

Dilley Independent School District
Mary Harper Middle School
2023-2024 Improvement Plan

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Goals





Revised/Approved: November 9, 2023

Goal 1: The percentage of students who perform at the meets grade level or above for all grades on the state reading/ELA exams will increase from 37% to 41% by the end of the school year 2024. This year our goal is 41%.

Performance Objective 1: The percentage of students in grades 3-10 who score on or above grade level in reading (as measured by Achieve 3000) will increase from 19% to 23% by the end of the school year 2027. The goal this year is 23%.

Evaluation Data Sources: Achieve 3000

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: MHMS will provide professional learning and support teachers on creating standards-aligned lesson plans and internalization documents. Teachers will learn best practices for implementing RLA instructional strategies. Strategy's Expected Result/Impact: Teachers will utilize lesson plan template and internalization documents to plan instructional activities to help increase student mastery. Staff Responsible for Monitoring: All Teachers Campus Leadership Team Administration Amplify Coach Director of Curriculum, Instruction, and Assessment Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| <p>Strategy 2: Teachers will collaborate and meet weekly, monthly, and every 6 weeks to dialogue results, plan effective instructional strategies, and monitoring practices for reading instruction:</p> <p>A-Review curriculum lesson overview from Amplify, TEKS/SE, Gap Tool, to create rigorous and relevant lesson plans that demonstrate the complete lesson cycle, share & model strategies incl. technology. Verify all identified TEKS/SE have been taught.</p> <p>B-Embed effective differentiated instructional practices such as questioning techniques, PAWs Reading strategies, and sentence stems from Amplify's differentiation componet.</p> <p>C-Focus on content and everyday vocabulary development through interactive/ digital word walls, notebooks/ journals, and performance assessments in lesson overviews.</p> <p>D-Teachers will articulate and use appropriate academic reading vocabulary during class discussions and lessons. Discuss everyday terms students do not understand.</p> <p>E-Flexible scheduling will be utilized to establish department PLCs and planning days that will allow for staff collaborative planning time.</p> <p>F-Teachers will develop a plan and implement extended day learning in tutorials throughout accelerated instruction period, after school and on Saturdays, as needed.</p> <p>Strategy's Expected Result/Impact: Incremental Progress: 5% increase on MOY 10% increase on EOY</p> <p>Staff Responsible for Monitoring: All Teachers Instructional Coach Campus Leadership Team Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | |
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Goal 1: The percentage of students who perform at the meets grade level or above for all grades on the state reading/ELA exams will increase from 37% to 41% by the end of the school year 2024. This year our goal is 41%.

Performance Objective 2: The district will monitor special education students to make sure coding is accurate and ensure that appropriate services are being provided at the campus level in ELAR subject areas.

Evaluation Data Sources: Documentation of services
PEIMS
IEPs

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Teachers will implement student IEP's during instructional periods. Special education teachers and inclusion support will meet regularly to review MSB logs, PAWs Reading implementation strategies and classroom supports. Strategy's Expected Result/Impact: MOY 5% increase EOY 10% increase Staff Responsible for Monitoring: All Teachers Inclusion Support Campus Leaders Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: *Teachers will differentiate instruction to increase student learning by working collaboratively with Sp. Ed. Teachers *Teachers will learn how to effectively modify and accommodate lessons to effectively implements IEPs *Teachers will use supplemental aids to differentiate and increase student learning *Teachers will use ELPS strategies to differentiate instruction and increase student learning for ELL students * Students in the Gifted and Talented program will have the opportunity to work with similar students in advanced classes and GT opportunities * Create a campus RTI committee and implement a consistent campus RTI plan based upon scientific based research and Best Practice for Middle school implementation and monitoring. * Social-emotional learning and counseling service will be available for students Strategy's Expected Result/Impact: MOY 5% EOY 10% Staff Responsible for Monitoring: All Teachers Campus Leaders Administration Special Programs Coordinator Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | Formative | | |
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Goal 1: The percentage of students who perform at the meets grade level or above for all grades on the state reading/ELA exams will increase from 37% to 41% by the end of the school year 2024. This year our goal is 41%.

Performance Objective 3: Student in grades 4-10 will complete the required 30 hours of reading intervention required by HB 4545 by the end of the Summer Academy in June 2023.

High Priority

Evaluation Data Sources: Documentation in Eduphoria
Attendance will be tracked through Ascendar

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Students will receive accelerated instruction during accerlerated learning period and after-school through the use of HQIMs such as Amplify and Achieve 3000 Strategy's Expected Result/Impact: MOY 5% increase EOY 10% increase Staff Responsible for Monitoring: All Teachers Campus Leaders Administrators Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy | Formative | | |
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Goal 1: The percentage of students who perform at the meets grade level or above for all grades on the state reading/ELA exams will increase from 37% to 41% by the end of the school year 2024. This year our goal is 41%.

Performance Objective 4: Amplify assessments (HQIMs) will be given throughout the school year after each unit in RLA subject areas.

Evaluation Data Sources: Results in Eduphoria and/or Amplify reports
Discussion of results in PLCs
Discussion of results with Amplify coach

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Teachers will utilize TEKS-aligned lessons with increased rigor rates based on high-quality instructional materials (HQIMs) through CRIMSI while using Amplify. Strategy's Expected Result/Impact: MOY 5% increase EOY 10% increase Staff Responsible for Monitoring: RLA Teachers RLA Campus Leader CRIMSI Amplify Coach Administrators Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative | | |
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Goal 1: The percentage of students who perform at the meets grade level or above for all grades on the state reading/ELA exams will increase from 37% to 41% by the end of the school year 2024. This year our goal is 41%.

Performance Objective 5: The district will host family engagement activities throughout the school year.

Evaluation Data Sources: Flyers
Sign in sheets





| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: MHMS will engage families through events such as report card night, parent information sessions and awards programs. Strategy's Expected Result/Impact: Increase parent activity Staff Responsible for Monitoring: All Teachers Campus Leadership Team Administrators Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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Goal 2: The percentage of students who perform at the Meets Grade Level or above for all grades on state math exams will increase from 19% to 21% by the end of the school year 2024. This year's goal is 21%.

Performance Objective 1: The percentage of students in grades 3-Algebra I who score on or above grade level in math (as measured by NWEA MAPS) will increase from 21% to 23% by the end of the school year 2024. This year's goals is 23%.

High Priority
Evaluation Data Sources: NWEA MAPS Reports

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: MHMS leadership team will train and support teachers in lesson plans, internalization documents, and provide opportunities to reflect and implement quality lessons from the plans to increase student mastery. Strategy's Expected Result/Impact: Teachers will utilize the lesson plan template, internalization document, and PLC planning tool to adjust instructional strategies to increase student mastery. Staff Responsible for Monitoring: All Teachers Campus Leadership Team Administration CRIMSI Carnegie Math Coach Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| <p>Strategy 2: Teachers will collaborate and meet weekly, monthly, and every 6 weeks to dialogue results, plan effective instructional strategies, and monitoring practices for reading instruction:</p> <p>A-Review Carnegie Math lesson overview, TEKS/SE, and internalization documents to create rigorous and relevant lesson plans that demonstrate the complete lesson cycle, share & model strategies incl. technology. Verify all identified TEKS/SE have been taught.</p> <p>B-Embed effective differentiated instructional practices such as questioning techniques.</p> <p>C-Focus on content and everyday vocabulary development through interactive/ digital word walls, notebooks/ journals, and performance assessments in lesson overviews.</p> <p>D-Teachers will articulate and use appropriate academic math vocabulary during class discussions and lessons. Discuss everyday terms students do not understand.</p> <p>E-Flexible scheduling will be utilized to establish department PLCs and planning days that will allow for staff collaborative planning time.</p> <p>F-Teachers will develop a plan and implement extended day learning in tutorials throughout accelerated instruction period, after school and on Saturdays, as needed.</p> <p>Strategy's Expected Result/Impact: MOY 5% increase EOY 10% increase</p> <p>Staff Responsible for Monitoring: All Teachers Campus Leadership Administrators CRIMSI Carnegie Math Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> | Formative | | |
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Goal 2: The percentage of students who perform at the Meets Grade Level or above for all grades on state math exams will increase from 19% to 21% by the end of the school year 2024. This year's goal is 21%.

Performance Objective 2: Carnegie Math Mid-Point and End-Point assessments will be given throughout the school year after each unit in math subject areas.

High Priority

Evaluation Data Sources: Test results in Eduphoria
Test results in Carnegie Math

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Teachers will develop TEKS-aligned lessons with increased rigor rates based on the lesson overview in Carnegie Math. Lessons will align with unit assessments. Strategy's Expected Result/Impact: MOY 5% increase EOY 5% increase Staff Responsible for Monitoring: Math Teachers Math Department Chair Administrators CRIMSI Carnegie Math Coach Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative | | |
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Goal 2: The percentage of students who perform at the Meets Grade Level or above for all grades on state math exams will increase from 19% to 21% by the end of the school year 2024. This year's goal is 21%.

Performance Objective 3: The district will monitor special education students to make sure coding is accurate and ensure that appropriate services are being provided at the campus level in math subject areas.

High Priority

Evaluation Data Sources: IEPs
ARDS
Report cards

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: *Teachers will differentiate instruction to increase student learning by working collaboratively with Sp. Ed. Teachers *Teachers will learn how to effectively modify and accommodate lessons to effectively implements IEPs *Teachers will use supplemental aids to differentiate and increase student learning *Teachers will use ELPS strategies to differentiate instruction and increase student learning for ELL students * Students in the Gifted and Talented program will have the opportunity to work with similar students in advanced classes and GT opportunities * Create a campus MTSS committee and implement a consistent campus MTSS plan based upon scientific based research, researched-based instructional strategies, and best practice for Middle school implementation and monitoring. * Social-emotional learning and counseling service will be available for students Strategy's Expected Result/Impact: MOY 5% increase EOY 5% increase Staff Responsible for Monitoring: All Teachers Campus Leadership Team Administrators SPED Teachers CRIMSI Carnegie Math Coach Director of Curriculum, Instruction, and Assessment Title I: 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy | Formative | | |
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Goal 2: The percentage of students who perform at the Meets Grade Level or above for all grades on state math exams will increase from 19% to 21% by the end of the school year 2024. This year's goal is 21%.

Performance Objective 4: The district will host family engagement activities throughout the school year.

Evaluation Data Sources: Flyers
Sign in shetts

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Mary Harper Middle School will provide activities during and after the school day to give all parents the opportunity for increased engagement in their child's education. Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: All Teachers Campus Leadership Administrators Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | |
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Goal 3: The percentage of students graduating from Dilley ISD who are considered college, career, or military ready will increase to 89% to 98% by the end of the school year 2024. This year's goal is 98%.

Performance Objective 1: More students (grades 8-12) need to pass the TSI to be able to take dual credit courses.

Evaluation Data Sources: TSI results
TSI prep courses and instructional materials

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----|-----|
| Strategy 1: Identify students who will be provided preparation activities in partnership with high school to take the TSI. Strategy's Expected Result/Impact: 5% increase of students passing TSI, Staff Responsible for Monitoring: All Teachers Campus Leadership Team Administrators Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - | Formative | | |
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Goal 4: Dilley ISD will continue to implement programs that help with growth and retention of our teachers.

Performance Objective 1: Dilley ISD will provide a mentoring program for all beginning teachers.

Evaluation Data Sources: Mentor training and technical assistance sign in sheets
Observations completed by Region 20

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: MHMS new teachers and administrators will attend monthly new teacher training to provide support for new staff. Monthly mentor activities will be provided for mentor teachers. Strategy's Expected Result/Impact: Retention of new teaching staff. Staff Responsible for Monitoring: New Teachers Campus Leadership Campus Administration Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative | | |
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Goal 4: Dilley ISD will continue to implement programs that help with growth and retention of our teachers.

Performance Objective 2: Dilley ISD will continue with the Grow Our Own Program.

Evaluation Data Sources: Applications for this program

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: MHMS will encourage teaching staff to participate in growth opportunities. Strategy's Expected Result/Impact: Increased participation in Grow Our Own Program. Staff Responsible for Monitoring: Campus Leadership Team Campus Administrators Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | |
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Goal 4: Dilley ISD will continue to implement programs that help with growth and retention of our teachers.

Performance Objective 3: Dilley ISD will continue to provide instructional supports in the areas of SPED, Math, RLA, Social Studies, and Science.

- Evaluation Data Sources:** Walkthroughs provided by administrators, CRIMSI coaches, and ESC 20 consultants
Sign-in sheets from ESC 20 consultants
Sing-in sheets from PD embeded into district calendar (early release days)

| Strategy 1 Details | | Formative Reviews | | |
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| Strategy 1: Dilley ISD will provide instructional supports for all teachers in the following content areas: Math, RLA, Science, Social Studies, and Special Education. Strategy's Expected Result/Impact: Teachers will utilized professional development that is embedded within the district calendar for learning instructional strategies and for planning. Teachers will use this time to meet with district personnel and ESC 20 Consultants. Staff Responsible for Monitoring: Director of Curriculum, Instruction, and Assessment Campus Administrators CRIMSI Coaches TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | Formative | | |
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