

Ennis Independent School District
Dorie Miller Intermediate School
2024-2025 Campus Improvement Plan



Mission Statement

The Ennis Independent School District (ISD) shall be an educational institution that continuously challenges and stimulates its students. Ennis ISD shall provide the highest quality instructional staff and the appropriate facilities to ensure that every student is equipped to achieve his/her greatest academic potential.

Qualities of character to be taught, modeled, and upheld in Ennis ISD shall include honesty, integrity, and respect. The curriculum, programs, offerings, and opportunities provided by Ennis ISD shall be intended to produce responsible people of high moral character, capable of personal and professional success, who shall have a positive impact on society.

Approved by Board of Trustees April 13, 1999

Vision

Educate, Encourage, Empower

Motto

Anchored to Excellence

Ennis ISD District Goals

1. Ensure all students receive high-quality instruction.
2. Provide and support high quality staff for all classrooms.
3. Empower staff with resources to ensure student excellence.
4. Provide a safe and secure learning environment, cultivating character and high expectations.
5. Maintain a positive two-way partnership designed to strengthen the strategies aligned to the district vision and continuously improve teacher effectiveness and student outcomes.
6. Maintain high-quality facilities with an instructional focus.

Dorie Miller Intermediate Goals

1. Dorie Miller Intermediate School will provide high quality instruction by implementing rigorous curriculum aligned with state standards while closing achievement gaps.
2. Dorie Miller Intermediate School will retain and hire high quality staff.
3. Dorie Miller Intermediate School will optimize resources necessary to enrich and maximize student outcomes.
4. Dorie Miller Intermediate School will provide a safe and secure environment while establishing a culture of high expectations for all staff and students.
5. Dorie Miller Intermediate School will maintain a positive partnership with all stakeholders that improves teacher effectiveness and student outcomes.
6. Dorie Miller Intermediate School will be a well-maintained campus that is instrumental for all students and community needs and activities.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

As of the 2022-2023 school year, Dorie Miller Intermediate School has a student population of 219 students. This enrollment is composed of 59% Hispanic, 24% White and 14% African American and 3% other. The staff is made up of 2 administrators, 1 counselor, 45 teachers, 13 educational aides, 1 full-time substitute, 2 custodians, and 4 food service staff. The facilities consist of 40 classrooms, a cafeteria, one gymnasium, and a library. Miller has 53 students in the ESL / Bilingual program, 56 students in GATE, 86 Special Ed students, 419 students identified as Economically Disadvantaged and 11 students identified as homeless.

Demographics Strengths

Due to our demographics, all students are served under Title 1. As of the 2023-2022 school year, the student to teacher ratio is 16.2 to 1. However, that is not the average class size. Fourth grade averages 18 students. Fifth-grade averages around 21 students per class. Overall class sizes are good. Even with a growing economically disadvantaged population, the campus continues to prioritize meeting the needs of all students. Teachers continue to provide differentiating instruction to a diverse student population. We continue to see improvement with the involvement of all our student groups in our various student organizations such as DMIB, Choir, and UIL.

Student Learning

Student Learning Summary

Miller was equivilant or above the state average in 4th grade Math, 4th grade Reading, and 5th grade Math. Miller was slightly below the state average in 5th grade Reading and 5th grade Science.

The continued focus will be on all studen'ts achienvement on STAAR with an hightened awareness on Closing the gaps with our disaggregated student groups as well as a campuswide focus on Reading across the curriculum.

Student Learning Strengths

4th grade math is strong, and above the state and district in all three performance levels: Approaches, Meets, and Masters.

4th grade reading is strong and above the state and district in Approaches and Meet but slightly below the state in Masters.

5th grade math is also a consistently high passing rate. 5th grade math is above the state and district in Approaches, Meets, and Masters.

5th grade reading is slightly below the state in Approaches, Meets, and Masters.

5th grade science is below the state in Approaches, Meets, and Masters.

