DUNBAR PRIMARY
Campus Improvement Plan
2023/2024

Destined for Greatness

Denetra Slaughter, Principal
1807 Martin Luther King, Jr. Blvd
(936) 630-4500
dmslaughter@lufkinisd.org

Date Reviewed: Date Approved:

Vision
Lufkin…your best choice for education!

Mission
To educate and equip all students for success through exceptional learning experiences

Beliefs
We believe Lufkin ISD staff is our greatest asset.

We believe all students can learn.

We believe Lufkin ISD achieves higher levels of performance through clearly defined goals with high expectations for all students.

We believe Lufkin ISD must continually progress in everything we do.

We believe Lufkin ISD is the district of choice.

We believe our community's involvement and diversity are essential for maximizing student learning.

Lufkin ISD
Goals & Objectives

Goal 1: Demonstrate sustained growth in student academic achievement

- Objective 1: Improve, sustain, and support academic student performance at or beyond grade level
- Objective 2: Improve, sustain, and support student attendance and decrease truancy
- Objective 3: Improve, sustain, and support the graduation rate and prepare college/career-ready students

Goal 2: Provide all students and staff members with a safe, healthy, supportive learning environment

- Objective 1: Provide a safe and secure environment for students and staff
- Objective 2: Provide effective instruction, prevention, and intervention programs for safe, orderly, and productive schools (PBIS)
- Objective 3: Provide a strong, comprehensive, developmental guidance program (PK-12) to all students that includes early identification/screening, early intervention/access to specialized services, and mental health prevention/intervention

Goal 3: Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

- Provide opportunities to develop well-rounded students who are strong leaders and responsible citizens
- Parents and families will be informed of, encouraged, and provided opportunities to be actively involved in the education of their children
- Train all employees to effectively implement Professional Learning Communities (PLCs,) effectively participate in campus/district planning and decision making processes, analyze data, discuss needs, and take action to improve student performance

Dunbar Primary CEIC Committee

Name	Position
Slaughter, Denetra	Principal
Halls, Candace	Instructional Coach
Caldera, Jenny	Teacher
Smith, Katelyn	Teacher
Crisp, Melissa	Teacher
SMITH, CARLA	Teacher
HUGHES, MARIE	Teacher
Dupree, Matty	Teacher
Farr, Shelby	Teacher
Handy, Brittinee	Community Member-Business Owner
Gaw, Halei	Parent

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Our campus boasts a strong foundation of experienced teachers who form the backbone of our educational community. With their wealth of knowledge, expertise, and dedication, these teachers contribute significantly to the academic growth and success of our students. Their experience not only ensures a high level of instructional quality but also enables them to effectively differentiate instruction to meet the diverse needs of our student population.

In addition to our exceptional teaching staff, our campus is fortunate to have a full-time Literacy Interventionist. This specialist plays a crucial role in supporting students' literacy development, fostering a love for reading, and improving overall reading proficiency. Their expertise in evidence-based instructional strategies, assessments, and interventions helps to identify and address individual students' specific reading needs, ensuring that every student has the opportunity to achieve reading success.

Furthermore, our campus benefits from a full-time Content Mastery Special Education teacher. This dedicated professional brings specialized knowledge and skills to support students with diverse learning needs. Through personalized instruction, accommodations, and targeted interventions, the Content Mastery Special Education teacher works closely with students, teachers, and families to ensure that every student receives the necessary support to thrive academically.

To further enhance our support system, we have a full-time Behavior Paraprofessional who provides valuable assistance in managing student behavior and creating a positive and inclusive learning environment. By collaborating with teachers, administrators, and families, the Behavior Paraprofessional helps to promote social-emotional development, implement behavior management strategies, and provide individualized support to students who may require additional guidance.

Demographics Weaknesses

One significant weakness of our campus is the high percentage of economically disadvantaged students, which stands at 75.8%. This is an increase of 1.9 percent from the previous year. While the percentage of Economically Disadvantaged and At-Risk students is lower than the district, it remains higher than the state averages.

Mobility rates in our classrooms continue to surpass state/district averages. The mobility rate is not reflective of the entire campus, but primarily of the academic classrooms as the GT classrooms are much more stable as far as students moving in and out. One factor in mobility is the Family Crisis Center is located in our school zone and these students tend to move in and out often.

Comprehensive Needs Assessment

Demographics Needs

Dunbar will focus attention on the needs of our socioeconomically disadvantaged students. Dunbar will continue to provide community support and connections to assist our families (i.e. "Back Pack Buddies" in conjunction with CISC, Tonja Akridge-LISD Social Worker, Wal-Mart connection, Lions Club, clothing donations from community, "Angel Tree" from staff for Christmas, HEB, Brookshire Brothers, Junior League, Sam's, Lockheed Martin, Concerned Black Men of Lufkin) as needed.   Our committee will continue to develop plans to meet the needs of our students and brainstorm ideas for more community involvement.

We will strive to implement a comprehensive approach aimed at reducing the achievement gap and ensuring equal opportunities for all students. Our campus needs to implement targeted interventions that provide additional support and resources to economically disadvantaged students. This may include programs focused on academic remediation, access to technology, counseling services, mentorship initiatives, and collaborations with community organizations as mentioned to address the specific needs of these students. MTSS will be used to provide targeted help for students in danger of failing as well as those with behavioral challenges (RtI-B). Furthermore, fostering a culture of inclusivity, empathy, and understanding within our school community is vital. Lastly, securing adequate financial support and targeted interventions are critical in order to close the achievement gap and provide an inclusive learning environment for all students.

The increasing mobility rate indicates a need for focused attention on supporting students who frequently change schools. Dunbar aims to establish strong communication channels with families, collaborating with other schools and community organizations, and implementing support systems that facilitate smooth transitions and academic progress for mobile students.

Demographics Summary

Dunbar Primary School has a disproportionately high percentage of economically disadvantaged students compared to both the state and district averages. With 75.8% of students facing economic challenges, the school faces an uphill battle in providing equitable educational opportunities and support to its student population. This disparity puts a strain on available resources and may hinder the school's ability to address the diverse needs of its students effectively.

 Student mobility refers to the movement of students in and out of schools, which can disrupt their educational continuity and pose obstacles to their academic progress. Our school recognizes the challenge of student mobility within our campus, district, and state. According to the data, 13.4% of our students experience mobility within our school which is an increase of 3.8 percent from the previous year. Both the district and state rates have increased as well and stand at 18.2% and 13.6% respectively.

Our at-risk students will continue to require academic support from classroom teachers and tutorial groups. Teacher and instructional teams will continue to review academic data and develop plans to meet the needs of our at-risk students.

Comprehensive Needs Assessment

Demographics Summary (Continued)

Increasing EB populations will be targeted as we provide training and materials to assist teachers in meeting the needs of these learners.

Targeting GT instruction to increase the level of rigor in order to lead to an increase in their % of students receiving meets or masters on STAAR is needed. Use of Kaplan Depth and Complexity for higher level thinking and individualized differentiation for higher performing students as needed are two ways to address this need.

2020-21 Texas Academic Performance Report (TAPR)

District Name: LUFKIN ISD

Campus Name: DUNBAR PRI

Campus Number: 003903124

2021 Accountability Rating: Not Rated: Declared State of Disaster

This page is intentionally blank.

This campus is not rated on STAAR Performance (TAPR).

This campus is not rated on Progress (TAPR).

This campus is not rated on Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR).

This campus is not rated on STAAR Participation (TAPR).

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	97.9%	**98.1%**	98.3%	98.0%	98.2%	-	*	-	97.1%	97.8%	97.9%	97.4%
2018-19	95.4%	95.6%	**96.0%**	96.1%	96.1%	95.9%	-	96.7%	-	95.3%	94.4%	95.5%	96.4%
Chronic Absenteeism													
2019-20	6.7%	6.0%	**4.8%**	6.1%	4.8%	2.6%	-	*	-	13.3%	8.1%	6.1%	5.3%
2018-19	11.4%	11.3%	**9.1%**	8.1%	5.6%	11.1%	-	16.7%	-	11.8%	15.6%	11.4%	5.3%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	2.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	5.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	90.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	8.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	90.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	91.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	8.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	91.7%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	91.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	93.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	92.9%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	89.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	90.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	91.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	91.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	6.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	90.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	89.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	97.6%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	90.1%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	-	-	491	360,220
By Ethnicity:				
African American	-	-	140	44,729
Hispanic	-	-	212	184,060
White	-	-	125	105,215
American Indian	-	-	1	1,226
Asian	-	-	6	17,126
Pacific Islander	-	-	0	557
Two or More Races	-	-	7	7,307
By Graduation Type:				
Minimum H.S. Program	-	-	0	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	2	952
Foundation H.S. Program (No Endorsement)	-	-	12	49,535
Foundation H.S. Program (Endorsement)	-	-	33	15,689
Foundation H.S. Program (DLA)	-	-	444	292,532
Special Education Graduates	-	-	60	29,018
Economically Disadvantaged Graduates	-	-	389	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	36	29,639
At-Risk Graduates	-	-	222	148,836

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	399	100.0%	7,396	5,359,040	399	100.0%	7,432	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.4%
Pre-Kindergarten	0	0.0%	5.0%	3.7%	0	0.0%	5.4%	3.7%
Pre-Kindergarten: 3-year Old	0	0.0%	1.6%	0.5%				
Pre-Kindergarten: 4-year Old	0	0.0%	3.4%	3.2%				
Kindergarten	140	35.1%	7.3%	6.7%	140	35.1%	7.3%	6.7%
Grade 1	134	33.6%	7.3%	7.1%	134	33.6%	7.3%	7.1%
Grade 2	125	31.3%	7.1%	7.1%	125	31.3%	7.0%	7.1%
Grade 3	0	0.0%	7.5%	7.1%	0	0.0%	7.5%	7.1%
Grade 4	0	0.0%	6.2%	7.2%	0	0.0%	6.2%	7.2%
Grade 5	0	0.0%	6.8%	7.4%	0	0.0%	6.8%	7.4%
Grade 6	0	0.0%	7.2%	7.7%	0	0.0%	7.2%	7.7%
Grade 7	0	0.0%	7.6%	7.9%	0	0.0%	7.6%	7.8%
Grade 8	0	0.0%	8.0%	7.9%	0	0.0%	8.0%	7.9%
Grade 9	0	0.0%	7.8%	8.1%	0	0.0%	7.7%	8.1%
Grade 10	0	0.0%	7.5%	7.8%	0	0.0%	7.5%	7.8%
Grade 11	0	0.0%	7.9%	7.2%	0	0.0%	7.8%	7.2%
Grade 12	0	0.0%	6.4%	6.8%	0	0.0%	6.4%	6.8%
Ethnic Distribution:								
African American	135	33.8%	28.7%	12.7%	135	33.8%	28.6%	12.7%
Hispanic	85	21.3%	42.7%	52.9%	85	21.3%	42.5%	52.9%
White	154	38.6%	24.4%	26.5%	154	38.6%	24.6%	26.5%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	6	1.5%	1.2%	4.7%	6	1.5%	1.2%	4.7%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	19	4.8%	2.9%	2.7%	19	4.8%	2.9%	2.7%
Sex:								
Female	193	48.4%	48.3%	48.9%	193	48.4%	48.4%	48.9%
Male	206	51.6%	51.7%	51.1%	206	51.6%	51.6%	51.1%
Economically Disadvantaged	295	73.9%	83.9%	60.3%	295	73.9%	83.7%	60.2%
Non-Educationally Disadvantaged	104	26.1%	16.1%	39.7%	104	26.1%	16.3%	39.8%
Section 504 Students	5	1.3%	7.8%	7.2%	5	1.3%	7.8%	7.2%
EB Students/EL	26	6.5%	19.3%	20.7%	26	6.5%	19.2%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	2.6%	1.2%				

