifted and Talented: 7.18%
At Risk Population: 41.3%
- African American: 14.5%
Hispanic: 39.2%
White: 37.8%
- 2019-2020 accountability is not applicable- STAAR was not administered due to COVID-19.
- 2018-2019:
Overall Rating- 89 B
Student Achievement- 88 B
School Progress- 84 B
Closing the Gaps- 92 A
- Limited response by students for the 2019-2020 student survey- we attribute this partially to COVID-19 and unexpected closures
- All core content teachers have a common planning period everyday and meet at least weekly for PLC planning
- Teacher retention rate is approx:
- Our staff consists of _____% of new (1-5 years) or first year teachers and _____ veteran/experienced teachers (5 or more years)
- Dobie Junior High staff are committed to enhancing the education of our students with their diversified backgrounds.
- 3 full time administrators and 1 half time administrator (shared with another district Jr. High campus)
- 3 full time counselors
- 1 part time military liaison
- 1 SRO

Parents and Community:

- Dobie has an active PTC
- Limited responses to the 2019-2020 survey-we attribute this partially to COVID-19 and unexpected closures
- Communication to parents consists of call-out, campus newsletters, teacher sites, campus website and email

The demographics for the teacher and staff population is as follows:

70.8% of the teachers and staff at Dobie Junior were white, 22.3% were Hispanic, 3.4% were African American, 1.7% were Asian and 1.7% were Pacific Islander. 75.2% of the staff were female and 24.8% were male.

Dobie Junior High staff are committed to enhancing the education of our students and embrace their diversified backgrounds. This enriched environment prepares students to better function in a global society.

During the 2019-2020 school year Dobie focused on increasing classroom engagement to provide differentiated instruction to all learners. We have restricted our use of our Cougar time to focus on targeted instruction for students who did not meet passing standards on various concepts.

Due to our growth continuously exceeding projections, we have developed campus process and expectations to help ensure students are educated in a positive, safe environment that promotes learning for all students.

Demographics Strengths

Staff/Student Diversity: The diversity within our campus allow opportunities for students and staff to interact with those of various background and helps prepare students for a diverse world outside of the learning environment.

Staff/Student Diversity for Dobie. The current breakdown is as follows:

African American: 14.9%

Hispanic: 39.5%

White: 34.8%

Two or More Races: 7.3%

Growth: Dobie continues to exceed expected growth each year. Our community continues to be a desired area particularly to those who may be military connected. Despite this rapid growth Dobie students continue to perform well both academically and in extracurricular activities.

Community involvement and support: Parent/Family and student participation at school activities and events remains high.

Teacher Collaboration:

- Master Schedule: Common planning time for core-content teachers to support the PLC
- Master Schedule: Cougar time for intervention, enrichment and SEL is scheduled daily

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Dobie Junior High attendance is 96.47%, which is below the district goal of 97%. **Root Cause:** Classroom engagement and student motivation

Student Learning

Student Learning Summary

Dobie Jr. High students historically perform at or above the state level. Due to COVID-19 and school closures STAAR for the 2019-2020 school year was not administered. Therefore, teachers provided instruction remotely to all students for the last nine weeks of the 19-20 school year. During this time teachers reviewed previously taught material and emphasized critical content. Although students had access to instructional material many did not actively participate and/or struggled to keep up with instruction. Additionally, not all Dobie students have a personal device so students in need were checked out a device based on a family accessibility/need criteria developed by our technology department. For the 2020-2021 school year students will be afforded the opportunity to return to face-to-face instruction or remain in remote instruction as determined by their parents. Dobie Jr. High students who participate remotely will be held to the same academic standard as those who are on campus and teachers are expected to plan for, interact and engage with students who are learning from home.

State accountability data from the 2018-2019 STAAR scores reveals that our campus "met standard" overall and in all categories (student achievement, school progress and closing the gaps). Based on the 2018-2019 Accountability Summary Report our student's scored 89% overall, 88% on student achievement, 84% on school progress and 92% on closing the gaps. As a fast growth district, Dobie continues to identify achievement gaps between student groups. Data for our at risk population and special education students indicates a need for systemic support services to increase academic achievement.

