

Dallas Independent School District
134 George B. Dealey Montessori Vanguard
2021-2022 Campus Improvement Plan



Mission Statement

The Mission of George Bannerman Dealey is to provide an exemplary education that develops and empowers all students to become productive citizens in our global society.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are a PreK- 8 Montessori and International Academy Magnet located in North Dallas. We have 640 students, and our population is 35% White, 33% Hispanic, 10% Asian, 9% African American and 12 % Multi-race. We are 40% male, 60% female 40% TAG, 6% SPED, 10% EL, and 23% Low SE. We are not a neighborhood school, and students apply and are tested for admission. Our population does not represent every feeder pattern in DISD. We are divided by grade levels: PreK/K, 1-3, 4-6, 7-8. 20/20 of our PreK-6th grade teachers have Montessori credentials or are in the process of finishing their credentials. 56% of our teachers are DTR, and 10% of our staff will not return for the 21-22 school year. We had an 90% retention rate for teachers for 2020. 88% of our teachers have 3 or more years of experience, and 60% of our teachers have between 6-20 years of experience.

Demographics Strengths

- Applicants are diverse (racial, ethnic, cultural, and gender) across grade levels
- Campus provides global awareness and understanding of the big picture of the student's place in society
- Parents are actively engaged in volunteering such as room parents, gardening, tutoring, and PTA membership.
- PTA supports our classrooms and campus financially and through extracurricular activities.
- We have a well trained teachers that continue to seek training and growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In the 20-21 school year, families had very little opportunity to engage with the community. **Root Cause:** Due to COVID safety guidelines, we were unable to host live community events.

Problem Statement 2 (Prioritized): Our student population does not reflect the diversity of Dallas ISD, and we have 20% more female students than males. **Root Cause:** This could be due to our application, assessment and admission processes or could be due to our recruitment processes.

Student Learning

Student Learning Summary

Our data at each grade level and in each content show an increase in students achieving below grade level and a decrease in students achieving Mastery level. MAP data (BOY/MOY) shows adequate growth in reading at all levels except 3rd grade and lower growth than expected in Math at all grade levels.

STAAR Data

https://docs.google.com/spreadsheets/d/1suF5QoOsjzkDv95wRXvsAuEHEAchgfuwZ2DEH8rrP_Q/edit?usp=sharing

MAP Data

<https://drive.google.com/file/d/1q0chdmFDYFOPqJ3tekHtwzdPtyhbTp2/view?usp=sharing>

We had about 65% of our students face to face through first semester and about 75% of our students face to face through second semester. We also had

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Student Learning Strengths

Our scores continue to be well above the district.

Our student growth in Reading continues to be a strength.

Our scores in each content continue to rank us 3rd or 4th out of 9 schools in the Magnet School network.

90% of our students took at least one STAAR test.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 33% of our students achieved below grade level on Math STAAR and 17% achieved below grade level in Reading **Root Cause:** Need for greater alignment of Montessori and TEKS and greater vertical alignment. Need for more differentiation.

Problem Statement 2 (Prioritized): The amount of students achieving Mastery on STAAR has dropped in all content areas. **Root Cause:** Learning loss due to Covid and a need for increase rigor, student engagement, and alignment

Problem Statement 3 (Prioritized): Students groups such as TAG, SPED, EL and Low SE are not achieving mastery or their growth measures. **Root Cause:** Need for more differentiation to meet the needs of all learners.

Problem Statement 4 (Prioritized): Curriculum is not aligned and articulated in all content areas and across all grade-levels. **Root Cause:** There is no universal and articulated scope and sequence for all contents and grade levels.

School Processes & Programs

School Processes & Programs Summary

Our curriculum is TEKS aligned hands-on & active learning through Montessori methods and materials in PreK-6, and an International Academy student centered methods and materials in 7,8.

