Mission Statement

Empower scholars to be the best versions of themselves through growth mindset, collaboration, and a unified community.

Vision

Our vision is to see all students be successful in setting high expectations for themselves academically, socially, emotionally so that they are ready for their next step in education and to be successful members in the community.

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celebrated for it. Inclusivity is something that we make a priority within our restorative conversations as well as our advisory general conversations.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The 20 students at the top of our referral list have 54% (which is an average of over 10 each) of our total referrals and the other 104 students have the other 46% (which is an average of less than 2 per student). **Root Cause:** Students not understanding the ways to handle certain situations that arise and then making bad choices.

Problem Statement 2 (Prioritized): There are 15.5% of our students that have less than 90% attendance **Root Cause:** Students do not understand that attendance matters.

Student Learning

Student Learning Summary

This year our students took the interim benchmarks which had different style tests than the students have seen before. They were created by TEA and so they were made to be in the image of what the new STAAR will look like.

In March our data was sitting at:

Math 6th grade - 58% Approaches

Algebra - 64% Approaches

ELA 7th grade - 49% Approaches

English 1 - 78% Approaches

Biology - 82% Approaches

This year a challenge was our staffing. Throughout the year we had 6 positions that either started or became a sub position. Some of our teachers had spouses that were transfered, some left because they thought they wanted to be a teacher and changed their minds, and some were sub positions from the beginning because there were a shortage of teachers. We also had some staff with more absences then they would normally have due to family emergencies. Some of these vacancies and absences were in our tested classes and that had an affect on the students and their learning.

The discipline issues with some of our students, is also having an affect on the student's learning. We have 93% of our students who have less than 5 referrals but for those that do have the referrals, this is time that the students are spending outside of class takes away from the learning.

One of the ways that we have tried to help with some of the distractions in class is to have the option for the students to turn in cellphones during 1st period and check out their chromebooks and at the end of the day they can check the chromebooks in for charging and checkout

School Processes & Programs

PTA, and our SBDM. Each of these groups has a variety of ways that we collect input. We may use a survey, small group, individual conversations, a group setting, etc...We try to make sure that when we are changing anything that is a current process we get feedback before we make the changes.

Transition from Elementary to Middle and from Middle to High School.

In both the Elementary to Middle and the Middle to High School the administration and counseling team go down to the schools to discuss individual students and how to help them be as successful as possible. We try to let each other know of the supports that we are offering and what is helping with those students so that we don't have to start from square one with the students. We also have meetings at the Middle School where we invite the parents and students to come and hear about what we have to offer and then telling them about what High School has to offer. We have a POC expo where the 8th graders can visit with different High Schools so that they know what FWISD has to offer. Adminstration goes down to the Elementary schools and answers questions of the 5th grade, shows them a video that talks about next year, and then invites them to Transition Camp. Our 8th graders have their end of the year dance at the High School.

Student Support

This year we allotted a day where each grade level was able to meet and discuss their students and the concerns that they have. The concerns usually began with things like behavior, grades, attendance and then the team would work together to try to get to the root cause of the issue. The teachers would meet with students or parents as needed to help so that we could figure out what that student needed to be successful. The team was made up of teachers, counselors and administration. At the end of the meetings we worked on figuring out what resources each phelp so ʻ Ă ᴰ┼ ʻ ʻ ! א M

I think that most of our processes and programs are strengths of ours. The biggest strength we have is that our stakeholders are always discussing how to make these processes better so that we can be as efficient as possible.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students are not aware of what TEKS they need to work on to grow. **Root Cause:** There is no tracking system for the students.

Problem Statement 2 (Prioritized): Our new teachers are struggling with classroom management and rigor. **Root Cause:** They need more support in their first year to be successful.

Problem Statement 3: Our students with services do not know how to use the resources that are available to them during STAAR. **Root Cause:** The students are not being held accountable to use them.

Perceptions

Perceptions Summary

We interviewed, surveyed, and took information from different groups to try to make sure that we were hearing all the perceptions of Daggett Middle School that were out there.

At the beginning of the year we surveyed the students and some of the words that they used to describe Daggett were: Friends, Teachers, Happy, Good School, Amazing, Awesome, Best School, Bulldog School, Cool, Creative and Strong, Fun and Cool, Fun and Exciting, Safe and Fun, Strong and Amazing, unique, unlimited learning, and hard work.

This year we really focused on having more student and community events that we partnered with our PTA, MINTS, and other community partners on. We had a Hispanic Heritage night, a Black History Celebration that featured our electives, a Fall Festival, a Color Run, a Movie Night, a few dances, and then a few other performances.

We communicate with parents, community and other stakeholders through a monthly newsletter, blackboard, our website, and social media. We try to make sure that especially on our newsletter and blackboard messages that we have them translated into Spanish.

For any concerns with bullying or other student issues, we have crime stoppers, our Community in Schools counselor, restorative discipline, our Intervention Specialist, Girls Inc, Boys and Girls Club, relationships with staff, and sports and other programs. Each one of these helps to make sure that if there are issues they are addressed or possibly stopped before they occur. These things also help when there are conflicts with other students.

The staff took a survey about the Administration and how they felt supported. The entire staff except for 1 person rated everything as 3-5 out of 5 on everything.

Our new and existing teachers have our instructional coach and our district level people that really work with our students to ensure that they are growing in their craft.

This year we have had more partners, volunteers and parent volunteers than years in the past. Our PTA, SBDM, MINTS, Girls Inc., Boys and Girls Club, Blue Zones, Neighboring churches, individual community members that don't even have students that go here, and more. We have been very blessed this year with these partnerships. One of the things that we have is our Food Pantry which is able to pour into our

Perceptions Strengths

We have 17% African American students and our referral and suspension percentage for this year is sitting at 15% for both. Our demographics match our suspensions and referrals pretty closely.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): When we looked at each individual student, there are some that no teacher/staff member could say that they felt like they knew the student well.
Root Cause: Some of the students are quiet or not engaged in much beyond the classroom.

Problem Statement 2:

Priority Problem Statements

Problem Statement 1: The 20 students at the top of our referral list have 54% (which is an average of over 10 each) of our total referrals and the other 104 students have the other 46% (which is an average of less than 2 per student).

Root Cause 1: Students not understanding the ways to handle certain situations that arise and then making bad choices.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There are 15.5% of our students that have less than 90% attendance

Root Cause 2: Students do not understand that attendance matters.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students are not aware of what TEKS they need to work on to grow.

Root Cause 3: There is no tracking system for the students.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: When we looked at each individual student, there are some that no teacher/staff member could say that they felt like they knew the student well.

Root Cause 4: Some of the students are quiet or not engaged in much beyond the classroom.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Our 7th grade math scores are our lowest scores.

Root Cause 5: There are gaps in the learning.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Our new teachers are struggling with classroom management and rigor.

Root Cause 6: They need more support in their first year to be successful.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There is not a high enough percentage of students that are in the meets category in ELA.

Root Cause 7: Our students are not connecting with the instruction on a personal level.

Problem Statement 7 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

District goals

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data

District Goals

Revised/Approved: June 12, 2023

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Action Step 2 Details	Reviews
Action Step 2:	

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 2: Increase the percentage of students who score at meets or above in English 1 on STAAR from 75% to 90% by May 2024. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 85% to 100% by May 2024.

Evaluation Data Sources: STAAR Scores

Strategy 1: Improve the quality of Tier 1 instruction through real-world relevant, culturally responsive, standards-aligned planning, lesson delivery, and coaching.

Strategy's Expected Result/Impact: To see more students make connections with the lesson and move up in the accountability rating.

Student Learning
Problem Statement 3: There is not a high enough percentage of students that are in the meets category in ELA. **Root Cause**: Our students are not connecting with the instruction on a personal level.

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Our 7th grade math scores are our lowest scores. **Root Cause**: There are gaps in the learning.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 2: Increase the percentage of students who score at MEETS or above in Algebra 1 from 35% to 50% by May 2024. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 0% to 30% by May 2024.

Evaluation Data Sources: STAAR Scores

Strategy 1: Improve the quality of Tier 1 instruction through real-world relevant, culturally responsive, standards-aligned planning, lesson delivery, and coaching.