OFFICIAL 2019 Student Achievement Data Table for Dobie

	Reading	Math	Writing	Science	Social Studies
% of students @ Approaches Grade Level or Above	87%	92%	75%	91%	79%
% at Grade Level (Meets)	56%	73%	43%	64%	46%
% who Masters Grade Level	29%	35%	15%	29%	28%

% of students @ Approaches Grade Level or Above by Sub-Population	African American	Hispanic	White	Special Education	Economically Disadvantage	ELL
Reading	80%	86%	89%	48%	78%	93%
Math	88%	91%	94%	56%	85%	83%
Writing	70%	73%	82%	30%	64%	*
Science	91%	88%	94%	57%	84%	79%
Social Studies	75%	79%	81%	36%	67%	83%

Student Learning Strengths

2019-2020

Students at Dobie Jr. High were performing mostly on grade level or above and were continuing to thrive in closing performance gaps as indicated in district assessments and on universal screeners.

Students attempted to stay engaged and participate in remote learning during COVID closures.

2018-2019

Distinctions are earned by being in the top 25% (top 10 out of 40) of your state wide comparison group. Dobie Junior High did not earn any distinctions however we ranked 1th out of 40 for both Comparative Closing the Gaps and Comparative Academic Growth.

8th Grade Science STAAR results were 91% and they have steadily increased over the past 3 years.

Algebra EOC had 100% of student approaching grade level or higher.

8th Grade Math and Reading had 93% of students approaching grade level or higher.

31% of students maintained all A's or A's/B's for the entire school year.

97 students inducted into NJHS.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): As previous data indicates the percent of students in Special Education who meet the "approaches grade level" STAAR is below 50% combined for all tested subjects. **Root Cause:** There is a need for professional development with an emphasis on intentional planning and differentiation of instruction for students who have academic gaps.

Problem Statement 2 (Prioritized): Most recent STAAR data indicates: At Risk students % for the approaches grade level is below 75% on all combined subjects tested. **Root Cause:** Additional training on Tier 1 instructional strategies is needed as well as reinforced best practices in the PLC.

Problem Statement 3: Some students in remote learning demonstrate a lack of engagement/participation. **Root Cause:** Lack of motivation due to a lack of understanding on how to use Google Classroom/LMS or a feeling of disconnectedness. Limited access to devices.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction and Assessment

- PLC planning for core-content- instructional planning and evaluation of assessment and performance data
- MTSS/RTI structure was implemented and is in on revise and improvement phase. The procedures and strategies are still fairly new, the campus has a focus on implementation. Documentation is collected regularly.
- Assessment is routine an ongoing. There is a partiucar focus on identifying students SEL and acadmic needs since there has been an instructional interruption due to COVID-19 and school closures.
- The master scheudle supports PLC, Intervention, Enrichment and opportunities for SEL.
- Teachers are using data to drive instruction and design differentiation for students who are struggling or need an additional challenge.
- Teachers are planning and preparing quality instruction for both face-to-face and remote learners.
- CLT (campus leadership team) meet regularly to review campus goals and programs.
- Teachers are implementaing technology in lessons and the use of remote learning platforms like Google classroom.

School Processes & Programs Strengths

Dobie Junior High has multiple structures in place to address the academic needs of our students.

- Cougar time, tutoring, and mentor programs.
- Multiple opportunities for students to participate in extracurriculars including fine arts, sports, clubs, and special interest groups which encompasses all student populations. We have implemented connection Friday's to allow students to connect with teachers and peers who share their same interest.
- Increasing the support for Tier 1 instruction by utlizing Cougar time to incorporate reteach to our students in all core subjects.
- Focus on improving our MTSS/RTI process. Identifying students in need of Tier 3 support-Applied Literacy/Math and Mentor group.
- CLT routine meetings with focus on campus improvement
- Master schedule supports planning and student support

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student academic performance is below campus expectations when considering the opportunities available to provide support to our students during the

school day. **Root Cause:** Cougar time needs clearly articulated norms and expectations for both teachers and students.