In 2019-2020 , the following processes/ programs were implemented:

Curriculum, Instruction and Assessment

- Our teams demonstrated greater proficiency in the PLC process and beginning to run structured PLCs and team meetings
- We were successful in implementing the MTSS process to identify and support Tier 2,3 students.
- We began to use MAP and CA testing data to inform instructions, development of work plans and interventions.
- Our teams implemented Common Assessments in Math 3-6 grade.
- All teachers were trained on Clarity (Learning Intentions and Success Criteria)
- All Teachers were trained on Engagement Strategies
- All Teachers were trained on the MTSS process
- All teachers were expected to develop Instructional Planning Calendars that include Learning Intentions and Success Criteria.
- PLC for 1-6 grade was embedded in the day with teacher coverage by TAs.
- All Teachers were trained in SEL strategies and Restorative Circles.

Organizational/ Administrative

- We implemented a number of safety and health strategies for COVID migitaion.
- In UE a pilot program POD was implemented.
- 6th grade PAP Science was done as a pull out.
- All elementary classes are at 22.
- Elementary classes are self contained and teachers teach 8-12 content areas spanning 3 grade levels.
- The art, music and gym teachers are shared between MS and ES.
- CILT team participating in development of CNA, CIP, leading PLC focused on instruction
- CILT designed and supported implementation of our COVID Curb to Classroom Playbook
- Elementary teachers must be Montessori trained. There will be 2 new elementary teachers for the 21-22 school year. One is already Montessori trained.
- We had an 90% retention rate for teachers for 2020.
- 88% of our teachers have 3 or more years of experience.
- 60% of our teachers have between 6-20 years of experience.
- We will not recieve Title I funds 21-22 school year.
- We have not had any face to face meetings this year.

Technology

- 1:1 Kindles in K-2
- 1:1 Chrome books 3-8
- All staff proficient in Google Classroom and Zoom
- New line flat screens and cameras in every classroom

School Processes & Programs Strengths

Our school wide Clarity PD supported teachers in aligning curriculum and supports PLCs to be about instruction. The school wide SEL training has enhanced morning meetings and advisory as well as regular SEL embedded into lessons. Our teachers adapted to simultaneous virtual and face to face instruction and continued to support students regardless of setting.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There was no campus wide PD aligned to our models (Montessori and International Academy) **Root Cause:** All of the PD time was allocated for Clarity and SEL.

Problem Statement 2 (Prioritized): There is relatively high attrition for students compared to other magnet programs. **Root Cause:** Based on anecdotal data from exit surveys, families leave because they feel that TAG is better fit.

Problem Statement 3 (Prioritized): Curriculum is not aligned and articulated in all content areas and across all grade-levels. **Root Cause:** There is no articulated scope and sequence (Montessori and TEKS) aligned that is universally implemented.

Perceptions

Perceptions Summary

Dealey's mission is to provide an exemplary education that develops and empowers all students to become productive citizens in a global society. Teachers, administrators and families keep this mission as the focus of all that we do. We also collaboratively developed school wide CORE Values that we will share community wide in the 21-22 school year.

Climate Survey Data

Student Survey Data

DISD Parent Survey Data

SBDM Parent Survey Data

https://drive.google.com/file/d/1Y_0EKCn2v9gI5aShWmU9gR7YNRd77Bhb/view?usp=sharing

Perceptions Strengths

Shared belief in Dealey's mission and Core Values and strong support from school community and community at large. Sunshine committee supported morale throughout the year. Interest in parental involvement and community participation is very high (with PTA/SBDM meeting attendance higher via Zoom) Shared belief in the importance of school wide SEL and Peace Education. Increase distributed leadership with a defined role for the team/CILT lead. Increase family education through the teacher designed modules and family website.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): New families/students and staff have had limited on boarding, and veteran families, students and staff have not had the opportunity to connect across grade level and contexts. **Root Cause:** We have not been together face to face as a staff or as a community due to COVID.

Problem Statement 2 (Prioritized): Both quantitative and qualitative data indicate a need to study Upper elementary. **Root Cause:** We have not devoted time, attention and resources to studying Upper Elementary and how changes are impacted students.

Problem Statement 3 (Prioritized): Middle School model is not clearly defined and articulated. **Root Cause:** The MS staff has turned over in the past few years, so there is a need to recalibrate and further define the model.