School Processes & Programs

School Processes & Programs Summary

Dorie Miller Intermediate is a campus that houses grades 4 and 5. Both grade levels are teamed. There are two special education teachers on our campus who focus mainly on inclusion support throughout the day. There is one team leader representing each grade level as well as a representative for specials. Faculty meetings are scheduled at a minimum of once a month with a tentative schedule provided during teacher in-service. Meetings may be called that are not scheduled but are essential for the campus faculty. Weekly PLC meetings are held per grade-leveled departments to better utilize resources in our lesson plans. All teachers are scheduled with a duty to help with supervision in the afternoons. Paraprofessionals and administrators provide supervision in the morning before school. Paraprofessionals and administrators share the responsibility of daily lunch duty supervision. All teachers and paraprofessionals are required to clock in and out daily to ensure that 40 hours are being documented properly. All staff is required to enter absences through AESOP, the district provided program to easily record employee attendance. There are several opportunities for staff to join campus and district committees, this allows for an accurate representation of grade levels and departments.

School Processes & Programs Strengths

The master schedule provides maximum instructional time in the core content area classes. Teams organize their own class schedules. The absence of a bell schedule also eliminates the number of distractions to students. This also allows a school-wide approach to scheduling, discipline, organization, and teaming. This provides a consistency across all grade levels for students and unity for the entire campus. Administrators meet with team leaders and the site base team on a regular basis to address and plan for the school year. Faculty meetings are a time when information is communicated and issues are discussed as a faculty. Grade level content area teachers meet on a regular basis to plan lessons and discuss strategies to address needs during PLCs. A staff newsletter provides announcements ensuring everyone is up to date on information, as well as offer recognitions to deserving staff, provide inspirations, and suggest professional development opportunities to staff. Campus administration operates in an efficient and organized manner that has proven to be beneficial for teachers and students.

Perceptions

Perceptions Summary

Our various school groups provide a great avenue for involving all students. They also serve as a great motivator for positive student behavior since these groups require students to adhere to a specific set of expectations and requirements. However, we are always looking to involve more of our varied student population groups.

We have an ongoing awareness of the building's appearance and have made it a priority to ensure the campus grounds are clean and maintained.

The staff at Dorie Miller have a collective focus on creating a building culture where kids feel safe, loved and valued. Campus administration has an intentional focus on serving and supporting the staff creating a positive environment for all stakeholders.

Perceptions Strengths

Overall, students, parents, and staff have indicated that our school is safe and has a positive climate. We have focused on positive discipline and building student relationships. Students are offered a variety of activities to participate in to be involved. Students have the options of UIL, Choir, and DMIB. We will continue to focus on guidance lessons with our 4th and 5th grade students throughout the school year, in an effort to build quality characteristics in our younger students, preparing them to grow as well as focus on their social and emotional needs.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- STAAR released test questions

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

District Goals

District Goal 1: Ensure all students receive high-quality instruction.

Core Belief 1: We believe in working to improve performance of all students, while closing achievement gaps.

Campus Goal 1: Dorie Miller Intermediate School will provide high quality instruction by implementing rigorous curriculum aligned with state standards while closing achievement gaps.

Standard 1 Instructional Leadership: The principal is responsible for ensuring every student receives high quality instruction.

Performance Objective 1: By the end of the 2024-2025 school year, Dorie Miller Intermediate's percentage of students in the aggregate and each subgroup will meet or exceed the state passing rate on the STAAR Test, by using instructional activities that are student centered and adhere to the TEKS.