Problem Statement 2: Students in remote instruction are struggling to complete assignments on time and engage in learning. **Root Cause:** Technology is not available for all students and they have not been adequately trained to engage routinely in a remote setting. Google classroom/LMS are not a routinely used.

Perceptions

Perceptions Summary

Dobie Jr. High encourages staff professional growth and development by promoting district and campus professional development opportunities. PLC time is provided to core-content teams. Identify instructional strengths and weaknesses and student misconceptions. We have committed to the focused walkthrough process for learning and coaching. We have established and continue to utilize interdisciplinary teams with meetings designed to discuss and designate appropriate student interventions, enrichments, or support services.

Dobie Junior High focuses on how to celebrate success of all staff members. We recognize accomplishments in the following ways: during faculty meetings, on social media, and posting staff "shout-outs" on the bulletin board in our faculty lounge. Additionally, we promote positive interactions by coordinating staff breakfast/lunch, spirit/jeans days, and we provide positive praise on goodie bags that are handed out throughout the year.

Dobie Junior High constantly strives to make organizational and administrative improvements. In 2016-17 an emphasis was placed on the teaming concept. Our faculty met every 2 to 3 weeks to discuss students' strengths and weaknesses. Students were assigned to enrichment/intervention classes based on these team meetings. In 2017-2018 our emphasis is to improve our teaming concepts by creating team plans that align with the C.I.P. We have established collective commitments with in our staff to ensure our structures are supporting student success. In 2018-2019 the focus was to effectively utilize our support structures to impact student growth. We restructured our use of our Cougar time to focus on targeted instructions for students who did not master various concepts. Students were grouped accordingly by teachers in interdisciplinary team meetings. Based on their groupings students will rotate to all 4 core subject areas to receive instruction. We implemented connection Friday which allows students to choose a club based on their interest. We had over 30 different clubs established for students to connect with their peers as well as teachers. Our focus is to have our students connect with their school and be apart of something meaningful.

In 2019-2020 we improved our MTSS/RTI framework. We utilized our Reading and Math applied teachers to provide an additional layer of instructional support for students in need of Tier 2/3 intervention. We use multiple data points (STAAR results, BOY, MOY, EOY and universal screener) to identify students in need of intervention while providing research based lessons, strategies, and activities that address students needs. Teachers set goals for students and data is used to monitor progress. The MTSS and CSST processes continue to be reviewed and revised for improvement.

Students are routinely encouraged to participate in campus extra-curricular activities.

Administration is committed to being visible throughout the day. We promote a safe environment and support teachers during instruction by being visible during passing periods, visiting classrooms and interacting with students during lunch. We will continue to grow teachers through T-TESS evaluations and the use of our focused walkthrough process.

Perceptions Strengths

Dobie Jr. High has created a culture that fosters Professional Learning Communities (PLC) and our staff is very cohesive.

Varying staff surveys reflect that employees are generally satisfied with pay and the number of employees who make 50K or more increased by 42% from previous years. Employees who have been with SCUC or at Dobie for over 15 years feel good about potential to grow professionally and financially.

On previous surveys our parents report that their child's learning is a high priority at Dobie and their family is treated with respect. We have also increased from 2018 on feedback and positive phone calls to parents.

As reported from those who participated, our 2019 student survey indicates that students feel learning is important, they enjoy special classes such as art, music and physical education. Students feel that teachers care about them and if they have a problem they know where to go to get help. In previous years we have placed an emphasis on student engagement, teacher to student interaction, regarding the learning processes, and providing positive feedback from teachers to students. As a result the survey shows improvement in the correlating areas.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Based on the 2018 Parent Satisfaction Survey, Dobie's lowest reporting categories was with parents and receiving feedback on their child's academic progress. **Root Cause:** Teachers rely heavily on TxConnect and progress reports as the primary form of communication on a student's progress.