Problem Statement 4 (Prioritized): All student groups and families do not consistently participate in / feel represented in all areas of our school. **Root Cause:** There is a lack of awareness of the needs and perspectives of all student groups.

Priority Problem Statements

Problem Statement 1: In the 20-21 school year, families had very little opportunity to engage with the community.

Root Cause 1: Due to COVID safety guidelines, we were unable to host live community events.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our student population does not reflect the diversity of Dallas ISD, and we have 20% more female students than males.

Root Cause 2: This could be due to our application, assessment and admission processes or could be due to our recruitment processes.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 33% of our students achieved below grade level on Math STAAR and 17% achieved below grade level in Reading

Root Cause 3: Need for greater alignment of Montessori and TEKS and greater vertical alignment. Need for more differentiation.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The amount of students achieving Mastery on STAAR has dropped in all content areas.

Root Cause 4: Learning loss due to Covid and a need for increase rigor, student engagement, and alignment

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students groups such as TAG, SPED, EL and Low SE are not achieving mastery or their growth measures.

Root Cause 5: Need for more differentiation to meet the needs of all learners.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: There was no campus wide PD aligned to our models (Montessori and International Academy)

Root Cause 6: All of the PD time was allocated for Clarity and SEL.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There is relatively high attrition for students compared to other magnet programs.

Root Cause 7: Based on anecdotal data from exit surveys, families leave because they feel that TAG is better fit.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: New families/students and staff have had limited on boarding, and veteran families, students and staff have not had the opportunity to connect across grade level and contexts.

Root Cause 8: We have not been together face to face as a staff or as a community due to COVID.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Both quantitative and qualitative data indicate a need to study Upper elementary.

Root Cause 9: We have not devoted time, attention and resources to studying Upper Elementary and how changes are impacted students.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Curriculum is not aligned and articulated in all content areas and across all grade-levels.

Root Cause 10: There is no articulated scope and sequence (Montessori and TEKS) aligned that is universally implemented.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Curriculum is not aligned and articulated in all content areas and across all grade-levels.

Root Cause 11: There is no universal and articulated scope and sequence for all contents and grade levels.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: All student groups and families do not consistently participate in / feel represented in all areas of our school.

Root Cause 12: There is a lack of awareness of the needs and perspectives of all student groups.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Middle School model is not clearly defined and articulated.

Root Cause 13: The MS staff has turned over in the past few years, so there is a need to recalibrate and further define the model.

Problem Statement 13 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification 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
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- 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)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- 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

Revised/Approved: June 1, 2021





Goal 1: Goal 1

Student achievement on state assessments in all subjects, as measured by the state accountability Domain 1 score, will increase as follows: 90 (84 in 2019)

Performance Objective 1: 90 (84 in 2019)

Evaluation Data Sources: State Accountability

Strategy 1 Details	Reviews			
Strategy 1: Grade level teams will share best practice, model lessons, design assessments and share results during PLC to ensure all students' are growing. Strategy's Expected Result/Impact: Improved student performance Staff Responsible for Monitoring: Grade Level Team Leads, Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Train staff during PLC for small group interventions (including data driven grouping) and strategies to address the needs All Learners (SPED, EL, 504, TAG, dyslexic, At Risk, below Mastery on STAAR, not achieving growth measures) Strategy's Expected Result/Impact: Improve student performance Staff Responsible for Monitoring: Teachers, counselor and administrators Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 1-6 grade Montessori teachers will collaboratively develop Scope and Sequences merging Montessori and TEKS for Math and ELAR. Staff Responsible for Monitoring: Teachers and administrators Problem Statements: Student Learning 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Train staff in culturally responsive practices and provide resources that represent a variety of cultural and personal background differences. Provide opportunities in our curriculum for students to have choice/voice and to share their stories Problem Statements: Student Learning 2 - Perceptions 4	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: School wide continued professional development in the areas of Clarity (learning intentions, success criteria, grading/feedback) and Engagement.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 33% of our students achieved below grade level on Math STAAR and 17% achieved below grade level in Reading Root Cause: Need for greater alignment of Montessori and TEKS and greater vertical alignment. Need for more differentiation.</p>
<p>Problem Statement 2: The amount of students achieving Mastery on STAAR has dropped in all content areas. Root Cause: Learning loss due to Covid and a need for increase rigor. student engagement, and alignment</p>
<p>Problem Statement 3: Students groups such as TAG, SPED, EL and Low SE are not achieving mastery or their growth measures. Root Cause: Need for more differentiation to meet the needs of all learners.</p>
<p>Problem Statement 4: Curriculum is not aligned and articulated in all content areas and across all grade-levels. Root Cause: There is no universal and articulated scope and sequence for all contents and grade levels.</p>
Perceptions
<p>Problem Statement 4: All student groups and families do not consistently participate in / feel represented in all areas of our school. Root Cause: There is a lack of awareness of the needs and perspectives of all student groups.</p>





Goal 2: Goal 2

Student achievement on the earliest grade level's state assessment in reading/language arts, as measured by the percentage of scores at the Meets or Masters* performance levels, will increase as follows:

90% at Meets by 2022 (72% in 2021)

Performance Objective 1: 90% at Meets by 2022 (72% in 2021)

Evaluation Data Sources: State Accountability

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide time, resources and PD (including PD outside of our district) to support teachers in implementing a common scope and sequence in ELAR. Include PD to help teachers target support SPED, EL, 504, TAG, dyslexic, At Risk, below Mastery on STAAR, not achieving growth measures</p> <p>Strategy's Expected Result/Impact: Improve student performance</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Train teachers and support them in implementing ELPS strategies and to better understand TELPAS assessment in order to help meet the needs of our English Language Learners.</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Train teachers to explicitly teach reading comprehension using science based reading instruction strategies.</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 33% of our students achieved below grade level on Math STAAR and 17% achieved below grade level in Reading Root Cause: Need for greater alignment of Montessori and TEKS and greater vertical alignment. Need for more differentiation.</p>
<p>Problem Statement 2: The amount of students achieving Mastery on STAAR has dropped in all content areas. Root Cause: Learning loss due to Covid and a need for increase rigor, student engagement, and alignment</p>
<p>Problem Statement 3: Students groups such as TAG, SPED, EL and Low SE are not achieving mastery or their growth measures. Root Cause: Need for more differentiation to meet the needs of all learners.</p>

School Processes & Programs





Problem Statement 3: Curriculum is not aligned and articulated in all content areas and across all grade-levels. **Root Cause:** There is no articulated scope and sequence (Montessori and TEKS) aligned that is universally implemented.

Goal 3: Goal 3

Student achievement on the earliest grade level's state assessment in mathematics, as measured by the percentage of scores at the Meets or Masters performance levels, will increase as follows:

90% at Meets by 2022 (81% in 2021)

Performance Objective 1: 90% at Meets by 2022 (87% 2019)

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide time, resources and PD (including PD outside of our district) to support teachers in implementing a common scope and sequence in Mathematics and include PD to help teachers target support for SPED, EL, 504, TAG, dyslexic, At Risk, below Mastery on STAAR</p> <p>Strategy's Expected Result/Impact: Improve student performance</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to focus on vertical alignment (content, strategies and expectations) in order to prepare students for Honors Math in 6th grade.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 4: Goal 4

Student achievement on state assessments in all subjects, as measured by the percentage of scores at the Masters performance levels, will increase as follows:

+15% at Mastery by 2021 +20 % at Mastery by 2022

Performance Objective 1: 67% at Mastery by 2022 70% at Mastery by 2023 (61.5% 2019)

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase instructional resources, provide PD, and use PLC time to help design small group interventions and strategies for tutoring and intervention to address the needs of All Learners (SPED, EL, 504, TAG, dyslexic, At Risk, below Mastery on STAAR, not achieving growth measures)</p> <p>Strategy's Expected Result/Impact: Improve student performance</p> <p>Staff Responsible for Monitoring: Administrators, teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide ongoing Montessori instructional coaching and training to staff, administration and teachers to strengthen Montessori pedagogy. This includes conferences, book study, teacher presented PD, peer-to-peer observations, outside PD and collaboration with other Public Montessori schools.</p> <p>Strategy's Expected Result/Impact: Improve student performance</p> <p>Staff Responsible for Monitoring: Administrators, Team Leads, Montessori Coordinator, ILC</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide ongoing opportunities for teachers to attend specialized training based on their position. Priorities are Culturally Responsive teaching, Social Emotional Learning, supporting gifted students, intervention for struggling students for drop out prevention, project based learning and blended learning. Provide teachers choice and voice in PD also include peer-to-peer observation and teacher-led PD.</p> <p>Strategy's Expected Result/Impact: Improve student performance</p> <p>Staff Responsible for Monitoring: Administrators, Team Leads</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Develop and implement transition/ onboarding programs for all students entering 1st, 4th and 7th grade. Additionally, enhance onboarding programs for students and families that are new to Dealey.</p> <p>Strategy's Expected Result/Impact: Improve student performance</p> <p>Staff Responsible for Monitoring: Counselor, Assistant principal, grade level team leads</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Develop a data driven targeted support system for students that are below grade level in Reading and/ or Math that includes both in class support and pull out tutoring.</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Establish a group of stakeholders to review multiple data points related to Upper Elementary at Dealey. This group will make recommendations to SBDM and Dealey CILT for how to continuously improve UE.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Goal 5:

Improve Climate and Culture

Student survey data will show a 10% increase in Supportive Relationships and Engagement.

Teacher to Principal Trust, Positive Culture and Environment, Teacher to Teacher trust will increase to 70% favorable.

Parent participation in school events, programming and volunteering will increase by 15%

Student participation in extra-curricular activities will return to 100% (2019 metric)

Performance Objective 1: Student survey data will show a 10% increase in Supportive Relationships and Engagement.

Teacher to Principal Trust, Positive Culture and Environment, Teacher to Teacher trust will increase to 70% favorable.

Parent participation in school events, programming and volunteering will increase by 15%

Student participation in extra-curricular activities will return to 100% (2019 metric)

Evaluation Data Sources: Staff, student, parent surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to enhance our family education offerings (including but not limited to suicide prevention, internet safety, violence prevention as well as how to academically support Montessori and International Academy students.) Include SBDM and/or PTA to work with the family education programming. Develop more opportunities to showcase each grade level as families make educational decisions and more support at each transition level (1st, 4th, 7th)</p> <p>Strategy's Expected Result/Impact: Greater retention of students, increase family engagement</p> <p>Staff Responsible for Monitoring: Administration, Counselor and Teachers</p> <p>Problem Statements: Perceptions 1, 2, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish Norms and best practice for staff and administrations, in order to ensure that stakeholders concerns are addressed appropriately and in a timely manner.</p> <p>Strategy's Expected Result/Impact: Improve Campus Climate Scores and Parent Survey Scores</p> <p>Staff Responsible for Monitoring: Administrators, Team Leads</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Promote stakeholder's participation in the development of the CIP, CNA, and Parent/School compact through increased digital communication (share in newsletter, website and google docs)</p> <p>Strategy's Expected Result/Impact: Broader participation in campus improvement</p> <p>Staff Responsible for Monitoring: Administrators, SBDM</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Improve communication through monthly staff meetings, weekly staff huddles, principal office hours, designated grade-level calendar point person, funneling all documents and communication through staff Website and Weekly Newsletter. Designate a grade level representative to establish and communicate calendars.</p> <p>Strategy's Expected Result/Impact: Improve Staff Climate Survey</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Share school-wide Core Values with all stakeholder, and keep these values as central to all planning and decision making.</p> <p>Strategy's Expected Result/Impact: Improve Staff, Parent and Student surveys</p> <p>Staff Responsible for Monitoring: Administrators, SEL team leads</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Develop a fully articulated recruitment plan.</p> <p>Strategy's Expected Result/Impact: Filling all seats, lower student attrition, more representative population</p> <p>Staff Responsible for Monitoring: Administrator, Counselor, Teachers</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Establish a school wide SEL plan and design training for staff on Restorative Practice and SEL when dealing with conflict resolution, classroom and school-wide student behavior and student engagement. Trainings will include conflict resolution, suicide prevention, and harassment/ dating violence for PreK-8 grades trainings will include SEL practices, conflict resolution, and suicide prevention. Include students in these trainings and initiatives through Middle School advisory and Morning Meeting. Additionally, include plan and schedule social events for staff to promote SEL.</p> <p>Strategy's Expected Result/Impact: Improved Campus Climate Survey; improve student survey</p> <p>Staff Responsible for Monitoring: Administrators, SEL leads</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Establish an SBDM Committee to review District Equity and Inclusion policies and statements and discuss issues of equity and inclusion at Dealey</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Continue to support Outdoor education at Dealey as a way to support SEL and all content areas.</p>	Formative			Summative
	Nov	Jan	Mar	June

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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: New families/students and staff have had limited on boarding, and veteran families, students and staff have not had the opportunity to connect across grade level and contexts. Root Cause: We have not been together face to face as a staff or as a community due to COVID.</p> <p>Problem Statement 2: Both quantitative and qualitative data indicate a need to study Upper elementary. Root Cause: We have not devoted time, attention and resources to studying Upper Elementary and how changes are impacted students.</p> <p>Problem Statement 3: Middle School model is not clearly defined and articulated. Root Cause: The MS staff has turned over in the past few years, so there is a need to recalibrate and further define the model.</p> <p>Problem Statement 4: All student groups and families do not consistently participate in / feel represented in all areas of our school. Root Cause: There is a lack of awareness of the needs and perspectives of all student groups.</p>

State Compensatory

Budget for 134 George B. Dealey Montessori Vanguard

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
211-11-6112-00-134-0-24-0-00-00000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$820.00
211-11-6118-ED-134-0-24-0-00-00000	6118 Extra Duty Stipend - Locally Defined	\$1,000.00
211-11-6119-00-134-0-24-0-00-00000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$31,000.00
211-11-6141-00-134-0-24-0-00-00000	6141 Social Security/Medicare	\$450.00
211-11-6141-ED-134-0-24-0-00-00000	6141 Social Security/Medicare	\$15.00
211-11-6142-00-134-0-24-0-00-00000	6142 Group Health and Life Insurance	\$1,830.00
211-11-6143-00-134-0-24-0-00-00000	6143 Workers' Compensation	\$217.00
211-11-6143-ED-134-0-24-0-00-00000	6143 Workers' Compensation	\$7.00
211-11-6145-00-134-0-24-0-00-00000	6145 Unemployment Compensation	\$137.00
211-11-6145-ED-134-0-24-0-00-00000	6145 Unemployment Compensation	\$5.00
211-11-6146-00-134-0-24-0-00-00000	6146 Teacher Retirement/TRS Care	\$3,054.00
211-11-6146-ED-134-0-24-0-00-00000	6146 Teacher Retirement/TRS Care	\$99.00
211-11-6149-00-134-0-24-0-00-00000	6149 Employee Benefits	\$12.00
6100 Subtotal:		\$38,646.00
6200 Professional and Contracted Services		
211-13-6299-2T-134-0-24-0-00-00000	6299 Miscellaneous Contracted Services	\$10,000.00
6200 Subtotal:		\$10,000.00
6300 Supplies and Services		
211-11-6399-2R-134-0-24-0-00-00000	6399 General Supplies	\$14,114.00
211-61-6399-2R-134-0-24-0-00-00000	6399 General Supplies	\$871.00
6300 Subtotal:		\$14,985.00
6400 Other Operating Costs		

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
211-13-6411-00-134-0-24-0-00-00000	6411 Employee Travel	\$5,000.00
6400 Subtotal:		\$5,000.00

Personnel for 134 George B. Dealey Montessori Vanguard

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
MUTREJA, SWADESH	6150.TEACHER.TITLE I.TEAC	Title I - Part A CAMPUS	0.5

Addendums