Evaluation Data Sources: STAAR Results, State Accountability Summary

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy 1.1.1. TEKS Resource System (TRS) will be used campus wide with fidelity. Strategy's Expected Result/Impact: Unit assessments, STAAR Test scores. Staff Responsible for Monitoring: Administration, Instructional Coaches Funding Sources: ,</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Strategy 1.1.2. Content Lead Teachers will be used on campus to support 'best practices' and quality instruction. Strategy's Expected Result/Impact: Update meetings with Content Lead Teachers to analyze data, improvement of unit assessment and STAAR Test scores, monitoring student progress throughout the school year. Staff Responsible for Monitoring: Administration, Content Lead Teachers Funding Sources: ,</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Strategy 1.1.3. Continue the use of data-driven PLC meetings as well as having data talks with academic teams with purposeful interventions for at risk students.</p> <p>Strategy's Expected Result/Impact: Data driven lesson plans, decreased number of students needing intervention, teacher data improvement.</p> <p>Staff Responsible for Monitoring: Administration, Classroom Teachers, Elementary Learning Coordinator, Elementary Strategists</p> <p>Funding Sources: ,</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Strategy 1.1.4. Continue the use of a curriculum management tool (TRS) to address learning gaps that impact student achievement.</p> <p>Strategy's Expected Result/Impact: TEKS based instruction observed in walk-throughs.</p> <p>Staff Responsible for Monitoring: Administration, Elementary Learning Coordinator, Elementary Strategists</p> <p>Funding Sources: ,</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Strategy 1.1.5. Allocate and schedule effective instructional time in the master schedule for special education students in all grade levels. This would also include maximizing in-class and inclusion support.</p> <p>Strategy's Expected Result/Impact: Improved special education students' report card grades and STAAR test scores.</p> <p>Staff Responsible for Monitoring: Administration, Special Education Teachers, and Classroom Teachers</p> <p>Funding Sources: , ,</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Strategy 1.1.6. All students will participate in physical education activities and will receive relevant lessons in good health practices such as good nutrition, outdoor safety and monthly health initiatives from the PE teacher and campus nurse.</p> <p>Strategy's Expected Result/Impact: Health education lessons taught in PE and in regular classes by the nurse.</p> <p>Staff Responsible for Monitoring: Administration, PE teacher, and Nurse</p> <p>Funding Sources: ,</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Strategy 1.1.7. We will continue to improve the implementation of an at-risk accountability system which will provide documentation for all grade levels to keep track of at-risk students. Teachers will complete an individual "Student Data Dig" with their homeroom roster to identify any student that has possibly fallen through the cracks.</p> <p>Strategy's Expected Result/Impact: Update meetings with instructional coaches to look over data sources. Teachers analyze student cumulative folders to gather individual data.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, RTI Coordinator, and Classroom Teachers</p> <p>Funding Sources:</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Strategy 1.1.8. Students and Teachers will utilize available software to close achievement gaps and reduce specific academic weaknesses using iReady, Learning.com, and mobile devices such as Chromebooks, iPads and Virtual Reality goggles.</p> <p>Strategy's Expected Result/Impact: Documentation of student data reports showing growth and progress provided by the software programs.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, RTI Coordinator, and Classroom Teachers</p> <p>Title I: 2.5</p> <p>Funding Sources: Hands-on science material with digital software - 211 - Title I, Part A Improving Basic Program - 211 E 11 6399 00 043 3 30 000 - \$2,500, , Hands-on science material with digital software - 289 - Title IV, Part A - 289 E 11 6399 00 043 3 24 000 - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Strategy 1.1.9. Teachers will continue to participate in purposeful planning sessions and will implement the non-negotiable curriculum in all core area classrooms grades K-12.</p> <p>All core teachers will use the unit assessments for evaluation of students.</p> <p>Strategy's Expected Result/Impact: TEKS based instruction as observed in walk-throughs.</p> <p>Staff Responsible for Monitoring: Administration, Elementary Learning Coordinator, Elementary Strategists, and Classroom Teachers</p> <p>Funding Sources: ,</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: Strategy 1.1.10. Continue to improve the effectiveness and use of our campus CARE team for implementing interventions using RtI strategies with a specific focus on students in TIERS 1-3 to help increase student success without referrals to special education.</p> <p>Strategy's Expected Result/Impact: Students will show success with interventions used in class, CARE team meeting notes will indicate successes students have shown</p> <p>Staff Responsible for Monitoring: Administration, RTI coordinator, CARE Team, and Classroom Teachers</p> <p>Funding Sources: , , ,</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Strategy 1.1.11. Administrators will continue to adapt the design of the instructional setting and schedule for Special Education teachers on campus. Special Ed teachers will be grade level specific and students will have inclusion and co-teach support.</p> <p>Strategy's Expected Result/Impact: SPED teachers will keep a schedule/log of student minutes attended in their classrooms, paraprofessionals will keep a log of in-class support minutes.</p> <p>Staff Responsible for Monitoring: Administrators, Diagnostician, Special Education Teachers and Classroom Teachers</p> <p>Funding Sources: , ,</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Strategy 1.1.12. Multiple sources of assessment data will be utilized to provide individual and small group assistance to students who are identified as at-risk. The Reading Interventionist will be used to assist students throughout the year in a tier intervention system.</p> <p>Strategy's Expected Result/Impact: Students will be helped to become successful and progress throughout the year by the intervention strategies.</p> <p>Staff Responsible for Monitoring: Administration, Reading Interventionist, Classroom Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Strategy 1.1.13. Teachers will be provided an additional research based resources, Think Up, iReady, and Learning.com that will provide them with a curriculum to use during the built in intervention time, Anchor Hour. This resources will be available across all content areas in all three grade levels.</p> <p>Strategy's Expected Result/Impact: Students will be helped to become successful through the use of the resources.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 14 Details	Reviews			
<p>Strategy 14: Strategy 14 Strategy 1.1.14. Campus wide, there is an intentional and consistent focus on vocabulary through the use of a Vocabulary Word of the Week (W.O.W).</p> <p>Strategy's Expected Result/Impact: There will be an increase students' vocabulary, which will increase students' performance.</p> <p>Staff Responsible for Monitoring: Administration and Classroom Teachers</p> <p>Funding Sources: - 206 - TEXSHEP McKinney-Vento (Homeless), - 224 - IDEA B, Formula (SpEd), - 199 - Special Education: State, - 211 - Title I, Part A Improving Basic Program</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Goal 2: Provide and support high quality staff for all classrooms.