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	9	2.3%	6.6%	4.5%	9	2.3%	6.6%	4.5%
Foster Care	2	0.5%	0.5%	0.3%	2	0.5%	0.5%	0.3%
Homeless	22	5.5%	3.4%	1.1%	22	5.5%	3.4%	1.1%
Immigrant	0	0.0%	0.0%	2.0%	0	0.0%	0.0%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	399	100.0%	48.3%	64.5%	399	100.0%	48.5%	64.5%
Military Connected	0	0.0%	0.1%	2.7%	0	0.0%	0.1%	2.7%
At-Risk	63	15.8%	60.3%	49.2%	63	15.8%	60.1%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	26	6.5%	26.1%	21.0%	26	6.5%	25.9%	20.9%
Gifted and Talented Education	208	52.1%	12.3%	8.3%	208	52.1%	12.3%	8.3%
Special Education	16	4.0%	12.0%	11.1%	16	4.0%	12.0%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	16							
By Type of Primary Disability Students with Intellectual Disabilities	*	*	49.5%	42.5%				
Students with Physical Disabilities	10	62.5%	15.6%	21.3%				
Students with Autism	*	*	13.4%	14.1%				
Students with Behavioral Disabilities	*	*	20.2%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2019-20):								
Total Mobile Students	30	9.6%	13.8%	13.8%				
By Ethnicity: African American	10	3.2%	5.0%	2.8%				
Hispanic	7	2.3%	4.1%	7.1%				
White	10	3.2%	4.1%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	1	0.3%	0.1%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.6%	0.4%	0.4%				
Count and Percent of Special Ed Students who are Mobile	3	8.1%	20.1%	16.5%				
Count and Percent of EB Students/EL who are Mobile	2	10.5%	7.6%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	28	11.9%	14.6%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	55	20.2%	16.9%	16.6%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.5%	4.9%	1.4%	33.3%	19.2%	4.8%
Grade 1	4.1%	5.2%	1.9%	0.0%	1.6%	3.2%
Grade 2	1.6%	2.9%	1.0%	0.0%	0.0%	1.4%
Grade 3	-	0.0%	0.5%	-	0.0%	0.6%
Grade 4	-	0.2%	0.3%	-	0.0%	0.4%
Grade 5	-	0.0%	0.2%	-	0.0%	0.3%
Grade 6	-	0.0%	0.2%	-	0.0%	0.3%
Grade 7	-	0.4%	0.3%	-	0.0%	0.3%
Grade 8	-	0.2%	0.2%	-	0.0%	0.4%
Grade 9	-	0.6%	4.7%	-	3.1%	7.8%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	17.5	17.0	17.7
Grade 1	16.8	16.7	18.0
Grade 2	15.6	16.1	18.0
Grade 3	-	16.5	18.2
Grade 4	-	15.6	18.3
Grade 5	-	15.7	19.8
Grade 6	-	17.3	19.4
Secondary:			
English/Language Arts	-	16.5	15.7
Foreign Languages	-	12.3	17.8
Mathematics	-	16.4	16.9
Science	-	18.8	17.9
Social Studies	-	18.1	18.3

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Total Staff	41.1	100.0%	100.0%	100.0%
Professional Staff:	35.2	85.6%	58.2%	64.3%
Teachers	28.9	70.3%	44.9%	49.6%
Professional Support	3.3	8.0%	8.3%	10.6%
Campus Administration (School Leadership)	3.0	7.3%	3.6%	3.0%
Educational Aides:	5.9	14.4%	13.5%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	6.0	4,290.0
Part-time Librarians	0.0	n/a	1.0	582.0
Full-time Counselors	1.0	n/a	23.0	13,211.0
Part-time Counselors	0.0	n/a	1.0	1,126.0
Total Minority Staff:	12.9	31.5%	40.7%	51.5%
Teachers by Ethnicity:				
African American	2.0	6.9%	12.1%	11.1%
Hispanic	3.0	10.4%	11.5%	28.4%
White	23.9	82.7%	74.4%	56.9%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	0.2%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.3%	1.2%
Teachers by Sex:				
Males	2.0	6.9%	18.4%	23.8%
Females	26.9	93.1%	81.6%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	1.2%
Bachelors	23.9	82.7%	77.7%	73.0%
Masters	5.0	17.3%	21.6%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	10.4%	5.1%	6.7%
1-5 Years Experience	6.0	20.8%	28.4%	27.8%
6-10 Years Experience	4.9	16.9%	20.7%	20.3%
11-20 Years Experience	8.0	27.7%	25.8%	29.1%
21-30 Years Experience	5.0	17.3%	14.6%	13.0%
Over 30 Years Experience	2.0	6.9%	5.4%	3.1%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	13.8	n/a	12.5	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	17.0	6.7	6.4
Average Years Experience of Principals with District	17.0	6.3	5.5
Average Years Experience of Assistant Principals	1.5	4.7	5.5
Average Years Experience of Assistant Principals with District	1.5	3.8	4.8
Average Years Experience of Teachers:	13.3	12.0	11.2
Average Years Experience of Teachers with District:	10.0	8.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$45,510	$43,987	$50,849
1-5 Years Experience	$49,295	$48,333	$53,288
6-10 Years Experience	$49,202	$49,340	$56,282
11-20 Years Experience	$54,005	$54,205	$59,900
21-30 Years Experience	$61,220	$62,674	$64,637
Over 30 Years Experience	$66,019	$67,843	$69,974
Average Actual Salaries (regular duties only):			
Teachers	$53,414	$52,984	$57,641
Professional Support	$64,154	$64,212	$68,030
Campus Administration (School Leadership)	$65,909	$74,471	$83,424
Instructional Staff Percent:	n/a	61.1%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	5,731.4

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.3	1.2%	5.7%	6.2%
Career and Technical Education	0.0	0.0%	6.0%	5.1%
Compensatory Education	0.0	0.0%	1.0%	2.8%
Gifted and Talented Education	12.0	41.7%	2.4%	1.8%
Regular Education	16.2	56.0%	67.5%	71.0%
Special Education	0.3	1.2%	9.5%	9.4%
Other	0.0	0.0%	7.9%	3.6%

-    Indicates there is no data for the item.

*   Indicates results are masked due to small numbers.

**   When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

?   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report
   (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: LUFKIN ISD

Campus Name: DUNBAR PRI

Campus Number: 003903124

2022 Accountability Rating: B

This page is intentionally blank.

This campus is not rated on STAAR Performance (TAPR).

This campus is not rated on Progress (TAPR).

This campus is not rated on Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR).

This campus is not rated on STAAR Participation (TAPR).

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	93.0%	**94.2%**	92.1%	93.5%	96.3%	-	*	-	93.1%	90.0%	92.9%	93.0%
2019-20	98.3%	97.9%	**98.1%**	98.3%	98.0%	98.2%	-	*	-	97.1%	97.8%	97.9%	97.4%
Chronic Absenteeism													
2020-21	15.0%	24.8%	**19.7%**	27.5%	26.8%	7.6%	-	*	-	31.6%	43.5%	24.4%	11.8%
2019-20	6.7%	6.0%	**4.8%**	6.1%	4.8%	2.6%	-	*	-	13.3%	8.1%	6.1%	5.3%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.2%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	92.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	5.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	94.4%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.9%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	8.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	91.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	91.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	7.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	6.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	93.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	93.6%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	91.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	93.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	6.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	90.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	97.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	0.8%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	6.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	92.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	90.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	93.5%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	97.6%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	495	358,842
By Ethnicity:				
African American	-	-	111	44,018
Hispanic	-	-	233	183,306
White	-	-	129	103,898
American Indian	-	-	2	1,195
Asian	-	-	10	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	10	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	32	56,281
Foundation H.S. Program (Endorsement)	-	-	4	13,582
Foundation H.S. Program (DLA)	-	-	459	287,316
Special Education Graduates	-	-	55	31,028
Economically Disadvantaged Graduates	-	-	373	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	45	32,809
At-Risk Graduates	-	-	305	155,884
CTE Completers	-	-	87	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	405	100.0%	7,318	5,402,928	405	100.0%	7,360	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.3%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	5.2%	4.1%	0	0.0%	5.7%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	1.8%	0.6%	0	0.0%	1.9%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	3.5%	3.5%	0	0.0%	3.8%	3.5%
Kindergarten	133	32.8%	7.2%	6.8%	133	32.8%	7.2%	6.8%
Grade 1	147	36.3%	7.5%	7.1%	147	36.3%	7.5%	7.1%
Grade 2	125	30.9%	7.1%	7.1%	125	30.9%	7.1%	7.1%
Grade 3	0	0.0%	6.8%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	7.5%	7.1%	0	0.0%	7.4%	7.1%
Grade 5	0	0.0%	6.4%	7.2%	0	0.0%	6.4%	7.2%
Grade 6	0	0.0%	7.0%	7.4%	0	0.0%	6.9%	7.4%
Grade 7	0	0.0%	7.1%	7.7%	0	0.0%	7.1%	7.7%
Grade 8	0	0.0%	7.7%	7.9%	0	0.0%	7.6%	7.8%
Grade 9	0	0.0%	8.6%	8.8%	0	0.0%	8.5%	8.8%
Grade 10	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.5%
Grade 11	0	0.0%	7.1%	7.2%	0	0.0%	7.0%	7.2%
Grade 12	0	0.0%	6.8%	6.7%	0	0.0%	6.8%	6.7%
Ethnic Distribution:								
African American	142	35.1%	28.7%	12.8%	142	35.1%	28.5%	12.8%
Hispanic	82	20.2%	43.1%	52.8%	82	20.2%	43.0%	52.7%
White	156	38.5%	24.0%	26.3%	156	38.5%	24.1%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	6	1.5%	1.1%	4.8%	6	1.5%	1.1%	4.8%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	18	4.4%	3.0%	2.9%	18	4.4%	3.0%	2.9%
Sex:								
Female	210	51.9%	48.6%	48.9%	210	51.9%	48.5%	48.8%
Male	195	48.1%	51.4%	51.1%	195	48.1%	51.5%	51.2%
Economically Disadvantaged	307	75.8%	85.8%	60.7%	307	75.8%	85.6%	60.6%
Non-Educationally Disadvantaged	98	24.2%	14.2%	39.3%	98	24.2%	14.4%	39.4%
Section 504 Students	4	1.0%	8.3%	7.4%	4	1.0%	8.3%	7.4%
EB Students/EL	26	6.4%	20.5%	21.7%	26	6.4%	20.4%	21.7%
Students w/ Disciplinary Placements (2020-21)	0	0.0%	3.2%	0.6%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	9	2.2%	7.1%	5.0%	9	2.2%	7.1%	5.0%
Foster Care	4	1.0%	0.5%	0.3%	4	1.0%	0.5%	0.3%
Homeless	12	3.0%	2.5%	1.1%	12	3.0%	2.5%	1.1%
Immigrant	0	0.0%	0.0%	2.0%	0	0.0%	0.0%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	405	100.0%	49.1%	64.3%	405	100.0%	49.3%	64.3%
Military Connected	9	2.2%	0.9%	3.3%	9	2.2%	0.9%	3.3%
At-Risk	219	54.1%	66.7%	53.5%	219	54.1%	66.4%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	26	6.4%	26.9%	21.9%	26	6.4%	26.7%	21.8%
Career and Technical Education	0	0.0%	26.2%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	78.8%	71.0%				
Gifted and Talented Education	226	55.8%	13.0%	8.0%	226	55.8%	12.9%	8.0%
Special Education	22	5.4%	12.6%	11.6%	22	5.4%	12.7%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	22							
By Type of Primary Disability Students with Intellectual Disabilities	*	*	49.3%	43.0%				
Students with Physical Disabilities	11	50.0%	16.0%	20.8%				
Students with Autism	*	*	14.8%	14.7%				
Students with Behavioral Disabilities	5	22.7%	19.0%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	0.9%	1.5%				
Mobility (2020-21):								
Total Mobile Students	37	13.4%	18.2%	13.6%				
By Ethnicity: African American	11	4.0%	6.5%	2.5%				
Hispanic	11	4.0%	5.0%	6.6%				
White	10	3.6%	5.6%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.3%				
Pacific Islander	0	0.0%	0.1%	0.0%				
Two or More Races	5	1.8%	0.9%	0.5%				
Count and Percent of Special Ed Students who are Mobile	4	16.7%	22.5%	15.7%				
Count and Percent of EB Students/EL who are Mobile	2	11.8%	8.7%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	35	17.1%	19.0%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	52	19.0%	17.6%	18.9%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	4.1%	4.4%	1.9%	0.0%	7.1%	5.2%
Grade 1	5.0%	5.4%	2.9%	0.0%	1.6%	4.2%
Grade 2	1.0%	4.7%	1.7%	0.0%	0.0%	2.2%
Grade 3	-	0.7%	1.0%	-	0.0%	1.0%
Grade 4	-	0.3%	0.7%	-	1.6%	0.7%
Grade 5	-	0.0%	0.5%	-	1.0%	0.7%
Grade 6	-	0.2%	0.6%	-	0.0%	0.6%
Grade 7	-	0.0%	0.7%	-	1.1%	0.7%
Grade 8	-	0.2%	0.6%	-	0.0%	0.8%
Grade 9	-	6.5%	10.5%	-	11.8%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	16.5	16.2	18.7
Grade 1	18.4	18.0	18.7
Grade 2	15.7	17.0	18.6
Grade 3	-	14.5	18.7
Grade 4	-	17.0	18.8
Grade 5	-	15.1	20.2
Grade 6	-	17.9	19.2
Secondary:			
English/Language Arts	-	14.7	16.3
Foreign Languages	-	14.7	18.4
Mathematics	-	15.1	17.5
Science	-	17.1	18.5
Social Studies	-	17.3	19.1

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	44.7	100.0%	100.0%	100.0%
Professional Staff:	36.4	81.5%	59.2%	64.1%
Teachers	28.7	64.1%	44.9%	49.3%
Professional Support	4.8	10.7%	8.8%	10.7%
Campus Administration (School Leadership)	3.0	6.7%	4.1%	2.9%
Educational Aides:	8.3	18.5%	13.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	7.0	4,194.0
Part-time Librarians	0.0	n/a	0.0	607.0
Full-time Counselors	1.0	n/a	24.0	13,550.0
Part-time Counselors	0.0	n/a	1.0	1,176.0
Total Minority Staff:	10.9	24.5%	40.8%	52.1%
Teachers by Ethnicity:				
African American	1.7	5.8%	12.1%	11.2%
Hispanic	3.0	10.5%	12.1%	28.9%
White	24.0	83.7%	73.8%	56.4%
American Indian	0.0	0.0%	0.5%	0.3%
Asian	0.0	0.0%	0.3%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.2%	1.2%
Teachers by Sex:				
Males	1.0	3.5%	18.9%	24.1%
Females	27.7	96.5%	81.1%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	1.4%
Bachelors	23.7	82.6%	77.1%	72.6%
Masters	5.0	17.4%	22.1%	25.2%
Doctorate	0.0	0.0%	0.2%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.5%	6.9%	7.9%
1-5 Years Experience	10.0	34.9%	28.4%	26.7%
6-10 Years Experience	5.7	19.8%	21.2%	20.6%
11-20 Years Experience	5.0	17.4%	25.2%	28.6%
21-30 Years Experience	6.0	20.9%	14.6%	13.2%
Over 30 Years Experience	1.0	3.5%	3.8%	2.9%

Texas Education Agency
2021-22 Staff Information (TAPR)
DUNBAR PRI (003903124) - LUFKIN ISD - ANGELINA COUNTY

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Number of Students per Teacher	14.1	n/a	12.3	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	18.0	5.5	6.3
Average Years Experience of Principals with District	18.0	5.2	5.4
Average Years Experience of Assistant Principals	2.5	5.1	5.5
Average Years Experience of Assistant Principals with District	2.5	3.8	4.8
Average Years Experience of Teachers:	11.9	11.5	11.1
Average Years Experience of Teachers with District:	9.7	8.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$45,510	$41,332	$51,054
1-5 Years Experience	$48,627	$48,113	$54,577
6-10 Years Experience	$48,377	$49,634	$57,746
11-20 Years Experience	$53,424	$54,355	$61,377
21-30 Years Experience	$61,954	$63,365	$65,949
Over 30 Years Experience	$66,762	$70,552	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$52,727	$52,619	$58,887
Professional Support	$58,943	$62,769	$69,505
Campus Administration (School Leadership)	$71,075	$75,632	$84,990
Instructional Staff Percent:	n/a	61.9%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

Program Information	----- Campus ----- Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	5.6%	6.2%
Career and Technical Education	0.0	0.0%	5.6%	5.2%
Compensatory Education	0.0	0.0%	0.9%	3.0%
Gifted and Talented Education	12.5	43.7%	2.3%	1.7%
Regular Education	15.1	52.8%	68.9%	70.8%
Special Education	1.0	3.5%	9.7%	9.6%
Other	0.0	0.0%	7.0%	3.5%

-    Indicates there is no data for the item.

*   Indicates results are masked due to small numbers.

**   When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

?   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
   (To open link in a new window, press the "Ctrl" key and click on the link.)

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

Our campus demonstrates a strong commitment to student achievement through a variety of comprehensive programs and initiatives. These efforts contribute to fostering a well-rounded educational experience and promoting academic growth among our students.

One notable strength is the utilization of Regan Tunstall Math Curriculum Kits in Kindergarten and some first grade classrooms. These curriculum kits provide a structured and engaging approach to mathematics instruction, ensuring that students develop a strong foundation in mathematical concepts and skills from an early age. In addition, the campus utilizes Dreambox math which offers differentiation required to address the vast needs of all learners. By using these research-based materials, our teachers are equipped with effective resources to support student learning and promote mathematical proficiency.

Additionally, the implementation of the Heggerty Phonemic Awareness program in Kindergarten and 1st Academic further strengthens our focus on literacy development. This program helps students develop essential phonemic awareness skills, such as recognizing and manipulating sounds in words, which are crucial for early reading success. By integrating this program into our curriculum, we provide students with a solid foundation for literacy growth and language development.

Our campus has experienced a significant strength in TELPAS (Texas English Language Proficiency Assessment System) scores, with a notable increase from 13 percent to 38 percent. This improvement highlights our dedication to supporting English language learners (ELLs) and promoting their linguistic development and academic success.

The integration of technology TEKS through Learning.com by library teachers on a weekly basis enhances students' digital literacy skills and their understanding of technology concepts. By actively incorporating technology into the curriculum, we prepare our students for the digital age and equip them with the necessary skills to navigate and utilize technology effectively.

Moreover, our campus embraces hands-on learning experiences through science lab materials and model engineering lessons. These opportunities allow students to engage in inquiry-based exploration, fostering their curiosity and critical thinking skills. By providing access to these resources and experiences, we encourage students to develop a deep understanding of scientific concepts and nurture their interest in STEM fields.

Our campus also emphasizes reading growth and goal setting through the AR (Accelerated Reader) program in second grade. By restructuring the program and empowering students to set AR goals, we promote a culture of reading and encourage students to take ownership of their

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

reading progress.

The implementation of Neuhaus strategies in Kindergarten, 1st, and 2nd grades enhances our focus on literacy instruction. These evidence-based strategies support students in building strong reading and decoding skills, improving reading comprehension, and developing fluency. By incorporating Neuhaus strategies, we ensure that our students receive targeted and effective literacy instruction.

Additionally, the presence of a Makerspace further enriches our students' educational experience. This dedicated space provides a hands-on, collaborative environment where students can explore their creativity, problem-solving abilities, and innovation through various projects and activities. The Makerspace encourages students to think critically, engage in project-based learning, and develop essential 21st-century skills.

Furthermore, our campus promotes a love for reading through initiatives such as the March Madness Book Tournament, Literacy and Math night, and maintains a Little Free Library. This exciting event fosters a spirit of friendly competition among students, motivating them to read and engage with a variety of books. By participating in such events, students develop a passion for reading and strengthen their literacy skills.

Lastly, our students have the opportunity to participate in UIL (University Interscholastic League) events, which encompass a wide range of academic and extracurricular activities. These events allow students to showcase their talents, expand their knowledge, and develop important skills such as teamwork, leadership, and problem-solving.

Student Achievement Weaknesses

One significant weakness that our campus faces is the low percentage of students performing at or above grade level based on mCLASS scores, which falls below 60%. This data indicates that a significant portion of our student population is not meeting the academic expectations for their respective grade levels. The low percentage of students performing at grade level suggests potential gaps in instructional effectiveness and student learning outcomes. It raises concerns about the quality and alignment of our curriculum, instructional strategies, and interventions. It also highlights the need to identify and address the factors that contribute to students falling behind academically.

Our campus faces a significant weakness in the low socioeconomic status (SES) subgroup when it comes to reading fluency and phonemic awareness. This subgroup of students demonstrates lower proficiency in these essential literacy skills compared to their peers from higher SES backgrounds.

Implementing the new phonics program(HMH) is unfamiliar to teachers. It poses the potential for a lack of familiarity and expertise among

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

educators. This may result in a learning curve for teachers as they adapt to the new program potentially leading to inconsistent implementation.

Lack of a framework for students to establish and monitor their behavior and academic goals.

Social-emotional issues hinder the academic learning among students. The presence of these issues, such as emotional distress, behavioral challenges, and limited social skills, creates barriers to effective teaching and learning within our school community.

Student Achievement Needs

Our campus has identified several critical needs that require attention and targeted interventions to ensure the academic success and well -being of our students.

1. Addressing the Needs of the Low SES Subgroup in Reading Fluency and Phonemic Awareness:
Our campus acknowledges the pressing need to improve reading fluency and phonemic awareness among students from low socioeconomic status (SES) backgrounds. Research has shown that this subgroup faces unique challenges that hinder their acquisition of foundational literacy skills. To address this need, we must continue targeted interventions and instructional strategies specifically designed to support these students in developing strong reading fluency and phonemic awareness skills.

2. Social Emotional Learning (SEL) that Prevent Academic Learning:
It is imperative to prioritize social-emotional learning initiatives to address the emotional and behavioral challenges that hinder academic progress. By integrating the current SEL programs Second Step(Kindergarten), Connected and Respected(first and second graders), and strategies into the curriculum, we can equip students with essential social-emotional skills, such as self-regulation, empathy, and relationship building. The counselor will provide weekly counseling lessons for students. We hope to see an increase in students being able to better manage their emotions, engage in positive peer interactions, and create a conducive learning environment.

3. Monitoring the HMH phonics program Implementation and Training for Teachers:
To ensure the effectiveness and fidelity of the HMH program, it is crucial to closely monitor its implementation and provide ongoing training for both new and existing teachers. By monitoring implementation, we can identify areas of improvement, address challenges, and make necessary adjustments to maximize the program's impact. Additionally, providing comprehensive training opportunities for new teachers will equip them with the knowledge and skills required to effectively implement the Neuhaus program and meet the needs of diverse learners.

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

4. Effective Use of MCLASS for Interventions, Tutorials, and Assessments: To provide targeted support and measure student progress, our campus needs to effectively utilize the MCLASS assessment system. By leveraging MCLASS data, we can identify students who require interventions and tutorials in reading fluency and phonemic awareness. The data collected through MCLASS assessments will also allow us to monitor students' growth, adjust instruction, and make informed decisions to support their individual needs.

5. MTSS Framework for Reading Programs and Behavioral Interventions: Our campus must adopt a Multi-Tiered System of Supports (MTSS) framework to provide comprehensive reading programs and behavioral interventions. By implementing evidence-based Tier I, II, and III reading programs, we can meet the diverse needs of our students and differentiate instruction accordingly. Similarly, the implementation of behavioral interventions within the MTSS framework will allow us to address students' social-emotional and behavioral challenges effectively.

6. There is a critical need to strengthen mathematical processes and tools, specifically problem-solving skills, and improve number sense, particularly in recalling and applying basic math facts. These areas require focused attention and targeted interventions to ensure students develop a solid foundation in mathematics. Additionally, disaggregate data from Dreambox math to assign lessons to master TEKS.

7. Create a comprehensive framework that enables students to establish and monitor their behavior and academic objectives.

Student Achievement Summary

Student achievement data plays a crucial role in assessing the progress and growth of students at Dunbar Campus. These data are collected through annual and longitudinal reviews from diverse sources, both formal and informal, providing valuable insights into students' acquisition of knowledge and skills aligned with grade-level expectations.
To ensure continuous improvement, student progress is closely monitored throughout the year at Dunbar Campus. Benchmark assessments are utilized to measure student performance against established standards, allowing educators to identify areas of strength and areas in need of improvement. With this ongoing monitoring, instructional strategies can be modified and adjusted to better meet the individual needs of students.
By consistently reviewing and analyzing student achievement data, Dunbar Campus maintains a proactive approach to student success. This data-driven approach enables educators to identify trends, set goals, and make informed decisions to enhance instructional practices and support student growth.

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

Lufkin ISD
Percentage of Students Making
Yearly Progress on TELPAS Composite Scores
2022

District

Standard: 36%	2019	2020	2021	2022
District	32%	38% (372) 975	28% (279)986	29% (346) 1,205

Primary

Campus	2019	2020	2021	2022
Burley	57%	42% (39) 93	30% (38) 127	30% (34) 112
Dunbar	26%	13% (1)8	38% (5) 13	72% (13) 18
Herty	27%	73% (11) 15	28% (8) 29	53% (17) 32
Kurth	39%	60% (9)15	38% (9)24	50% (12) 24
Trout	41%	50% (4) 8	8% (1) 12	38% (5) 13
Overall		46% (64) 139	30% (61) 205	41% (94) 230

Elementary

Campus	2019	2020	2021	2022
Anderson	27%	NA	*61% (14) 23	41% (13) 32
Brandon	39%	NA	*16% (3) 19	57% (13)23
Brookhollow	26%	26% (8)31	*19% (5) 26	25% (6) 24
Coston	25%	35% (21) 60	*18% (7) 49	38% (20) 53
Slack	42%	40% (110) 278	45% (103) 228	38% (105) 277
Overall			38% (132) 345	38% (144) 378

*Percentage calculated by Campus Roster from 2019 due to lack of 2020 data (not included in state composite/district totals)

Secondary

Campus	2019	2020	2021	2022
Lufkin Middle	17%	33% (92) 277	19% (57) 300	29% (103) 356
Lufkin High	19%	41% (77) 188	22% (42) 191	22% (42) 191

Anderson
Campus Profile by Grade Level / Overall
Percentage of Growth on TELPAS Composite Scores

Standard: 36%	2019	2020	2021	2022
3rd	33%	NA	*38% (3) 8	53% (8) 15
4th	11%	NA	*86% (6) 7	25% (2) 8
5th	33%	NA	*63% (5) 8	33% (3) 9
Overall	27%	NA	*61% (14) 23	41% (13) 32

*Percentage calculated by Campus Roster from 2019 due to lack of 2020 data (not included in state composite/district totals)

Brandon
Campus Profile by Grade Level / Overall
Percentage of Growth on TELPAS Composite Scores

Standard: 36%	2019	2020	2021	2022
3rd	33%	NA	*17% (1) 6	38% (3) 8
4th	36%	NA	*25% (2) 8	83% (5) 6
5th	50%	NA	*0% (0) 5	56% (5) 9
Overall	39%	NA	*16% (3)19	57% (13) 23

*Percentage calculated by Campus Roster from 2019 due to lack of 2020 data (not included in state composite/district totals)

Brookhollow
Campus Profile by Grade Level / Overall
Percentage of Growth on TELPAS Composite Scores

Standard: 36%	2019	2020	2021	2022
3rd	46%	25% (2) 8	*0% (0) 8	38% (3) 8
4th	10%	15% (2)13	0% (0) 6	0% (0) 8
5th	13%	40% (4) 10	42% (5) 12	38% (3) 8
Overall	26%	26% (8) 31	*19% (5) 26	25% (6) 24

*Percentage calculated by Campus Roster from 2019 due to lack of 2020 data (not included in state composite/district totals)

Burley
Campus Profile by Grade Level / Overall
Percentage of Growth on TELPAS Composite Scores

Standard: 36%	2019	2020	2021	2022
1st	70%	42% (39) 93	28% (21) 76	14% (10) 73
2nd	29%	NA	33% (17) 51	62% (24) 39
Overall	57%	42% (39)93	30% (38) 127	**30% (34) 112**

Coston
Campus Profile by Grade Level / Overall
Percentage of Growth on TELPAS Composite Scores

Standard: 36%	2019	2020	2021	2022
3rd	39%	21% (4) 19	*0% (0) 12	35% (6) 17
4th	6%	11% (2) 19	11% (2) 19	12% (2) 17
5th	29%	68% (15) 22	39% (7) 18	63% (12) 19
Overall	25%	35% (21) 60	*18% (9) 49	38% (20) 53

*Percentage calculated by Campus Roster from 2019 due to lack of 2020 data (not included in state composite/district totals)

Dunbar
Campus Profile by Grade Level / Overall
Percentage of Growth on TELPAS Composite Scores

Standard: 36%	2019	2020	2021	2022
1st	22%	13% (1)8	33% (2) 6	75% (6) 8
2nd	30%	NA	43% (3) 7	70% (7) 10
Overall	26%	13% (1)8	38% (5) 13	72% (13) 18

Herty
Campus Profile by Grade Level / Overall
Percentage of Growth on TELPAS Composite Scores

Standard: 36%	2019	2020	2021	2022
1st	44%	73% (11) 15	50% (7) 14	81% (13) 16
2nd	7%	NA	7% (1)15	25% (4) 16
Overall	27%	73% (11) 15	28% (8) 29	53% (17) 32

Kurth
Campus Profile by Grade Level / Overall
Percentage of Growth on TELPAS Composite Scores

Standard: 36%	2019	2020	2021	2022
1st	70%	60% (9) 15	78% (7) 9	56% (9) 16
2nd	0%	NA	13% (2) 15	38% (3) 8
Overall	39%	60% (9) 15	38% (9) 24	50% (12) 24

Slack
Campus Profile by Grade Level / Overall
Percentage of Growth on TELPAS Composite Scores

Standard: 36%	2019	2020	2021	2022
2nd	66%	33% (12) 36	38% (14) 37	42% (13)31
3rd	49%	34% (26) 77	46% (16) 35	37% (31) 83
4th	28%	36% (33) 91	41% (30) 74	31% (28)89
5th	36%	53% (39) 74	52% (43) 82	46% (34) 74
Overall	42%	40% (110) 278	45% (103) 228	38% (106) 277

Trout
Campus Profile by Grade Level / Overall
Percentage of Growth on TELPAS Composite Scores

Standard: 36%	2019	2020	2021	2022
1st	75%	50% (4) 8	17% (1) 6	57% (4) 7
2nd	11%	NA	0% (0) 6	17% (1) 6
Overall	41%	50% (4) 8	8% (1) 12	38% (5) 13

Lufkin Middle School
Campus Profile by Grade Level / Overall
Percentage of Growth on TELPAS Composite Scores

Standard: 36%	2019	2020	2021	2022
6th	15%	27% (30) 110	13% (12) 96	**34%(46) 136**
7th	17%	34% (35) 103	23% (24) 105	**27%(29) 107**
8th	19%	42% (27) 64	21% (21) 99	**26% (28) 107**
Overall	17%	33% (92) 277	19% (57) 300	**29% (103) 350**

Lufkin High School
Campus Profile by Grade Level / Overall
Percentage of Growth on TELPAS Composite Scores

Standard: 36%	2019	2020	2021	2022
9th	18%	33% (17) 51	14% (9) 65	**21% (21) 102**
10th	15%	46% (27) 59	26% (12) 46	**25% (16) 64**
11th	31%	44% (21) 48	23%(12) 52	**36% (16) 44**
12th	9%	40% (12) 30	32% (9) 28	**33% (12) 36**
Overall	19%	41% (77) 188	22% (42) 191	**26% (65) 246**

Lufkin ISD
District Profile by Grade Level / Overall
Percentage of Growth on TELPAS Composite Scores

Standard: 36%	2019	2020	2021	2022
1st	64%	46% (64)139	34% (38) 111	35% (42) 120
2nd	36%	33% (12)36	28% (37) 131	47% (52) 110
3rd	45%	31% (32)104	46% (16) 35	39% (51) 131
4th	24%	30% (37) 123	33% (33) 100	29% (37) 128
5th	34%	55% (58) 106	49% (55) 113	48% (57) 119
6th	15%	27% (30)110	13% (12) 96	34% (46) 136
7th	17%	34% (35) 103	23% (24) 105	27% (29) 107
8th	19%	42%(27) 64	21% (21) 99	26% (28) 107
9th	18%	35% (18) 52	14%(9) 65	21% (21) 102
10th	15%	46% (27) 59	26% (12) 47	25% (16) 64
11th	31%	43% (21) 49	22% (12) 55	36% (16) 44
12th	9%	40% (12) 30	34% (10) 29	35% (13) 37
Overall	32%	38% (373) 975	28% (279) 986	29% (346) 1,205

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

Our campus thrives on several strengths that contribute to a positive and supportive learning environment.

1. Community Support:
Our campus benefits from strong community support from PTK, business owners, and other local agencies. This plays a vital role in fostering a sense of belonging and shared responsibility. The collaboration between our school and the community enhances student experiences and provides additional resources, opportunities, and mentorship.

2. Strong Commitment to Campus Safety and Security:
The safety and security of our students are paramount. Our campus demonstrates a strong commitment to maintaining a safe and secure environment, implementing districtwide safety protocols, and regularly reviewing and updating emergency procedures to ensure the well-being of all students and staff.

3. Staff Committed to the Welfare of All Students:
Our dedicated staff members are united in their commitment to the welfare and success of every student. Their collective effort and shared vision create a cohesive and supportive learning community that prioritizes the individual needs and growth of each student.

4.Emergency Operations Plan:
Our campus is well-prepared to handle emergencies and crisis situations. We have developed and regularly review comprehensive emergency procedures and a crisis intervention plan to ensure a swift and effective response when needed. These measures prioritize the safety and well-being of our students and staff.

5. Physical Environment Conducive to Learning:
Our campus provides a physical environment that promotes learning and engagement. Thoughtful attention is given to creating classrooms and spaces that are conducive to learning, featuring resources, materials, and technology that support students' educational growth.

6. Weekly Social and Interpersonal Skills Training with Counselor; Weekly Super Flex: We prioritize the development of social and interpersonal skills by providing regular training sessions facilitated by our counselor. These monthly sessions, along with weekly Super Flex activities, enhance students' social-emotional competencies, communication skills, and ability to navigate interpersonal relationships effectively.

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

7. Quiet Start Program:
Our campus implements the Quiet Start program, which allows students to begin their day in a calm and focused manner, promoting a positive and productive learning environment.

8. Campus-wide Behavior Paraprofessional:
Dunbar has a campus-wide paraprofessional who support students with challenging behaviors. This helps to establish a cohesive and consistent approach to behavior management. By having a dedicated professional who can provide individualized support and interventions across the entire campus, students with challenging behaviors can receive consistent guidance and assistance throughout their academic journey.

School Culture and Climate Weaknesses

The campus faces challenges in the areas of communication, cultural awareness, mental health and well-being of staff, and connectivity of parents through Class Dojo, and late arrivals/early dismissals from school, and proper behavioral supports, campus motto. These weaknesses hinder the overall effectiveness and inclusivity of the school community.

Communication: The campus lacks a way to quickly and effectively communicate with staff members in the event of an emergency. The school -wide intercom system does not reach into the hallways and music room on the stage. There is a lack of one-to-many communication devices.

Cultural Awareness: The campus lacks a comprehensive approach to cultural awareness, resulting in limited understanding and appreciation of diverse cultural backgrounds among students and staff. This weakness may contribute to misunderstandings, biases, and a lack of inclusivity, potentially affecting the overall school climate and student outcomes.

Mental Health and Well-being of Staff: Insufficient attention and support are provided to address the mental health and well-being of staff members. This may result in increased stress, burnout, and decreased job satisfaction among educators and support staff. Inadequate support for staff's mental health can negatively impact their effectiveness, morale, and ability to provide optimal support to students.

Improve Connectivity of Parents through Class Dojo: Utilizing Class Dojo enhances parental engagement and communication. Limited connectivity with parents through the platform can result in missed opportunities for collaboration, timely updates, and involvement in their child's educational journey. This weakness may hinder effective home-school partnerships and limit the support and involvement of parents in

School Culture and Climate Weaknesses (Continued)

their child's education.

Late Arrivals/Early Departures:
These tend to disrupt the learning environment and hamper student academic progress. The consistent issue of students arriving late/leaving early results in valuable instructional time being missed, which adversely affects their ability to fully engage in the learning process. Not only do they miss out on crucial information and instructions but also disrupt the flow of the classroom, causing distractions for their peers.

Behavioral Support:
The behavior paraprofessional often has limited time availability with Response to Intervention-Behavior (Rti-B) students along with inconsistency. This is due to the paraprofessional's extensive one-on-one time commitments with a few students or extensive placement in classrooms in supporting students recognized as twice exceptional. This reduced amount of time allocated to directly address the needs of Rti-B students compromises their progress and well-being.

Campus Motto:
Without a campus motto, it becomes challenging to cultivate a strong sense of identity and foster a collective spirit that aligns everyone towards common goals.

School Culture and Climate Needs

There is a critical need to address and enhance the school culture and climate at our campus by focusing on several key areas:
1. Bullying Prevention and Intervention:
It is crucial to continue implementing a comprehensive, campus-wide plan for bullying prevention and intervention. By fostering a safe and inclusive environment, we can reduce incidents of bullying and promote positive peer relationships, thereby improving student well-being and academic success.

2.Reduction of Office Referrals:
An investigation is needed to identify strategies to reduce the number of repeat visits to the office, particularly among minority males and gifted and talented (GT) students who currently represent the largest number of referrals. By addressing the underlying factors contributing to these referrals and providing targeted interventions, we can create a more supportive and engaging learning environment for these students.

Comprehensive Needs Assessment

School Culture and Climate Needs (Continued)

3.Utilization of Community Resources:
To meet the social and economic needs of at-risk students, it is essential to tap into community resources and establish partnerships. Collaborating with community organizations can provide additional support services, mentoring programs, and resources that address the unique challenges faced by at-risk students, fostering their overall well-being and academic success.

4.PBIS System: The continued implementation of a Positive Behavioral Interventions and Supports (PBIS) system is crucial for fostering a positive school climate. Ongoing training for teachers and staff on the PBIS framework ensures consistent implementation and reinforces positive behaviors across the campus. This system supports a proactive approach to behavior management and cultivates a respectful and inclusive learning environment.

5. Meaningful Rewards and Recognition: Implementing a system of meaningful rewards and recognition for student achievement, attendance, and positive behavior reinforces a culture of success and motivates students to excel. Recognizing and celebrating student accomplishments promotes a positive school climate and encourages a growth mindset among students.

6. Additional Support for Students with Behavioral Challenges:
Students with major behavioral challenges, both in academic and gifted and talented classrooms, require additional support. It is necessary to provide targeted interventions, resources, and training for teachers to effectively address the unique needs of these students, ensuring they have the necessary support to succeed academically and behaviorally.

7. Social-Emotional Learning (SEL) Curriculum and Training: Implementing a comprehensive SEL curriculum and providing training for all teachers equips them with the necessary skills and strategies to foster students' social-emotional development. Integrating SEL into the curriculum promotes emotional well-being, empathy, and positive relationships among students, contributing to a positive school culture and climate.

8. Cultural sensitivity Training:
Implementing cultural sensitivity training will strengthen school climate and culture by promoting mutual respect, understanding, and appreciation among students, staff, and stakeholders from diverse backgrounds.

9. Communication
The school-wide intercom system does not reach into the hallways and music room on the stage. We are needing an updated system to reach all campus areas. In addition, there is a need for walkie-talkies as two-way radios offer greater communication capabilities than cell phones,

Comprehensive Needs Assessment

School Culture and Climate Needs (Continued)

which are limited to one-to-one conversations. Two-way radios enable immediate one-to-many communications.

10. Special Education Paraprofessional:
There is a critical need for a dedicated special education paraprofessional to address the challenges faced by students who are recognized as twice exceptional and those identified with a behavioral disability. This will allow the necessary consistency and support to ensure all students thrive.

11. Establish a Campus Motto:
There is need to establish a campus motto in order to establish a cohesive and inspiring campus culture that promotes collaboration, pride, and a strong sense of community.

12. Implement Mental Health Supports for Staff:
There is a pressing need to prioritize and address the mental health and well-being of staff members. The current lack of attention and support in this regard has led to increased levels of stress, burnout, and decreased job satisfaction among educators and support staff. The insufficient focus on staff mental health negatively impacts their effectiveness, overall morale,

School Culture and Climate Summary

School culture encompasses the values, beliefs, traditions, and customs that shape the personality and climate of an educational institution. It plays a crucial role in influencing the perceptions and experiences of parents, community members, staff, and students within the school environment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Dunbar demonstrates significant strengths in terms of staff qualifications and expertise.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths (Continued)

More than 91% of the teaching staff are highly qualified, ensuring a strong foundation of knowledge and skills in delivering effective instruction. Additionally, all paraprofessionals meet the district's qualification and certification requirements, further enhancing the quality of support provided to students.

The teacher-student ratios are effective in key areas such as kindergarten, first grade GT (Gifted and Talented), and second grade, ensuring that students receive individualized attention and support. The commitment to ongoing professional development is evident through the comprehensive training of GT staff, who receive 30 hours of initial basic training and six-hour updates each year.

The presence of a certified Special Education teacher demonstrates the school's dedication to meeting the diverse needs of students with special educational requirements. Moreover, the extensive training provided to K-2 classroom teachers, Literacy Specialist, and Instructional Coach in the Neuhaus model for reading and oral language highlights the school's emphasis on literacy instruction and language development.

The commitment to enhancing reading instruction is further evidenced by the completion of the Texas Reading Academy by K-2 teachers, principals, special education teachers, dyslexia teachers, and the reading specialist. This training equips them with research-based strategies and techniques to support students' reading proficiency.

The high percentage of ESL certified staff, including the principal, assistant principal, Instructional Coach, counselor, special education teacher, reading specialist, and 13 homeroom teachers, reflects the school's dedication to effectively serving English as a Second Language (ESL) students and promoting language acquisition.

Staff Quality, Recruitment and Retention Weaknesses

The current student-teacher ratio in Kindergarten GT (Gifted and Talented) classrooms, with a ratio of 20:1, is a significant weakness that needs to be addressed. This ratio indicates that there is a high number of students per teacher, which can impact the quality and effectiveness of instruction. With a larger class size, it becomes challenging for teachers to provide individualized attention, personalized instruction, and tailored learning experiences that meet the unique needs of gifted students. The lack of a balanced student-teacher ratio in the Kindergarten GT program hinders the ability to provide optimal instruction and adequately address the diverse learning requirements of gifted students. Additionally the population of students serviced for dyslexia is rapidly growing. Our literacy interventionist has moved from small group

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses (Continued)

instruction of approximately four students to maxing out with groups of six.

The departure of an Assistant Principal (AP) on our campus without a replacement has created a significant gap in our administrative team. This absence hinders our ability to effectively address the needs of our students, staff, and parents. The workload on the remaining administrators increases, potentially leading to overwhelmed individuals and a lack of dedicated attention to important administrative tasks.

At the end of the 2022-2023 school year, the occurrence of six teacher resignations poses a significant challenge to our school. The reasons for these resignations varied, including teachers moving to other cities, transferring to other vacancies within the district, or accepting better job opportunities in neighboring school districts. This turnover rate disrupts the stability of our teaching staff and creates a gap in instructional expertise.

Not all teachers possess the necessary training and certifications to effectively address the needs of English as a Second Language (ESL) students. The absence of standardized requirements for ESL instruction may result in inconsistent quality of support provided to these students across classrooms and subject areas.

There is a a lack of consistently utilizing T-Tess Walkthroughs and other observations to improve and optimize teaching and learning outcomes in the classroom.

Staff Quality, Recruitment and Retention Needs

The following needs have been identified to enhance staff quality, recruitment, and retention:

1. Reading Academy and HMH Phonics for New Hires:
Develop a plan to provide comprehensive training programs like the Reading Academy and HMH Phonics training to equip new hires with effective strategies and techniques for reading instruction.

2. Support/Training/Mentoring/Time for New Classroom Teachers:
Establish a system of support, training, mentoring, and dedicated time for professional development to assist new classroom teachers in their transition and help them develop their instructional practices.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs (Continued)

3. ESL Certification for New Hires:
Develop a plan in collaboration with the ESL department to ensure that all new hires obtain ESL certification, enabling them to effectively support English as a Second Language students in the classroom.

4.TELPAS Rater Training for New Hires: Provide training for new hires on TELPAS rating procedures to ensure accurate assessment and evaluation of ESL students' language proficiency levels.

5.TELPAS Refresher Training for ESL Teachers:
Organize refresher training sessions for ESL teachers to reinforce their understanding of TELPAS guidelines and best practices for assessing ESL students' language proficiency.
T-TESS Training: Continuously provide T-TESS training for all teachers, with a specific focus on analyzing rubrics and understanding the impact of walkthroughs on summative evaluations.

6. Mentoring/Induction Program for New Staff:
Establish a comprehensive mentoring and induction program that includes activities and support for new staff members to facilitate their smooth integration into the school community and ensure their professional growth.

7. Seek Professional Development Opportunities: Actively seek professional development opportunities related to ESL instructional strategies, behavioral Positive Behavioral Interventions and Supports (PBIS), Response to Intervention (RtI), ELPS training, and other relevant areas for all staff members.

8. Recruitment and Retention of Qualified Teachers: Develop effective recruitment strategies to attract qualified teachers as current staff members retire.

9. Greater Utilization of T-TESS Walkthroughs and Teacher Input:
Encourage the increased utilization of T-TESS walkthroughs and incorporate teacher input to identify specific areas for staff development and support.

10. Additional Reading Specialist and Paraprofessionals:
Consider the need to hire an additional reading specialist to target students in need of intervention and allocate resources to allow the dyslexia therapist to focus specifically on dyslexic students and the number we service continues to rapidly rise each year.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs (Continued)

11. Additional Kindergarten GT Teacher
Consider the need to hire an additional Kindergarten GT teacher. The approximate student teacher ratio is 20:1 in our Kindergarten GT classrooms. Hiring an additional teacher would ensure optimal instruction and balance the student-teacher ratio.

12. Replace the Assistant Principal Vacancy
Consider the need to fill the vacancy of the assistant principal role. It is crucial to address the vacancy left by the departure of an Assistant Principal (AP) on our campus. Given the number of students we serve, it is necessary to fill this role promptly to ensure effective school management and support. The absence of an AP can result in increased workload and limited capacity to meet the diverse needs of students, staff, and parents.

13. Turnover Rate
To address the challenge of teacher resignations and maintain a stable and qualified teaching staff, it is essential to implement strategies that attract and retain highly skilled educators. This may involve developing comprehensive recruitment plans, offering competitive compensation packages, and creating a supportive and engaging work environment.

Staff Quality, Recruitment and Retention Summary

Staff Quality, Recruitment, and Retention play a crucial role in the success of our campus. By focusing on recruiting and retaining highly-qualified and effective staff members, the school can create a positive and supportive learning environment for students. Implementing effective recruitment and retention strategies, such as providing professional development opportunities, offering competitive salaries and benefits, and fostering a positive school culture, will help attract and retain top talent. By prioritizing staff quality and addressing staffing patterns, Dunbar can ensure a high level of instructional excellence and support student achievement.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Dunbar possesses several strengths related to curriculum, instructional practices, and support systems:

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

1. Comprehensive Curriculum:
The campus has a well-established curriculum in place for math, language arts, and science, ensuring that students receive a consistent and aligned education across grade levels.

2. 1-to-1 iPad Initiative:
The campus has implemented a 1-to-1 iPad program, providing students with individual access to technology resources that enhance their learning experiences and engagement.

3. Consistent Instruction:
Instruction is consistent within grade levels, indicating a cohesive and collaborative teaching approach that supports student learning and progression.

4. MTSS Procedures for Struggling Students:
The campus employs Multi-Tiered System of Supports (MTSS) procedures to identify and address the needs of struggling students, ensuring that targeted interventions and supports are provided to help them succeed academically.

5. Collaborative Team Meetings: Regular team meetings are conducted to plan curriculum in math and science, as well as implement instructional approaches such as Daily Five, HMH Phonics, and Social Studies. This collaborative approach fosters a shared vision and consistent implementation of best practices.

6. Data-Driven Decision Making: Data Team Meetings, led by the instructional coach and principal, are held to analyze and disaggregate data from assessments such as MClass, CBA's, and STAR. This data-driven approach helps inform instructional strategies and interventions based on individual student needs.

7. Teacher Involvement in Curriculum Writing: Teachers are actively involved in curriculum writing, allowing them to have a direct impact on the design and implementation of instructional materials and resources.

8. ESL Certified Teachers:
Dunbar is committed to supporting English language learners and providing targeted instruction to meet their unique needs. Eighteen teachers/staff members are ESL certified.

9. Professional Development Support:

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

The campus engages in professional development activities, such as the New Teacher Academy and partnerships with district instructional specialists and coaches, to develop effective lesson plans and enhance teaching practices.

10. Extended Planning Time:
Weekly extended planning time and dedicated planning days per semester provide teachers with opportunities to collaborate, reflect on instruction, and effectively plan for student learning.

11. Little Free Library:
The presence of a Little Free Library provides students with easy access to books at any time, promoting a culture of reading and fostering a love for literacy.

Curriculum, Instruction and Assessment Weaknesses

Dunbar Campus has identified the following weaknesses in relation to ESL support, program alignment, and teacher training:

1. Lack of ESL Certification for All Teachers:
Not all teachers at the campus possess ESL certification. This poses a challenge in providing specialized support and instruction for Emergent Bilinguals(EB) who require targeted strategies and accommodations to enhance their language acquisition and academic success.

2. Vertical Alignment of Reading and Writing Program/Strategies:
There is a need for improved vertical alignment of reading and writing programs and strategies across grade levels. Inconsistent approaches and a lack of cohesive implementation may result in gaps or redundancies in students' learning experiences, impacting their overall literacy development.

3. Strategies for Teaching EB Students: The campus needs to further develop and implement effective strategies for teaching EB students. This includes incorporating research-based methodologies, instructional resources, and accommodations to address the specific linguistic and academic needs of EB students.

4. Teacher Training for Daily Five, ELPS, Differentiated Reading Instruction, and Dreambox:
There is a need for additional training and support for teachers in the implementation of instructional approaches such as Daily Five, ELPS

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses (Continued)

(English Language Proficiency Standards), Differentiated Reading Instruction, and Dreambox. Enhancing teachers' knowledge and skills in these areas will help them effectively differentiate instruction and meet the diverse needs of their students.

5. Transition to a new phonics program
Dunbar will transition to the HMH phonics program

6. mClass Data:
Insufficient understanding and utilization of mClass and progress monitoring reports among all teachers. The lack of comprehensive knowledge and consistent implementation of these assessments tools hinders the ability to effectively monitor and track students' academic progress

7. Social Emotional Learning
The social emotional curriculum is inconsistently implemented in classrooms.

Curriculum, Instruction and Assessment Needs

Dunbar Campus recognizes the following needs related curriculum:

1. Develop a Plan for ESL Certification:
It is essential to collaborate with the ESL department to create a comprehensive plan to ensure that all teachers at the campus become ESL certified. Obtaining ESL certification will equip teachers with the necessary knowledge and skills to effectively support English language learners (ELLs) and address their unique linguistic and academic needs.

2. Implement Differentiated Reading Instruction in Kindergarten:
There is a need to introduce and implement Differentiated Reading Instruction (DRI) specifically in kindergarten. DRI offers a targeted approach to literacy instruction, tailoring lessons to individual student needs and providing appropriate support to ensure optimal reading development for all students.

3. Greater Utilization of Walkthroughs and Teacher Input:

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs (Continued)

To effectively address specific teacher needs and promote professional growth, there is a need for increased utilization of walkthroughs and the solicitation of teacher input. Regular walkthroughs conducted by instructional leaders can provide valuable insights into classroom practices and areas requiring improvement. Additionally, actively seeking teacher input regarding their professional development needs will allow for personalized and targeted support.

4. Teacher Training for HMH Phonics:
Prioritize providing comprehensive and ongoing training sessions for teachers to ensure they have the necessary knowledge and skills to effectively implement the HMH phonics program.

5. Better Understanding and Utilization of MClass and Progress Monitoring Reports:
There is a need for improved understanding and utilization of MClass and progress monitoring reports among all teachers. Enhancing teachers' knowledge and skills in interpreting and effectively utilizing these assessment tools will enable them to gather meaningful data on students' academic progress.

6. Consistent Implementation of the Social/Emotional Learning Program:
The implementation of the chosen SEL programs, Connected and Respected and Second Step lacks consistency of implementation in classrooms. Additional training and direction is required to ensure success.

Curriculum, Instruction and Assessment Summary

The curriculum at Dunbar Primary plays a critical role in shaping the teaching and learning experiences of students. Aligned with the Texas Essential Knowledge and Skills (TEKS) and other relevant standards, the curriculum encompasses a comprehensive range of teaching, learning, and assessment materials and resources for various courses of study.
Dunbar Primary recognizes the importance of maintaining a strong connection with district-level curriculum specialists. Through this liaison, the school actively participates in the collaborative decision-making process to determine the curriculum direction of the district. This involvement ensures that the curriculum remains responsive to the evolving educational landscape and meets the needs of students.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Strengths

Dunbar recognizes the following as strengths of the campus:

Utilizing parents, volunteers, and service agencies as a bridge from the community to the school to meet student needs.

Implementation of home visits, Zoom, or conference calls to engage with parents who are unable to meet at the school.

Conducting home visits to address attendance and tardiness concerns, fostering a proactive approach.

Innovative activities designed to draw reluctant families and encourage their connection with the school's mission.

Availability of a clubhouse after-school program, providing additional enrichment opportunities.

Teachers demonstrating readiness to openly communicate with parents and collaborate to meet student needs.

Effective use of Class Dojo and Remind by classroom teachers and the principal for efficient communication.

Positive public relations through closed classroom Facebook pages and classroom communication channels.

Family Nights and Parent Information Nights to promote parent engagement and involvement.

Providing outside resources and support to families in need, extending assistance beyond the classroom.

Implementation of the SuperFlex Club to support students with social-emotional needs.

Establishing partnerships with Ellen Trout Zoo and ADAC (Alcohol & Drug Abuse Council).

Organizing events like "A Day with the ARTS" and "Science Spectacular" to engage parents and community members.

Grade-level parent events that facilitate collaboration and strengthen the home-school connection.

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

Provision of RTI-B and RTI-A services for students with behavioral and academic needs.
Implementation of ADAC's "Too Good for Drugs" program, promoting healthy choices among students.

Family and Community Involvement Weaknesses

The staff lacks a comprehensive understanding of the increasing diversity of the school population, particularly students with Autism Spectrum Disorder and children from low-income backgrounds. This lack of awareness hinders the ability to ensure inclusive and equitable practices. Cultural awareness and sensitivity training are needed to address this gap.

The school struggles to consistently enhance and sustain parent involvement in all aspects of the school environment, particularly engaging fathers and grandfathers. However, the kindergarten grade level hosted Donuts with Dudes to support this initiative.

Some parents are not effectively encouraged to support their child's academic needs at home. Insufficient resources, guidance, and clear communication about expectations and strategies for learning at home hinder the parents' ability to actively contribute to their child's education.

Disseminate information to parents about Positive Behavioral Interventions and Supports (PBIS)

The school has not yet established a partnership with a local business and/or church to adopt the campus, which is a missed opportunity to secure additional support and resources for the school's initiatives and community connections.

The implementation of a program involving male role models and family members in students' lives is lacking.

Family and Community Involvement Needs

Dunbar has established the following as areas of high needs:

Develop a broader understanding among staff of the increasing diversity of the school population, specifically focusing on students with Autism Spectrum Disorder and children from low-income backgrounds. Provide cultural awareness and sensitivity training to ensure inclusive and

Family and Community Involvement Needs (Continued)

equitable practices.

Continuously seek ways to enhance and sustain parent involvement in all aspects of the school environment, with a particular emphasis on engaging fathers and grandfathers. Implement strategies to actively involve and encourage their participation.

Encourage parents to actively support their child's academic needs at home by providing resources, guidance, and clear communication about expectations and strategies for learning at home.

Increase communication with parents by considering a second round of parent-teacher conferences to provide updates on student progress and address any concerns or questions.

Designate a specific day for parents to meet with teachers and receive progress reports or report cards, reinstating a practice from the past to foster ongoing parent-teacher communication and engagement.

Strengthen the level of involvement and partnerships with community organizations and businesses to expand opportunities for student support, resources, and enrichment programs.

Disseminate information to parents about Positive Behavioral Interventions and Supports (PBIS), explaining its principles, benefits, and encouraging parental support and involvement in promoting positive behavior at school and home.

Seek a local business and/or church to adopt the campus as a partner, establishing a mutually beneficial relationship that supports the school's initiatives, resources, and community connections.

Implement a program that involves male role models and family members (e.g., fathers, grandfathers, uncles, adult siblings) in students' lives, including events like a dinner and motivational speaker. Increase awareness of their importance and positive influence on students' academic and personal development. Additionally, consider a program/group that involves positive female role models.

Family and Community Involvement Summary

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

Family and Community Involvement encompasses the collaborative efforts to inform, engage, and involve stakeholders as active partners in supporting the school community. Dunbar strives to establish strong relationships with families and community members by fostering meaningful connections and involving families and the community in the educational process.

School Context and Organization

School Context and Organization Strengths

Dunbar demonstrates several strengths in promoting student success and fostering a supportive learning environment. These strengths include:

1. Campus-wide tutorial model:
The school has implemented a tutorial model that supports the academic progress of all student populations, ensuring that students receive targeted interventions and additional support as needed.

2. Data-driven instruction: Teachers regularly meet with the Instructional Coach and principal to review test data, allowing for informed instructional decisions and adjustments to meet the specific needs of students.

3.Neuhaus-based reading program:
The school has implemented a campus-wide reading program based on the Neuhaus model(moving to HMH phonics this school year) , emphasizing language enrichment and reading readiness skills. This comprehensive approach promotes literacy development across grade levels.

4. Strategic use of instructional time:
Teachers are proactive in monitoring and maximizing instructional time, ensuring that classroom instruction is effective and focused on student learning.

5. Collaborative planning: Teacher teams meet weekly during extended planning time and after school to collaboratively plan instruction, facilitating a cohesive and coordinated approach to curriculum delivery.

6. Comprehensive assessment practices:

Comprehensive Needs Assessment

School Context and Organization Strengths (Continued)

The school utilizes comprehensive assessment tools such as DRA (Developmental Reading Assessment) and MClass/Amplify progress monitoring to assess student progress and guide instructional decision-making.

School Context and Organization Weaknesses

Lack of consistent monthly literacy focus:
Maintain a regular monthly literacy focus, which hinders the establishment of a sustained emphasis on improving reading skills and fostering a culture of literacy throughout the school.

Limited motivation for reading:
There is a need to enhance the motivation for reading among students. The current strategies or initiatives in place may not effectively inspire students to engage in reading independently or develop a genuine interest in reading.

Lack of investigation into incentive programs to increase students' reading time:
The campus has not thoroughly explored or implemented an incentive program model to promote increased reading time among students. Such programs can provide additional motivation and encourage students to devote more time to independent reading.

Math intervention:
Dunbar lacks a math intervention program. Many students could benefit from additional support in the area of math.

School Context and Organization Needs

The following areas have been identified as needs within the campus:

1. Guidance/Professional Development for planning reading lessons using the new TEKS Resource:
Teachers require specific guidance and professional development to effectively plan reading lessons aligned with the new TEKS (Texas Essential Knowledge and Skills) Resource. Training sessions and ongoing support are needed to familiarize teachers with the updated

Comprehensive Needs Assessment

School Context and Organization Needs (Continued)

curriculum guidelines, instructional strategies, and resources necessary to deliver high-quality reading instruction.

2. Regular meetings with Instructional Coach and principal to review test data and adjust instruction:
It is essential for all teachers to have consistent opportunities to meet with the Instructional Coach and principal to review test data and adjust their instruction accordingly. These collaborative discussions will allow teachers to analyze student performance, identify areas of improvement, and make informed instructional decisions to meet the diverse needs of their students.

3. Campus Math intervention program:
The campus needs to establish a comprehensive and effective math intervention program to support students who are struggling with mathematical concepts and skills. This program should include targeted interventions, instructional resources, and ongoing professional development for teachers to enhance their ability to provide differentiated instruction and support to students who require additional math support.

4. Motivation for reading and establishment of Mclass goals: There is a need to establish goals for reading proficiency using the Mclass assessment system for individual students. Additionally, implementing strategies to motivate students to develop a love for reading and improve their reading skills is crucial. This can include creating a supportive reading environment, implementing incentives or recognition programs, and integrating engaging literacy activities to foster a positive reading culture.

School Context and Organization Summary

School Context and Organization encompasses the processes, structures, decision-making, and leadership aspects of the school organization, with a focus on supporting quality teaching and learning. At Dunbar Primary, the staff demonstrates a strong commitment to monitoring and refining the instructional model to ensure ongoing support and success for students.

The school prioritizes regular monitoring of the instructional model, which allows for continuous assessment of its effectiveness and the identification of areas that require adjustment or improvement. This proactive approach to monitoring ensures that teaching practices align with the needs of the students and the evolving educational landscape.

By actively reviewing and adapting the instructional model, Dunbar Primary promotes a culture of continuous improvement, where feedback and data-driven decision-making play a vital role in enhancing teaching and learning outcomes. This commitment to ongoing assessment and

Comprehensive Needs Assessment

School Context and Organization Summary (Continued)

adjustment reflects the school's dedication to providing high-quality education and meeting the diverse needs of its students.

Through effective school context and organization, Dunbar Primary establishes a framework that supports the success of both teachers and students. By consistently monitoring and adjusting the instructional model, the school creates an environment where teaching practices are continuously refined, resulting in improved student achievement and overall educational excellence.

Technology

Technology Strengths

Dunbar is committed to integrating technology into the learning environment, empowering both students and staff with the digital tools and resources needed for a rich educational experience. The following strengths highlight the campus's dedication to providing a technology-rich environment:

1.Smart Panels and Digital Tools:
All classrooms are equipped with Smart Panels, document cameras, projectors, and a range of digital tools. These resources enhance instructional delivery, allowing teachers to engage students through interactive and multimedia presentations.

2.Digital Ambassadors:
The campus benefits from the expertise of staff members who are Digital Ambassadors. Their Google Level One certification and proficiency with digital tools enable them to support and guide their colleagues in effectively integrating technology into their instructional practices.

3. One-to-One Devices:
Dunbar has made significant investments in providing students with access to technology. The one-to-one iPad initiative, along with multiple iPad carts and Chromebooks, ensures that students have ample opportunities for digital learning and exploration.

4. Software Support and Educational Grants:
The campus has secured grants from Education Foundations, which have enabled the integration of coding, spelling, and math through Osmos. In addition, a variety of software programs such as BrainPop, Dreambox, Amplify Reading, iRead, MyOn, Prodigy Math, and Reading A-Z are

Comprehensive Needs Assessment

Technology Strengths (Continued)

utilized to support the curriculum.

5.Multimedia and Animation Resources:
Dunbar embraces creativity and innovation with resources such as the Hue Animation Station and pop-up green screens. These tools empower students to explore animation techniques and engage in project-based learning experiences.

6. Enhanced Wireless Connectivity:
The addition of new wireless access points and upgraded wiring ensures reliable and fast connectivity across the campus, including portable classrooms.

7.Technology Support for Staff:
The provision of new laptops with built-in cameras for instructional staff demonstrates the commitment to equipping teachers with the tools necessary to integrate technology effectively. Chromebooks are also provided for reading lab and intervention paras and behavior para thus ensuring all staff members have access to the necessary technology resources.

Technology Weaknesses

Dunbar has identified the following weaknesses related to technology integration:

1.Inconsistent Wireless Access in Portables:
The wireless access in classrooms located in portables is currently spotty, resulting in unreliable connectivity. This limitation hampers the effective use of technology and hinders teachers' ability to seamlessly integrate digital resources into their instruction.

2. Broken Student Devices:
There is an issue of broken student devices, indicating a need for improved student training and awareness in proper handling and care of technology resources. The high incidence of broken devices disrupts instructional continuity and requires additional time and resources for repair or replacement.

3.Individual Technology Support Needs for Teachers:
It is crucial to determine and address the individual technology support needs of teachers. Identifying specific areas where teachers require assistance and guidance will enable

Comprehensive Needs Assessment

Technology Weaknesses (Continued)

the campus to provide targeted training and support, ensuring that teachers can effectively integrate technology into their instructional practices.

4.Training and Support for Current District and Campus Software, Hardware, and Tech Tools:
There is a need for comprehensive training and support for all current software, hardware, and tech tools used within the district and on the campus. Ensuring that teachers and staff are proficient in utilizing these tools will maximize their effectiveness in delivering instruction and managing technology resources.

5. Technology to Enhance Learning Objectives:
There is a need for integration of technology to enhance mastery of goal(s).

Technology Needs

Dunbar recognizes the importance of addressing the following technology-related needs to enhance instructional practices and promote effective use of digital resources:

1. Incentive/Recognition for Technology Expertise:
There is a need to provide incentives and recognition to teachers who develop expertise in technology integration. Encouraging and celebrating their knowledge and skills will foster a culture of sharing and collaboration among colleagues.

2. Technology Instructional Specialist Support:
Allocating dedicated time for a Technology Instructional Specialist to visit the campus once a month would offer valuable assistance to teachers in addressing immediate technology needs and providing requested training. This support would enhance teachers' technological proficiency and facilitate the effective use of technology in the classroom.

3. Collaboration with District's Digital Learning Department: Collaborating with the district's Digital Learning Department can provide valuable training and support to both teachers and students. Leveraging the expertise of district-level specialists will enhance professional development opportunities and ensure that the latest instructional technology practices are effectively implemented. Such training would allow the integration of technology to enhance student mastery of goal(s).

4. Funding for Technology/Google Training:
Allocating Teacher Travel funds to technology and Google training opportunities, such as TCCA (Texas Computer Education Association), TCEA (Texas Computer Education Association), Google Academies, and TCEA's Elementary Teachers Conference, will allow teachers to acquire new skills, explore innovative practices, and stay updated with emerging trends in educational technology.

5. Improving Wireless Access in Portable Classrooms: The campus needs to address the spotty wireless access in portable classrooms. Enhancing the wireless infrastructure will ensure reliable and consistent connectivity, enabling teachers and students to fully leverage digital resources and instructional tools.

6. Training and Support for Global Audience Engagement: Providing training and support to teachers on using technology to create and connect with global audiences, such as

Comprehensive Needs Assessment

Technology Needs (Continued)

through initiatives like Global Read Aloud and International Dot Day, will broaden students' perspectives and promote cultural exchange. Teachers need guidance and resources to effectively implement these opportunities for global collaboration.

7. Continual Assistance for Website Updates: Ongoing support should be provided to teachers in updating and maintaining their website teacher pages and blogs. Ensuring that these online platforms are current and engaging will facilitate effective communication with students, parents, and the broader school community.

8. Training in Proper Device Handling:
There is a need to provide training to students on proper handling and care of devices, such as laptops, tablets, and Chromebooks. This training will help prevent accidental damage and reduce the occurrence of device breakage, ensuring that the technology resources remain in good condition and are available for optimal use in the classroom.
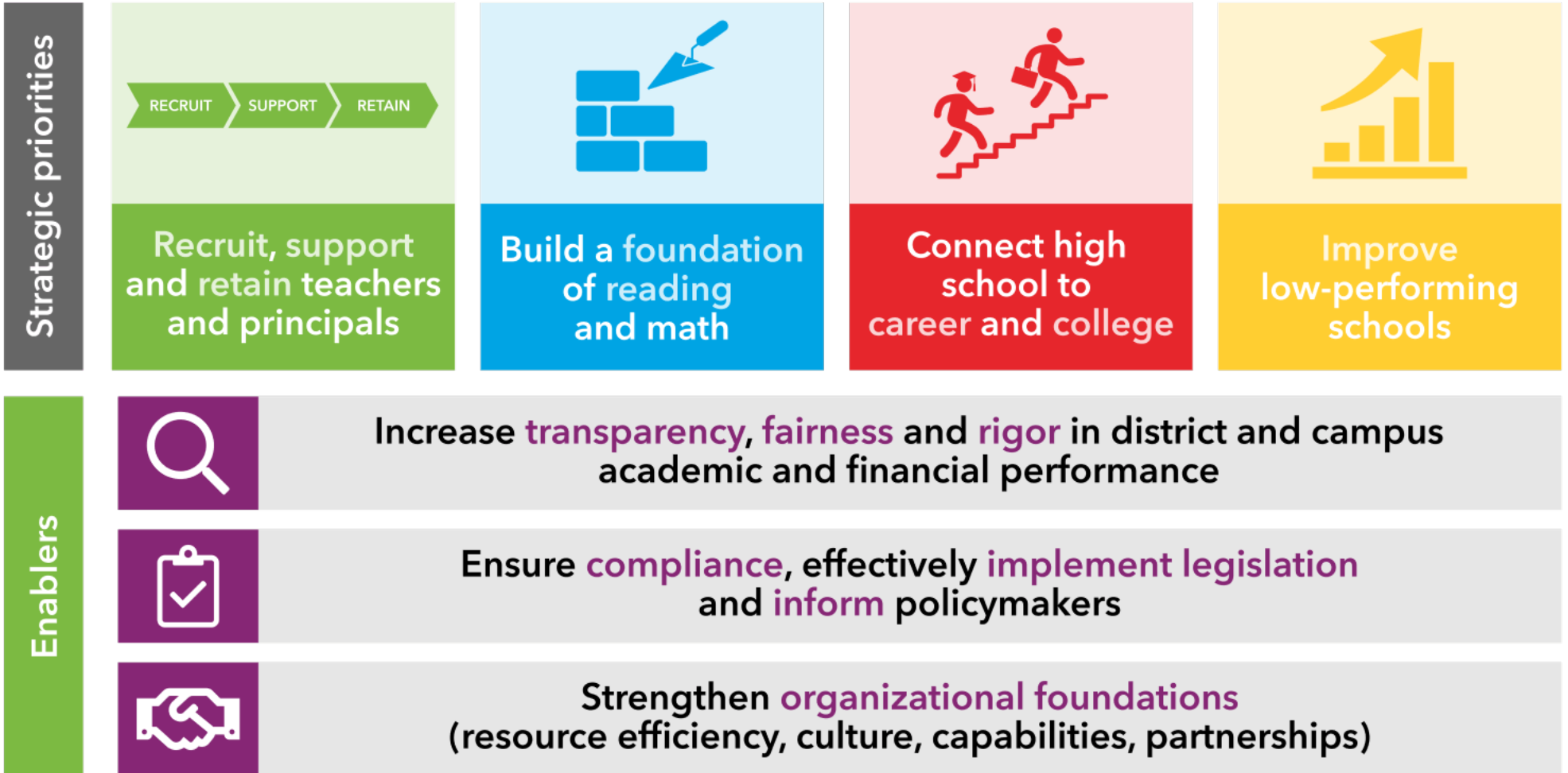
9. Continued Digital Safety Lessons:
It is essential to continue providing digital safety lessons to students. These lessons should cover topics such as online privacy, responsible internet use, cyberbullying prevention, and safe communication practices. By promoting digital citizenship and equipping students with the knowledge and skills to navigate online spaces safely, the campus can create a secure and respectful digital environment for all students.

Technology Summary

Technology plays a vital role in advancing teaching and learning at Dunbar Primary, connecting students, staff, and other stakeholders to real-world experiences and post-secondary opportunities. By modeling and applying digital tools and resources, the school harnesses the power of technology to enhance various aspects of education. By embracing technology, Dunbar Primary improves the efficiency of instruction, enhances the management of student information, and increases student engagement during instruction. By equipping students, staff, and stakeholders with the necessary digital tools and resources, the school creates an environment that fosters 21st-century skills, prepares students for their future endeavors, and supports the continuous growth and success of the entire learning community.

Every child, prepared for success in college, a career or the military.

Strategic priorities

RECRUIT › SUPPORT › RETAIN

Recruit, support and retain teachers and principals

Build a foundation of reading and math

Connect high school to career and college

Improve low-performing schools

Enablers

Increase **transparency**, **fairness** and **rigor** in district and campus academic and financial performance

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

adapted from TEA Strategic Plan - https://tea.texas.gov

Resources

Resource	Source
Title I	Federal

DUNBAR PRIMARY

Goal 1. Demonstrate sustained growth in student academic achievement

Objective 1. (Student Academic Achievement) Improve, sustain, and support academic student performance at or beyond grade level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement targeted interventions and instructional strategies specifically designed to support students in developing strong reading fluency and phonemic awareness. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	Ongoing each nine weeks	(F)Title I	Criteria: Mclass data district data
2. Gifted and Talented students will engage in reading clubs and other projects designed to accelerate growth. (Title I SW Elements: 2.5) (Target Group: GT)	Instructional Coach, Principal, Teacher(s)	all year	(O)N/A	Criteria: growth in reading growth in mClass skills
3. Teachers will collaborate with students to set reasonable goals. Students will use a goal tracking sheet to monitor their progress (Title I SW Elements: 1.1,2.6) (Target Group: All) (ESF: 1.2,3,3.3,5,5.3)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	all year	(O)N/A	Criteria: Percent of students meeting goals. Goal tracking sheets
4. TELPAS Refresher Training for EB Teachers: Organize refresher training sessions for EB teachers to reinforce their understanding of TELPAS guidelines and best practices for assessing emergent bilingual students' language proficiency. (Title I SW Elements: 2.5,2.6) (Target Group: ESL,EB) (Strategic Priorities: 4) (ESF: 1,1.2,2,2.1,3,3.3)	Assistant Principal(s), Counselor(s), Instructional Coach, Principal	End of the year	(F)Title III Bilingual / ESL	Criteria: Sign in Sheets
5. T-TESS Training: Continuously provide T-TESS training for all teachers, with a specific focus on analyzing rubrics and understanding the impact of walkthroughs on summative evaluations and classroom instruction. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3)	Assistant Principal(s), Instructional Coach, Principal	End of the year	(O)N/A	Criteria: Sign in Sheets
6. ESL Certification: Develop a plan in collaboration with the ESL	Assistant Principal(s), Instructional Coach, Principal	End of the Year	(O)N/A	Criteria: Percent of teachers obtaining ESL certification

DUNBAR PRIMARY

Goal 1. Demonstrate sustained growth in student academic achievement

Objective 1. (Student Academic Achievement) Improve, sustain, and support academic student performance at or beyond grade level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
department to ensure that all new hires obtain ESL certification, enabling them to effectively support English as a Second Language students in the classroom. (Title I SW Elements: 2.5,2.6) (Target Group: ESL,EB) (Strategic Priorities: 1,2) (ESF: 2.1,5.1)				Percent of teachers preparing to take the ESL certification exam
7. Implement Kaplan Depth and Complexity for higher level thinking and individualized differentiation for higher performing students as needed. (Title I SW Elements: 2.2,2.5) (Target Group: GT) (ESF: 4,4.1,5,5.1,5.3)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	ongoing	(O)N/A	Criteria: Lesson plans
8. Monitor the HMH phonics program implementation and provide training for teachers. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1)	Assistant Principal(s), Instructional Coach, Principal	ongoing	(O)N/A	Criteria: walkthroughs
9. The literacy specialist will provide intense phonemic awareness instruction. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5,5.3)	Assistant Principal(s), Instructional Coach, Principal	end of the year	(O)N/A	Criteria: Mclass data

DUNBAR PRIMARY

Goal 1.   Demonstrate sustained growth in student academic achievement

Objective 2.   (Truancy) Improve, sustain, and support student attendance and decrease truancy

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop a system to identify students with a pattern of absenteeism. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3)	Assistant Principal(s), Counselor(s), Teacher(s)	Ongoing	(O)N/A	Criteria: Attendance records
2. