

Schertz-Cibolo Universal City Independent School District

J. Frank Dobie Junior High

2022-2023 Campus Improvement Plan



Mission Statement

Dobie is committed to providing a safe, engaging learning environment for all students. We strive to facilitate high levels of learning in academics while promoting participation in extracurricular activities.

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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Comprehensive Needs Assessment

Demographics

Demographics Summary

Summary

Frank Dobie Jr High is one of two junior high campuses in Schertz-Cibolo-Universal City ISD. SCUC ISD is comprised of about 15,600 students grades PK-12.

Dobie Jr High Student Demographics

Student total: 1326

7th grade: 659 or 49.7% of the total population

8th grade: 667 or 50.3% of the total population

Gender

Female [608](#)/45.8%

Male 718/54.14%

Ethnicity/Race

Hispanic-Latino 447/33.7%

American Indian - Alaskan Native 3/0.2%

Asian [18](#)/1.3%

Black - African American 165/12.44%

Native Hawaiian - Pacific Islander 6/0.5%

White 321/24.20%

Two-or-More 91/6.86%

Other

At-Risk 594/43.39%

Military Connected 604/44.05%

Special Education 176/12.86%

Eco Dis 307/22.43%

STAFF

Administration-4

Counselors-3

Community in Schools

Military Student Transition Consultant

Teachers-87

Paraprofessional/Support Staff 20

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.

Growth: Dobie continues to have a large population of students in 7th and 8th grade. 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: Class sizes are above average. **Root Cause:** Our campus size makes it difficult to keep up with the growth.

Problem Statement 2: Staff turn over retention decreased this year. **Root Cause:** Covid and private business competitors was a contributor.

Problem Statement 3: Dodie JH boasts a diverse student population and would benefit from continuing to provide SEL character education for students and SEL continuing education to staff. Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Student Learning

Student Learning Summary

The state accountability data from the 2021-2022 STAAR scores indicate that Dobie met the achievement goal of 80% or more in Reading, Science and Algebra I. However, Dobie did not meet this goal in Math and Social Studies.

Year	Subject	Status	Flag	Goal
STAAR 3-8 Performance for 2020 - 2021 School Year				
20-21	Math	79%	🚩	80%
20-21	Reading	80%		80%
20-21	Science	87%		80%
20-21	Social Studies	77%	🚩	80%
20-21	Writing	72%	🚩	80%

Year	Subject	Status	Flag	Goal
STAAR EOC Performance for 2020 - 2021 School Year				
20-21	EOC Algebra I	98%		80%

Overall performance over the 2 previous STAAR testing years is as follows:

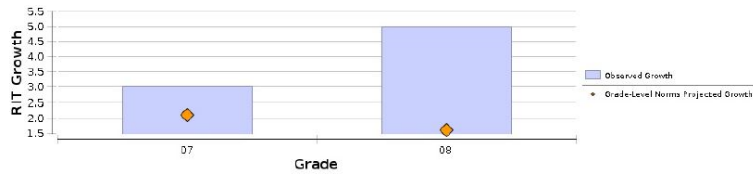
	Year	State	District	Campus	African American			Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races		Econ Disadv	
					Approaches	Grade Level	or Above	(All Grades Tested)	Approaches	Grade Level	or Above	(All Grades Tested)	Approaches	Grade Level	or Above	(All Grades Tested)	Approaches	Grade Level	or Above	(All Grades Tested)	Approaches
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)																					
All Subjects	2021	67%	78%	81%	78%	80%	83%	89%	91%	70%	79%	70%									
	2019	78%	84%	86%	82%	85%	89%	90%	97%	88%	82%	77%									
ELA/Reading	2021	68%	77%	80%	78%	81%	79%	83%	88%	*	80%	70%									
	2019	75%	81%	87%	80%	86%	89%	100%	100%	86%	87%	78%									
Mathematics	2021	66%	79%	83%	79%	81%	86%	100%	94%	*	84%	74%									
	2019	82%	87%	92%	88%	91%	94%	100%	96%	86%	91%	85%									
Writing	2021	58%	63%	73%	74%	69%	75%	*	78%	*	80%	55%									
	2019	68%	71%	75%	70%	73%	82%	*	92%	*	61%	64%									
Science	2021	71%	83%	88%	85%	87%	93%	*	100%	*	78%	82%									
	2019	81%	87%	91%	91%	88%	94%	86%	100%	*	90%	84%									
Social Studies	2021	73%	87%	78%	71%	78%	82%	*	100%	*	69%	65%									
	2019	81%	88%	79%	75%	79%	81%	71%	94%	*	71%	67%									

When evaluating student performance Dobie Jr High also relies on data from MAP Growth assessments. From Fall of 2021 to Spring of 2022 62% of students in 7th grade Math and 68% of students in 8th grade Math, met or exceeded projected growth.