Core Belief 2: We believe that all employee are critical to the success of our students.

Campus Goal 2: Retain and hire high quality staff.





Standard 2 Human Capital: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

Performance Objective 1: For the 2024-2025 school year, Dorie Miller will provide staff the opportunities to grow professionally while providing incentives and working conditions to boost morale. By maintaining an excellent staff, DMI will continue to recruit and retain staff with a 90% or higher retention rate.

Evaluation Data Sources: Retention percentage at the end of the school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy 2.1.1. Highly qualified professionals will be recruited and hired to meet state and district requirements. Strategy's Expected Result/Impact: Highly qualified teachers hired and retained. Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: ,</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Strategy 2.1.2. Utilize the addition of staff support from the Content Lead Teachers. The Content Lead Teachers will provide teachers training to address gaps in instruction as well as serve as a guide to ensure teachers are adhering strictly to the TEKS and are utilizing best practices to deliver instruction. Strategy's Expected Result/Impact: Full utilization of support staff and actively providing services. Staff Responsible for Monitoring: Administrators, Content Lead Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: ,</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Strategy 2.1.3. Teachers will collaborate regularly through use of PLC meetings to participate in staff development and purposeful planning.</p> <p>Strategy's Expected Result/Impact: All teachers will complete required staff development and receive relevant staff development as well as the opportunity to lead staff developments to improve instruction.</p> <p>Staff Responsible for Monitoring: Administrators, Content Lead Teachers, and all Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: ,</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Strategy 2.1.4. Teachers will be evaluated using the T-TESS evaluation system.</p> <p>Strategy's Expected Result/Impact: Documented T-TESS evaluations/walkthroughs throughout the school year.</p> <p>Staff Responsible for Monitoring: Administrators and all Certified Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources:</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Strategy 2.1.5. In order to address and sustain morale, we will recognize all staff by providing periodic staff appreciation lunches and goodies sponsored by the office and/or PTO.</p> <p>Strategy's Expected Result/Impact: Teacher feedback will indicate morale is high and the teacher needs are being addressed.</p> <p>Staff Responsible for Monitoring: Administration, and All Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: ,</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Strategy 2.1.6. Teachers will select a teacher of the 9 weeks each 9 weeks of the school year. The nominee will be recognized by school board at a monthly meeting. There will also be a Teacher of the Year nomination and selection from the winners of the 9 week nominations.</p> <p>Strategy's Expected Result/Impact: Teachers will be nominated and names turned in to Superintendent for recognition at school board meetings and Teacher of the Year banquet held at the end of the school year.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources:</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: 2.1.7 Professional development opportunities will be routinely provided for staff based on their personal needs identified in the growth model of T-TESS.</p> <p>Strategy's Expected Result/Impact: Sign in sheets</p> <p>Staff Responsible for Monitoring: Administration and Content Lead Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: 2.1.8 Through collaboration with principals regarding their individual growth goals each staff member will assume personal responsibility for their own professional growth. (T-TESS)</p> <p>Staff Responsible for Monitoring: Administrators and All Certified Staff evaluated under T-TESS.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Goal 3: Empower staff with resources to ensure student excellence.

District Core Belief 3: We are committed to providing the resources necessary to ensure educational excellence.





Campus Goal 3: Dorie Miller Intermediate will optimize resources necessary to enrich and maximize student outcomes.

Standard 3 Executive Leadership: The principal is responsible for modeling a consistent focus and personal responsibility for improving student outcomes.

Performance Objective 1: Dorie Miller Intermediate will continue to have a relentless pursuit of excellence, for the 2024-2025 school year, by proactively seeking feedback to meet the needs of various audiences by staying within the appropriated budget allowances.

Evaluation Data Sources: Staff feedback and 2023-2024 Budget

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy 3.1.1. In order to secure consistent focus on campus, we will create a theme for the school year that is positive and has an overall goal of academic excellence.</p> <p>Strategy's Expected Result/Impact: Theme for the year will be displayed in various spaces throughout the campus, be a part of student and faculty shirts as well as be displayed in various social media formats.</p> <p>Staff Responsible for Monitoring: Administration, All Staff</p> <p>Funding Sources: ,</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Strategy 3.1.2. Administration will make campus decisions based on what is best for students. Administration will act with honesty and integrity and always provide students and teachers the opportunity for due process.</p> <p>Strategy's Expected Result/Impact: Campus is a safe and students are thriving, minimal complaints will be taken above the campus level by parents and teachers.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Funding Sources:</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Strategy 3.1.3. Teachers will be encouraged to apply for the teacher grants through the Ennis ISD Education Foundation which will provide additional resources to support innovative instructional practices in the classroom.</p> <p>Strategy's Expected Result/Impact: Teachers will submit a completed application to the EISD Education Foundation and those teachers who are selected will be awarded grant money to fund their learning project.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Funding Sources:</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Strategy 3.1.4. Dorie Miller Intermediate students will have multiple opportunities to participate in various clubs and organizations to promote student involvement, responsibility and leadership among our students. Clubs include such opportunities as DMIB, Choir, UIL, Sunshine Crew, etc.</p> <p>Strategy's Expected Result/Impact: Each club will keep a documented student list as well as a running record of activities and services provided by the organization for each school year.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Club Sponsors</p> <p>Funding Sources:</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Strategy 3.1.5. Administration will ensure that Miller Intermediate will stay within their allotted budget amounts while still making sure that teachers have what they need to teach.</p> <p>Strategy's Expected Result/Impact: End of year budget report will show Miller within their limits and teachers were provided all the supplies they needed.</p> <p>Staff Responsible for Monitoring: Administration, Office Staff</p> <p>Funding Sources: ,</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Goal 4: Provide a safe and secure learning environment, cultivating character and high expectations.

Core Belief 4: We believe all students deserve to be educated in a safe and secure environment with high expectation for positive student behavior.

Campus Goal 4: Dorie Miller Intermediate School will provide a safe and secure environment while establishing a culture of high expectations for all staff and students.





Standard 4 School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Performance Objective 1: For the 2024-2025 school year, Dorie Miller Intermediate will maintain building security protocols and raise the expectations for safe and positive behaviors for all staff and students by the implementation of PBIS school wide, which in turn will aid in the reduction of office referrals by 25%.