Strategy's Expected Result/Impact: To see more students make connections with the lesson and move up in the accountability rating.

Staff Responsible for Monitoring: Math and Instructional Coach

Title I:
2.4
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: During PLC the Algebra teacher will work with the instructional coach on real-world applications, culturally responsive materials, standards-aligned planning, lesson delivery, and timely feedback for the students. **Intended Audience:** Algebra Teacher **Provider / Presenter / Person Responsible:** Instructional Coach **Date(s) / Timeframe:** 23-24 **Collaborating Departments:** Math **Delivery Method:** In person coaching session				

No Progress | Accomplished | Continue/Modify | Discontinue

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Our 7th grade math scores are our lowest scores. **Root Cause**: There are gaps in the learning.

Strategy's Expected Result/Impact: Students will be met where they are at and have specific tutoring in those TEKS areas.

Title I:
2.6
- **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Targeted tutoring for students that are struggling. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teacher **Date(s) / Timeframe:** 23-24 **Collaborating Departments:** ELA and Math **Delivery Method:** In person tutoring **Funding Sources:** - Title I (211) - 211-11-6116-04N-042-30-510-000000-24F10 - $2,000, - Title I (211) - 211-11-6399-04N-042-30-510-000000-24F10 - $2,500, - Title I (211) - 211-11-6127-04N-042-30-510-000000-24F10 - $1,500				

No Progress Accomplished Continue/Modify Discontinue

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Students are not aware of what TEKS they need to work on to grow. **Root Cause**: There is no tracking system for the students.

Action Step 2 Details	Reviews
Action Step 2:	

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 8% to 5% by May 2023.

Evaluation Data Sources: Focus (Students with 18 or more absences 10% for ADA)

Strategy 1: Impact Student and parent outlook on Attendance

Strategy's Expected Result/Impact: Decrease chronic attendance issues

Staff Responsible for Monitoring: Administration

Title I:
2.6
- **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Parent meeting to discuss outcomes and importance of chronic attendance issues. **Intended Audience:** Parents **Provider / Presenter / Person Responsible:** family engagement specialist **Date(s) / Timeframe:** 23-24 **Delivery Method:** In person presentation **Funding Sources:** - Parent Engagement - 211-61-6329-04L-042-30-510-000000-24F10 - $756				

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 569 to 450 by May 2024.
Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 78 to 50 by May 2024.

Evaluation Data Sources: Focus Report

Strategy 1: Impact students that have a chronic issue with behavior.

Strategy's Expected Result/Impact: Students who have multiple referrals will see that number decrease substantially.

Staff Responsible for Monitoring: Administration and mentors

Title I:
2.6
- **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Demographics 1

Action Step 1 Details	Reviews
Action Step 1: To have a restorative camp to work with the students that seem to need guidance in making some better choices. **Provider / Presenter / Person Responsible:** Administration and Mentors **Date(s) / Timeframe:** 23-24 **Delivery Method:** In person sessions **Funding Sources:** - Title I (211) - 211-11-6499-04N-042-30-510-000000-24F10 - $1,000, - Title I (211) -	

Action Step 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2: Intentional selection of coaches and mentor teachers to connect with and build relationships with some of the students who struggle with repeated behaviors. **Intended Audience:** Mentors **Provider / Presenter / Person Responsible:** Administration and Mentors **Date(s) / Timeframe:** 23-24 **Delivery Method:** In person sessions **Funding Sources:** - Title I (211) - 211-11-6112-0PD-042-30-510-000000-24F10 - $1,000, - Title I (211) - 211-11-6116-0PD-042-30-510-000000-24F10 - $500, - Title I (211) - 211-11-6499-04N-042-30-510-000000-24F10 - $500				

No Progress Accomplished Continue/Modify Discontinue

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The 20 students at the top of our referral list have 54% (which is an average of over 10 each) of our total referrals and the other 104 students have the other 46% (which is an average of less than 2 per student). **Root Cause**: Students not understanding the ways to handle certain situations that arise and then making bad choices.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 15 to 12 by May 2023.

Evaluation Data Sources: Focus

Strategy 1: Work with our new teachers on classroom management

Strategy's Expected Result/Impact: See a decrease in our chronic behavior concerns.

Staff Responsible for Monitoring: Admin and teachers

Title I:
2.6
- **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Demographics 1 - School Processes & Programs 2

Action Step 1 Details	Reviews
Action Step 1: Have professional development for our 1st year teaching in classroom management **Intended Audience:** first year teachers. **Provider / Presenter / Person Responsible:** Administration **Date(s) / Timeframe:** 23-24 **Delivery Method:** Professional development. **Funding Sources:** - Title I (211) - 211-11-6112-0PD-042-30-510-000000-24F10 - $300, - Title I (211) - 211-13-6239-04N-042-30-510-000000-24F10	

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 12 to 18 by May 2023.

Evaluation Data Sources: Calendar

Strategy 1: Work with the PTA, SBDM, and Go Center to select between 2 and 3 after school activities that involve parents and students and then send them in the newsletter.

Strategy's Expected Result/Impact: Have an increase in student and parent involvement at after school events.

Staff Responsible for Monitoring: CCMR coach, Leadership team

Title I:
4.2
- **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Perceptions 1

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Action Step 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2: Have a Family Science Night **Intended Audience:** Families **Provider / Presenter / Person Responsible:** Science Department, Instructional Coach **Date(s) / Timeframe:** 23-24 **Collaborating Departments:** Science **Delivery Method:** Sessions **Funding Sources:** - Title I (211) - 211-61-6299-04N-042-30-510-000000-24F10 - $2,000				

No Progress Accomplished

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 5: New students getting engaged in things happening at Daggett to help them feel like they are a part of the campus.

Evaluation Data Sources: New students engaged in school.

Strategy 1: Find a way to ensure that our new students feel as though they are part of Daggett like the students and families that have been there.

Strategy's Expected Result/Impact: To help new families to Daggett feel as though they know what is going on in Daggett.

Staff Responsible for Monitoring: Administration

Title I:
4.1, 4.2
- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews

Campus Funding Summary

Title I (211)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	2		Supplies and materials for instructional use	211-11-6399-04N-042-30-510-000000-24F10	$1,000.00
1	1	1	3		Supplies and materials for instructional use	211-11-6399-04N-042-30-510-000000-24F10	$1,500.00
1	1	2	1		Contracted professional development	211-13-6299-04N-042-30-510-000000-24F10	$2,000.00
2	1	1	1		Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-042-30-510-000000-24F10	$583.57
3	1	1	1		Data Analyst	211-13-6119-04N-042-30-510-000000-24F10	$84,472.00
3	1	2	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-042-30-510-000000-24F10	$2,000.00
3	1	2	1		Tutors without degree	211-11-6127-04N-042-30-510-000000-24F10	$1,500.00
3	1	2	1		Supplies and materials for instructional use	211-11-6399-04N-042-30-510-000000-24F10	$2,500.00
3	2	1	1		Subs for professional development	211-11-6112-0PD-042-30-510-000000-24F10	$528.00
4	2	1	1		Snacks or incentives for students	211-11-6499-04N-042-30-510-000000-24F10	$1,000.00
4	2	1	1		Extra duty pay for PD after hours	211-11-6116-0PD-042-30-510-000000-24F10	$2,000.00
4	2	1	2		Snacks or incentives for students	211-11-6499-04N-042-30-510-000000-24F10	$500.00
4	2	1	2		Extra duty pay for PD after hours	211-11-6116-0PD-042-30-510-000000-24F10	$500.00
4	2	1	2		Subs for professional development	211-11-6112-0PD-042-30-510-000000-24F10	$1,000.00
4	3	1	1		Contracted regional education service center	211-13-6239-04N-042-30-510-000000-24F10	$700.00

Title I (211)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	3	1	1		Subs for professional development	211-11-6112-0PD-042-30-510-000000-24F10	$300.00
4	4	1	2		Family Science Night	211-61-6299-04N-042-30-510-000000-24F10	$2,000.00
4	5	1	1		Extra duty for family engagement activities after hours	211-61-6116-04L-042-30-510-000000-24F10	$500.00
4	5	1	1		Supplies and materials for instructional use	211-11-6399-04N-042-30-510-000000-24F10	$750.00
4	5	1	1		Take home books for parental engagement	211-61-6329-04L-042-30-510-000000-24F10	

Parent Engagement	
District Goal	**School Performance Objective**

SPED (199 PIC 23)					
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	

Addendums

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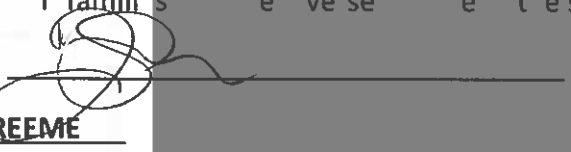

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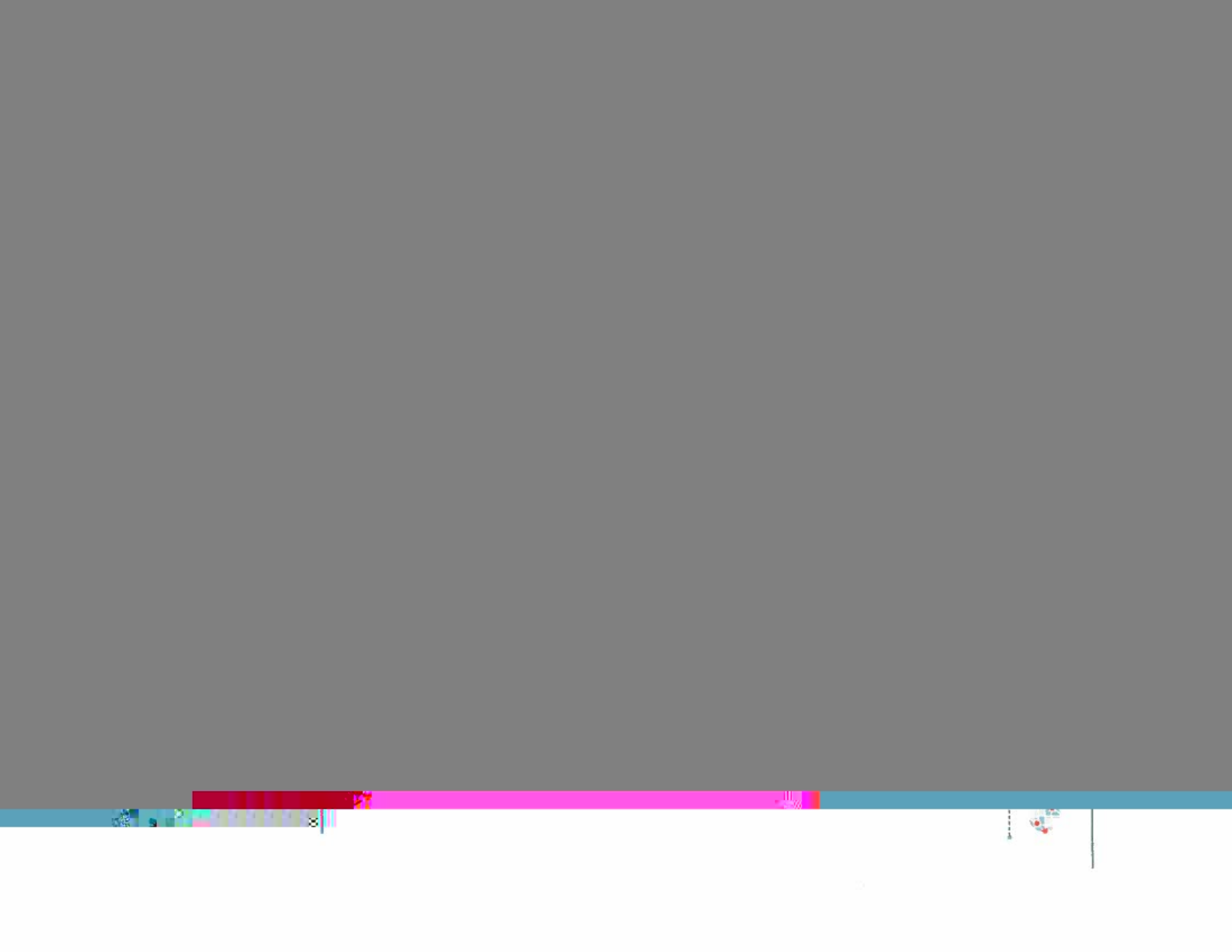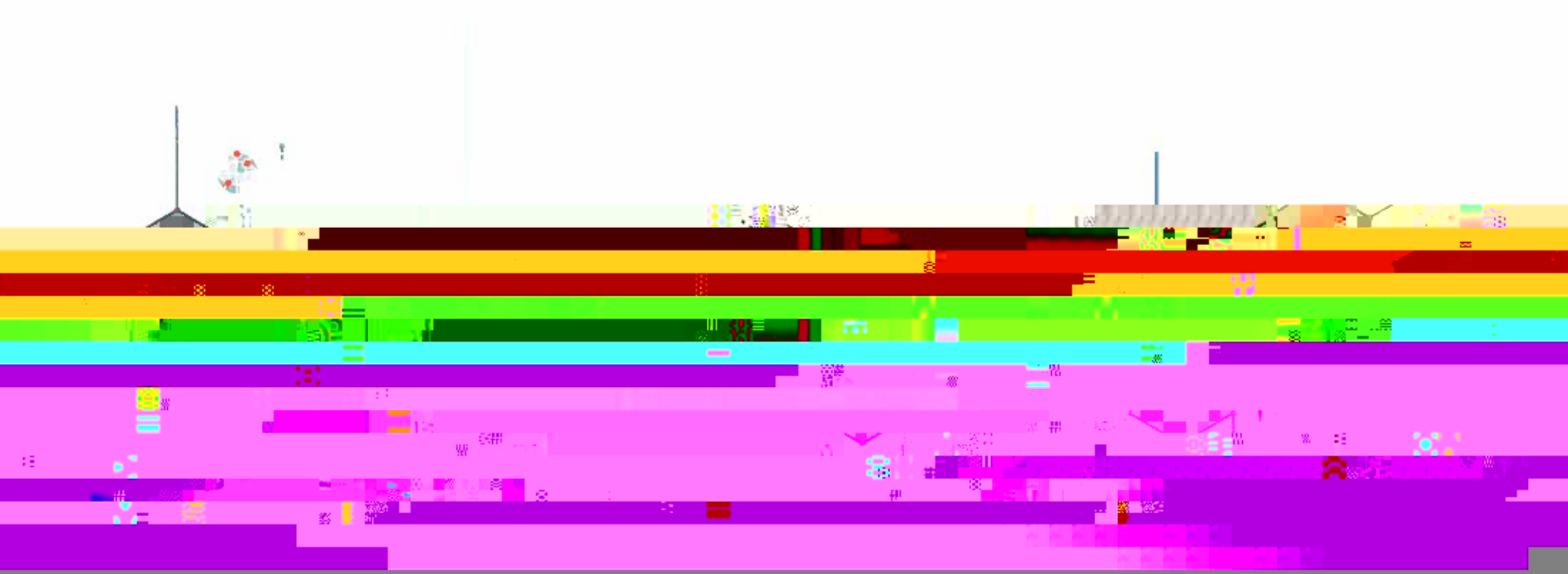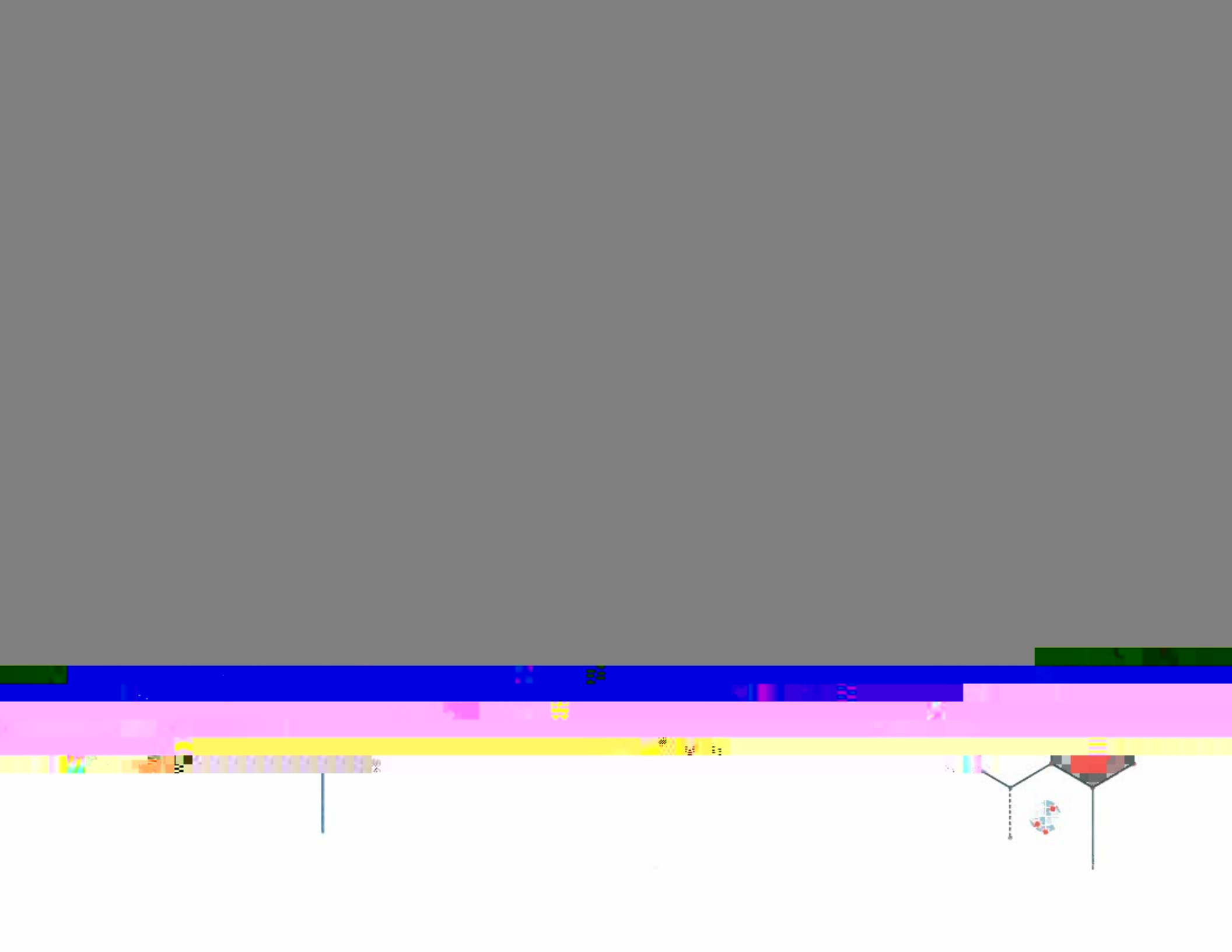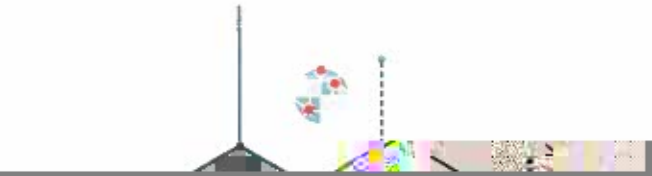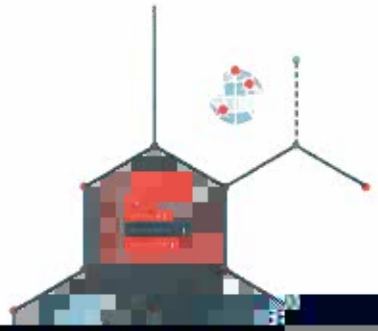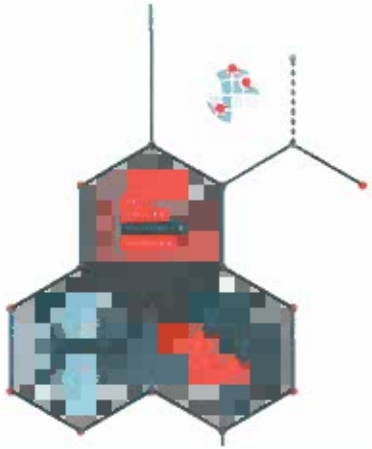
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