Problem Statement 2 (Prioritized): Based on previous a Student Satisfaction Survey, a low reporting category includes, "students not respecting each other." **Root Cause:** Different views between students of what respect looks like. Social norms, self awareness and empathy at the Secondary Level are not taught and emphasized routinely.

Problem Statement 3 (Prioritized): Staff survey indicates that when compared to SCUC as a district 22% fewer of Dobie staff believe that SCUC encourages different point of view. **Root Cause:** SCUC and Dobie Jr High have not provided much professional development around staff SEL and self awareness.

Priority Problem Statements

Problem Statement 1: Dobie Junior High attendance is 96.47%, which is below the district goal of 97%.

Root Cause 1: Classroom engagement and student motivation

Problem Statement 1 Areas: Demographics

Problem Statement 2: As previous data indicates the percent of students in Special Education who meet the "approaches grade level" STAAR is below 50% combined for all tested subjects.

Root Cause 2: There is a need for professional develop with a emphasis on intentional planning and differentiation of instruction for students who have academic gaps.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Most recent STAAR data indicates: At Risk students % for the approaches grade level is below 75% on all combined subjects tested.

Root Cause 3: Additional training on Tier 1 instructional strategies is needed as well as reinforced best practices in the PLC.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Based on previous a Student Satisfaction Survey, a low reporting category includes, "students not respecting each other."

Root Cause 4: Different views between students of what respect looks like. Social norms, self awareness and empathy at the Secondary Level are not taught and emphasized routinely.

Problem Statement 4 Areas: Perceptions

Problem Statement 6: Staff survey indicates that when compared to SCUC as a district 22% fewer of Dobie staff believe that SCUC encourages different point of view.

Root Cause 6: SCUC and Dobie Jr High have not provided much professional development around staff SEL and self awareness.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement 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

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals





Revised/Approved: November 6, 2020

Goal 1: Priority 1: All Graduates will be College and/or Career and/or Military Ready.

Performance Objective 1: Special Education students will increase performance by at least 3% on all tested subjects and/or meet or exceed the progress measure

Evaluation Data Sources: District Quarterly Progress Assessments, Campus Common Assessments, STAAR, Universal Screener BOY/MOY/EOY, Classroom Formative Assessments

Summative Evaluation: None





Strategy 1: Utilize built in structured supports to develop students in their area of deficiencies. Strategy's Expected Result/Impact: Increase in students performance on QPA's, CUA's, Formative assessments, benchmarks, and STARR results. Staff Responsible for Monitoring: Administration and Interdisciplinary teams.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize Applied Literacy/Math classes more effectively using multiple data points for entry/withdrawal into the class on a more fluid basis. Strategy's Expected Result/Impact: Increase in student growth performance as measured by screeners, QPA's, and CUA's. Staff Responsible for Monitoring: Administration; Applied Teachers; Classroom teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Clearly define expectations/norms for Cougar time. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Administration, CSST Team and CLT Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Priority 1: All Graduates will be College and/or Career and/or Military Ready.

Performance Objective 2: At Risk/Eco Dis students will increase performance by at least 5% on all tested subjects and/or meet or exceed the progress measure

Evaluation Data Sources: District Quarterly Performance Assessments , Campus Common Assessments, STAAR, Universal Screener BOY/MOY/EOY

Summative Evaluation: None

<p>Strategy 1: Ensure well deployed and consistent systems of interventions which develops instructional methods for all student groups not achieving their full potential - At Risk. Strategy's Expected Result/Impact: Increase in students performance on QPA's, CUA's, Formative assessments, benchmarks, and STARR results. Staff Responsible for Monitoring: Administrators and Interdisciplinary Teams</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Utilize Applied Literacy/Math classes more effectively using multiple data points for entry/withdrawal into the class on a more fluid basis. Strategy's Expected Result/Impact: Increase in student growth performance as measured by screeners, QPA's, and CUA's. Staff Responsible for Monitoring: Administration; Applied Teachers; Classroom teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Implement a Mentoring Class/Program to address academic behaviors - Targets At-Risk population Strategy's Expected Result/Impact: Creates a culture of high expectations for students who struggle due to academic behaviors. Students will understand the importance of good academic behaviors. Staff Responsible for Monitoring: Administration; Classroom Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				


Goal 1: Priority 1: All Graduates will be College and/or Career and/or Military Ready.


Performance Objective 3: At least 97% or above of Dobie Junior High students will meet the attendance requirement for both face-to-face instruction and @home.


Evaluation Data Sources: Student Attendance Report - Every four weeks


Summative Evaluation: None

<p>Strategy 1: Create systems of connections between students to teachers and students to students who share common interests. "Connections Fridays" enable students to choose club of their choice to connect with others.</p> <p>Strategy's Expected Result/Impact: Students feel more connected to Dobie Junior High faculty and peers. Increase student motivation to attend school.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 2: Priority 2: High-Performing and Engaged Workforce.

Performance Objective 1: Annually increase the percentage of employees who feel they are part of something meaningful and are genuinely appreciated.

Evaluation Data Sources: Workplace Survey Results, Staff Turnover Rate, Staff Input

Summative Evaluation: None








<p>Strategy 1: Create a local level "New Teachers Academy" for teachers and staff new to Dobie JH</p> <p>Strategy's Expected Result/Impact: Help new staff members become acclimated to Dobie JH. Understanding of roles, responsibilities and expectations in regards to critical issues and situations. New teachers are able to grow which will lead to an improvement in student performance</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Mentor teacher assigned to new teachers</p> <p>Strategy's Expected Result/Impact: Increased awareness and affirmation of what is working well, what are opportunities for improvement, and what resources are needed to help complete appropriate job task.</p> <p>Staff Responsible for Monitoring: Administration. Mentor Teacher</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Pair new teachers with "geographical buddy"</p> <p>Strategy's Expected Result/Impact: Assists in quick assimilation to campus. Makes for a smooth transition to Dobie JH</p> <p>Staff Responsible for Monitoring: Campus Administration and Campus leadership team.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Priority 2: High-Performing and Engaged Workforce.

Performance Objective 2: Provide opportunities for professional development with a emphasis on SEL and instructional best practices. Offer meaningful feedback that promotes professional growth.

Evaluation Data Sources: Staff Survey Results and Professional Development Surveys.

Summative Evaluation: None








<p>Strategy 1: The campus will develop an SEL Team whose primary focus will be to conduct 6 sessions of professional development with a focus on SEL using the CASEL framework/model as a guide.</p> <p>Strategy's Expected Result/Impact: Improve campus climate and culture as well as improve the likelihood that we will retain teachers. Student performance and campus morale will also be positively impacted.</p> <p>Staff Responsible for Monitoring: Administration Team and Counselors</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 2: Priority 2: High-Performing and Engaged Workforce.

Performance Objective 3: All teachers will participate in professional development and launch the use of a LMS students enrolled in @home learning.

Evaluation Data Sources: Lesson plans and instructional material in the LMS, student engagement/interaction with coursework within the LMS

Summative Evaluation: None





<p>Strategy 1: The campus will select a trainer of trainers who will participate in a series of professional development, around the purchased LMS, with the intent to turn this around to teachers and provide ongoing support.</p> <p>Strategy's Expected Result/Impact: Teachers will become more familiar will the LMS and will be able to fully implement in the Spring.</p> <p>Staff Responsible for Monitoring: Administration team, Librarian</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 3: Priority 3: Highly Satisfied Students, Parents and Community

Performance Objective 1: Increase percentage of parents/respondents (to greater than 4.0 on Parent Survey) who believe Dobie JH communicates effectively and provides positive feedback.

Evaluation Data Sources: Parent/ Community Satisfaction Survey, Student Satisfaction Survey

Summative Evaluation: None





Strategy 1: Develop and deploy systematic processes to provide opportunities to listen, learn, learn and respond to customer and stakeholder feedback. Strategy's Expected Result/Impact: Positive, informed community relations Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide opportunities for students to voice their concerns on the culture at Dobie JH. -Principal's Cougar Den Strategy's Expected Result/Impact: Students feel their voices are heard. Staff Responsible for Monitoring: Administration	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Priority 3: Highly Satisfied Students, Parents and Community

Performance Objective 2: Monitor participation from students in remote learning and ensure they are actively engaged/interacting with instruction. Additionally, parents and students will develop a sense of belonging and connection with the campus through increased communication and the inclusion of @home students in campus celebration/recognition.

Evaluation Data Sources: Attendance, LMS/Google Classroom/Zoom participation, Grade, Call logs

Summative Evaluation: None





<p>Strategy 1: Increase the number of positive and informational communication with parents about students from our faculty through emails, phone calls and campus newsletters. Strategy's Expected Result/Impact: Positive relationships. Promotes participation and engagement. Staff Responsible for Monitoring: All Staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Create a systematic approach to reward students who demonstrate positive behavior in and out of the classroom. Student Recognition Certificates Strategy's Expected Result/Impact: Positive reinforcement and feedback to students. Staff Responsible for Monitoring: Positive Behavior Intervention Team Campus Administrators.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Develop and maintain a process designed to share our story about to positive things happening with our students using various social media platforms. Strategy's Expected Result/Impact: Positive relationships with all stakeholders. Staff Responsible for Monitoring: Campus Administrator Club Sponsors.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Teachers will provide Office Hours and opportunities for students to participate in live instruction remotely. Strategy's Expected Result/Impact: Builds positive relationships and provides instructional support. Increases engagement and participation. Staff Responsible for Monitoring: Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Priority 3: Highly Satisfied Students, Parents and Community

Performance Objective 3: Increase students' perceptions respectful interactions with peers and adults and those who express a sense of belonging at Dobie Jr High.

Evaluation Data Sources: Studer Student Survey results, Panorama data, student panal/interviews

Summative Evaluation: None














<p>Strategy 1: Implement a system for students to connect with their teachers and peers on an area of interest one time per week during Cougar Time -"Connections Fridays"</p> <p>Strategy's Expected Result/Impact: Students will feel a stronger connection to Dobie JH, fellow students, and staff members. Creates a culture of respect at Dobie JH</p> <p>Staff Responsible for Monitoring: Campus Leadership Team; All Staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Lessons to build character and promote SEL will be presented routinely in Cougar Time and will be incorporated in classroom instruction.</p> <p>Strategy's Expected Result/Impact: Create a culture of respect among the student body at Dobie JH.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team; Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Priority 4: Efficient District and Campus Operations.

Performance Objective 1: Provide a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development while promoting a positive campus climate and culture.

Evaluation Data Sources: Staff feedback, professional development surveys, referrals

Summative Evaluation: None

Strategy 1: Student and Staff professional development Strategy's Expected Result/Impact: Decrease in referrals, increase in teacher/student perception of overall campus climate and culture, Staff Responsible for Monitoring: Administration, Counselors, SEL Team	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 2: Increase positive interactions by routinely recognizing students and staff. SEL team will identify a monthly focus for these celebrations. Strategy's Expected Result/Impact: Positive staff to staff and student to staff relationships will be developed increasing the overall campus morale. Staff Responsible for Monitoring: Administration Team, SEL Team	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 3: Increase school spirit and involvement: 1. implementing activities for spirit week/day 2. teacher recognition notes from student athlete and leaders 3. look for parts of the building to refine/decorate 4. Recognize teachers at sporting events/campus productions Strategy's Expected Result/Impact: Increase involvement and connection between students and staff. Staff Responsible for Monitoring: None	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for J. Frank Dobie Junior High

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6112-29-042-024000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$10,000.00
	6100 Subtotal:	\$10,000.00
6300 Supplies and Services		
199-11-6399-29-042-024000	6311 Gasoline and Other Fuels for Vehicles	\$615.00
	6300 Subtotal:	\$615.00

Addendums