J FRANK DOBIE JR HIGH

Grade (Spring 2022)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against									
		Winter 2022			Spring 2022			Growth		Grade-Level Norms				Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
07	624	226.6	14.7	81	230.6	14.7	67	3	0.2	2.1	2.95	98	624	384	62	59	
08	449	225.0	12.7	38	229.7	13.4	59	5	0.3	1.6	4.07	99	449	306	68	77	

Math: Math K-12



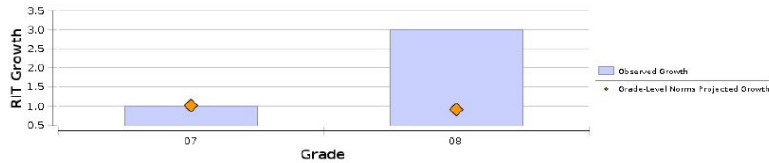
From Fall of 2021 to Spring of 2022 52% of students in 7th grade Reading and 61% of students 8th grade Reading, met or exceeded projected growth.

J FRANK DOBIE JR HIGH

Language Arts: Reading

Grade (Spring 2022)	Total Number of Growth Events	Comparison Periods						Growth		Growth Evaluated Against				Student Norms			
		Winter 2022			Spring 2022			Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
07	603	219.9	13.4	65	220.6	13.8	64	1	0.3	1.0	-0.55	29	663	314	52	31	
08	670	221.8	13.9	57	224.7	13.8	66	3	0.3	0.9	-3.01	99	670	412	61	66	

Language Arts: Reading



Student Learning Strengths

Despite school closures in the Spring of 2020 and about 400 students beginning 20-21 school year in remote instruction, our students met achievement goals in the following areas:

98% of students passed Algebra 1 EOC and 82% met grade level expectations.

87% of students passed the Reading STAAR

87% of students passed the Science STAAR

According to MAP - Both 7th and 8th grade students exceeded our HB 3 goal for growth on the NWEA Mathassessment.

According to Map- Our 8th grade students exceeded our HB3 goal for growth on the NWEA Reading assessment.

Students receive intervention based on campus common assessment data and their individual needs.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 80% or more of our students are not showing growth in Reading and Math. **Root Cause:** Our diverse population of students enter school with different levels

and preparedness. Additionally, the 20-21 school year was a blend of virtual and face-to face instruction.

Problem Statement 2: A large percent of students identified as economically disadvantage do not meet expectations STAAR. **Root Cause:** Our diverse population of students enter school with different levels and preparedness.

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 revised 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.
- 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.

School Processes & Programs Strengths

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

Sunshine Committee/SEL Team- this committee focuses on celebrating, recognizing and rewarding teachers. Additionally, we focused on student and staff social and emotional learning, building positive relationships, campus professional development, team building and other the improvement, planning and implementation of SEL at Dobie.

Country Club Committiee- this committee is focused on positivte school culture by identifying procedures and process we need to positively impact culture, behavior, and climate of the campus.

PLC and grade level teams work collabortively to meet the needs of students and support one another.

Administration and Counseling team is committed to supporting teachers, building positive relationships with students, staff and the community and are committed to working collaboratively with a focus on SEL.

CLT meets routinely to focus on campus improvement

Dobie Junior High has multiple structures in place to address the academic and social and emotional 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 utilizing Cougar time to incorporate reteach to our students in all core subjects.
- Focus on improving our MTSS process. Identifying students in need of Tier 3 support-Applied Literacy/Math and Mentor group.
- 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 Special Education fall below their peers in all 2021-2022 STAAR tested areas.

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 has redefined MTSS processes in order to better support academic and SEL growth on campus. 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.

As reported from those who participated, in our student survey, students feel learning is important, they enjoy special classes such as art, music and physical education. Students feel that teachers challenge them to think and they have opportunities to be successful in school. We have placed an emphasis on building positive relationships with students which impact student performance and engagement.

We hire staff with the need for diversity in mind to reflect our student population. We implement social and emotional learning through the Cougar Time,

which is taught and discussed bi-weekly.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Crowded cafeteria and hallways before the start of the school day. **Root Cause:** : The need to analyze and create structures that address overcrowding for morning arrival for students.

Problem Statement 2: Decrease in camaraderie and team-building atmosphere. **Root Cause:** Lack of participation/involvement in campus SEL/Sunshine Committees.

Problem Statement 3: Classrooms are crowded and we lack in adequate substitutes to cover classrooms.

Problem Statement 4: Timely and efficient communication. **Root Cause:** Routines, systems and process are not in place.

Priority Problem Statements

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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- 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
- PSAT
- 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)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback





Support Systems and Other Data

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

Goals





Goal 1: We will cultivate collaborative and reciprocal partnerships between the district and campuses with community entities.

Performance Objective 1: Dobie will positively impact the community by engaging in both on and off campus activities and by creating more opportunities for community members to engage in campus events.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Create opportunities for community members to come serve in our schools (lunch duty, hallway monitors, and career speakers). Strategy's Expected Result/Impact: Increase positive relationships between parents/community members and the campus/students. Staff Responsible for Monitoring: Administration & Counselors</p>	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Facilitate opportunities for student groups/organizations to volunteer their service and goods to our community. Strategy's Expected Result/Impact: Build stronger partnership between the community and school. Staff Responsible for Monitoring: Administration, Counselors, Club sponsors, and Coaches.</p>	Formative		
	Oct	Jan	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Combining campus clubs/activities to attract additional parents/students to the campus. Strategy's Expected Result/Impact: Give our community an opportunity to see student work from various subjects/clubs/organizations. Staff Responsible for Monitoring: Campus Leadership Team and Administration.</p>	Formative		
	Oct	Jan	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 2: We will offer opportunities for student choice and provide a challenging learning environment to prepare students for their individual passions and endeavors.

Performance Objective 1: Promote and advertise campus courses and upcoming courses to inform students of their options. Dobie will promote all activities, clubs, organizations and extracurricular activities available to students.

Strategy 1 Details	Formative Reviews		
Strategy 1: Coordinate a campus tour of the High School CTE courses in order to give students more insight on the courses available in High School. Strategy's Expected Result/Impact: Increase the understanding of CTE courses for students. Staff Responsible for Monitoring: Administration and Counselors.	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Meet with students and parents individually to establish a 4 year plan for High School. Strategy's Expected Result/Impact: Students and parents will develop a thorough understanding of their endorsement track. Staff Responsible for Monitoring: Administration and Counselors	Formative		
	Oct	Jan	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Develop a system to advertise and promote all activities, clubs, and extracurricular opportunities available to students. Strategy's Expected Result/Impact: Increased participation in activities, clubs, and events available to students . Staff Responsible for Monitoring: Administration, Counselors, Club sponsors, and Coaches.	Formative		
	Oct	Jan	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Offer community career speakers during cougar time. Strategy's Expected Result/Impact: Increase the interest in multiple career opportunities for students Staff Responsible for Monitoring: Counselors, College and Career Readiness teacher, Investigating Careers teacher. TEA Priorities: Connect high school to career and college	Formative		
	Oct	Jan	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: We will foster positive morale with support systems for students and staff.

Performance Objective 1: Promote social opportunities for students and staff engagement in various activities.

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop an interest survey for students and establish clubs based on their interest. Strategy's Expected Result/Impact: Give students social opportunities with peers that have the same interest. Staff Responsible for Monitoring: Administration.	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Create social opportunities for faculty and staff to participate in various activities. Strategy's Expected Result/Impact: Establish positive campus culture through social opportunities. Staff Responsible for Monitoring: Administration, sunshine committee members, counselors.	Formative		
	Oct	Jan	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Incorporate bi-weekly clubs during the school day. Strategy's Expected Result/Impact: Student feel a sense of belonging. Staff Responsible for Monitoring: All staff	Formative		
	Oct	Jan	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Routine staff/student recognition and activities for them to participate. Strategy's Expected Result/Impact: Promote positive behavior and build stronger relationships Staff Responsible for Monitoring: Climate club, sunshine committee, Counselors and administrators.	Formative		
	Oct	Jan	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: We will continually build a culture that promotes trusting relationships and mutual respect.





Performance Objective 1: Support social and emotional development for students and staff.

Strategy 1 Details	Formative Reviews		
Strategy 1: Deliver SEL lessons every 2nd and 4th Wednesday of the month. Strategy's Expected Result/Impact: Making sure that students and staff are in the right mindset. Staff Responsible for Monitoring: All staff	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Project Wisdom messages daily during cougar time. Strategy's Expected Result/Impact: Promote positivity and kindness. Staff Responsible for Monitoring: Counselors and Administration.	Formative		
	Oct	Jan	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Community building during cougar time through themed door decorating contest. Strategy's Expected Result/Impact: Give students a sense of belonging. Staff Responsible for Monitoring: Counselors	Formative		
	Oct	Jan	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Hold Coffee with the Counselors meeting every quarter to discuss mental health topics. Strategy's Expected Result/Impact: Make sure parents have information on how to help students who are facing these issues.	Formative		
	Oct	Jan	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: We will foster a culture of excellence by enhancing the academic knowledge and skills of our students.

Performance Objective 1: 65% of 7th and 8th Graders will meet projected growth on the NWEA MAP assessment for reading by May 2023.

HB3 Goal

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Identify students who are struggling and assign them to the appropriate cougar time. Strategy's Expected Result/Impact: Creates an opportunity to give targeted instruction based on the students deficient according to MAPS data. Staff Responsible for Monitoring: Math, Reading, and Science teachers. Administration</p>	Formative		
	Oct	Jan	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Give targeted instruction 2 times a week during cougar time for math and reading students. Strategy's Expected Result/Impact: Creates an opportunity to give targeted instruction based on the students deficient according to MAPS data. Staff Responsible for Monitoring: Math/Reading teachers, Administration.</p>	Formative		
	Oct	Jan	May
 No Progress  Accomplished  Continue/Modify  Discontinue			