Evaluation Data Sources: Log of emergency procedures and drills completed and evidence of a positive campus culture. Data from office referral totals for the school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy 4.1.1. The counselor will do guidance lessons in classrooms focusing on bullying, suicide prevention, positive choices, and other relevant issues to intermediate age children.</p> <p>Strategy's Expected Result/Impact: Number of classrooms in which the counselor gives applicable guidance lessons.</p> <p>Staff Responsible for Monitoring: Counselor, Administration</p> <p>Funding Sources:</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Strategy 4.1.2. The campus will partner with the community based non-profit organizations such as Give A Kid A Chance, local food banks and Helping Hands of Ennis to supply district students with uniforms, school supplies, medical checkups, immunizations, weekend backpack food program etc.</p> <p>Strategy's Expected Result/Impact: The number of students served through these programs and dates of any special events that involve assisting students.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Nurse and Program Directors of Community Programs</p> <p>Funding Sources:</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Strategy 4.1.3. We will maintain a secure campus by maintaining and enforcing the implementation of SRP and the Raptor system where all visitors must present a valid ID to be scanned into the security system. Visitors will be given a visitor sticker. All faculty and staff will wear badges that identify them as campus employees.</p> <p>Strategy's Expected Result/Impact: Visitor log and parent comprehension of policy and procedures.</p> <p>Staff Responsible for Monitoring: Administration, Front Office Personnel, and Faculty</p> <p>Funding Sources:</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Strategy 4.1.4. Students and teachers will practice Standard Response Protocol lock down, bus evacuation, fire and tornado drills throughout the year in order to provide a safe and orderly environment in the event of an emergency. All classrooms will be equipped with the emergency chart and a first aid bag to use in case of an emergency.</p> <p>Strategy's Expected Result/Impact: Log of drills that indicate completion of drills and trainings.</p> <p>Staff Responsible for Monitoring: Administration, Faculty</p> <p>Funding Sources:</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Strategy 4.1.5. Third grade students from the feeder elementary schools will be brought to Miller Intermediate for a tour of the school in the late spring in order to assist students in the transition to a new campus.</p> <p>Strategy's Expected Result/Impact: All third graders will get to tour the intermediate school in which they will attend.</p> <p>Staff Responsible for Monitoring: Administration and Counselors from Miller and from feeder elementary schools and Fourth Grade Teachers</p> <p>Funding Sources:</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Strategy 4.1.6. Administrators and Teachers will communicate with parents in various formats such as monthly newsletter, progress reports and report cards, and social media to keep parents informed.</p> <p>Strategy's Expected Result/Impact: Parent feedback will be positive on being informed of school events.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: 4.1.7 The PBIS team will ensure staff and students success by providing PBIS guidelines for success as well as placement of reminders around the building to remind students and staff of the campus expectations.</p> <p>Strategy's Expected Result/Impact: Staff and students are successful, decrease in office referrals, and minimal complaints will be taken above the campus level by parents and teachers.</p> <p>Staff Responsible for Monitoring: Administration PBIS Team</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: 4.1.8 The PBIS team will continue to promote good behavior throughout the year with the use of our PBIS store and a Bash at the end of each nine week period.</p> <p>Strategy's Expected Result/Impact: Student's will work towards earning the opportunity to participate in a Bash at the end of each 9 weeks which will in turn decrease behavior incidents.</p> <p>Staff Responsible for Monitoring: Administration PBIS Team Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Goal 5: Maintain positive collaboration/partnership with our community (all stakeholders).

District Core Belief 5: We believe that maintaining a positive two-way partnership with our community will enhance and strengthen our school system appeal.





Campus Goal 5: Dorie Miller Intermediate School will maintain a positive partnership with all stakeholders that improves teacher effectiveness and student outcomes.

Standard 5 Strategic Operations: The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.

Performance Objective 1: For the 2024-2025 school year, Dorie Miller Intermediate will work to improve and maintain positive communication and involvement between school and community by 30% of our families in attendance of 30% of events.

Evaluation Data Sources: Various family activities, volunteer sign in sheets, newsletters and other communication that is sent home.

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy 5.1.1. Continue to meet with team leaders, the Admin Planning Team and the Site Base team on a regular basis to address and plan throughout the year as well as discuss strategies to address campus needs.</p> <p>Strategy's Expected Result/Impact: Sign in sheets from meetings.</p> <p>Staff Responsible for Monitoring: Administration, Team Leaders, Admin Planning Team Members, Site Base Committee Members</p> <p>Funding Sources: ,</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Strategy 5.1.2. Continue to ensure the master schedule maximizes instruction time for all students and provide them with opportunities for extended learning.</p> <p>Strategy's Expected Result/Impact: Amount of time students receive instruction.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Counselor, Content Lead Teachers</p> <p>Funding Sources: ,</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Strategy 5.1.3. Each year, we will form a budget based on the instructional and physical needs of our campus that reflect sound judgement and responsible budget practices.</p> <p>Strategy's Expected Result/Impact: Budget submitted on time and will reflect the authentic needs of our campus and will appropriately meet and address the financial needs of the campus, as well as reflect the funding of instructional needs on campus.</p> <p>Staff Responsible for Monitoring: Administration, Team Leaders, and PEIMS Secretary</p> <p>Funding Sources: ,</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Strategy 5.1.4. Our school, in conjunction with PTO, will host PTO meetings during the year that will provide parents the opportunity to come to school, and interact with faculty an staff. "Meet the Teacher" in August is designed for students to meet teachers and look at classrooms. PTO also provides other opportunities for students and parents to interact with faculty and be a part of the school environment, such as, field trips, field day, and other school events.</p> <p>Strategy's Expected Result/Impact: A record will be kept of parent attendance at school events, parent volunteers will increase on campus.</p> <p>Staff Responsible for Monitoring: Administration, All Certified Staff and PTO Officers</p> <p>Funding Sources:</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Strategy 5.1.5. Student announcements will be conveyed to students through the TV screens in the cafeteria and Library. Student announcements will be made during lunch times and reminders will be made at the end of the day before dismissal, in addition to continuing the use of our media broadcast system filmed by students.</p> <p>Strategy's Expected Result/Impact: Students and parents will be more aware of campus events and there will be increased attendance at events and school wide activities.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, Librarian, Teachers.</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Strategy 5.1.6 Our school will partner with community groups to foster the school and community partnership. Our Friday morning High Five members from a local church will help greet students one Friday morning a month. Our campus raises money for and participates in Relay for Life.</p> <p>Strategy's Expected Result/Impact: Positive feedback from teachers, parents, community members, and students.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





District Goal 6: Maintain high-quality facilities with an instructional focus.

District Core Belief 6: We believe that our facilities should be of the highest quality and well maintained to meet the needs of all stakeholders of the district.

Campus Goal 6: Dorie Miller Intermediate School will be a well-maintained campus that is instrumental for all students and community needs and activities.

Performance Objective 1: For the 2024-2025 school year, Dorie Miller Intermediate will be kept clean, in good shape and usable for all students and community needs as echoed in the end of the year parent survey as well as 95% of maintenance tickets completed.

Evaluation Data Sources: Overall appearance of building, areas of need were addressed and completed, use of facilities for various events.

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy 6.1.1. Administrators will regularly communicate with custodians to review areas of concern and schedules of special events coming up so the building is clean and prepared for those events.</p> <p>Strategy's Expected Result/Impact: Staff survey results include rating the cleanliness of the building or lack there of on building appearance.</p> <p>Staff Responsible for Monitoring: Administration and Custodians</p> <p>Funding Sources: ,</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Strategy 6.1.2. The campus administration will work with Sodexo to maintain grounds and facilities in an effective manner.</p> <p>Strategy's Expected Result/Impact: Issues related to building maintenance and grounds keeping will be handled promptly.</p> <p>Staff Responsible for Monitoring: Administration, Office Personnel</p> <p>Funding Sources:</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Molly Aguilar	Teacher- Position #1001236	General Instruction	1.0
Tiffany Munoz	Instructional Coach- Position #1000884	Admin. Other	1.0

Campus Funding Summary

199 - Special Education: State					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14			\$0.00
Sub-Total					\$0.00
206 - TEXSHEP McKinney-Vento (Homeless)					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14			\$0.00
Sub-Total					\$0.00
211 - Title I, Part A Improving Basic Program					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Hands-on science material with digital software	211 E 11 6399 00 043 3 30 000	\$2,500.00
1	1	14			\$0.00
Sub-Total					\$2,500.00
224 - IDEA B, Formula (SpEd)					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14			\$0.00
Sub-Total					\$0.00
289 - Title IV, Part A					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Hands-on science material with digital software	289 E 11 6399 00 043 3 24 000	\$2,000.00
Sub-Total					\$2,000.00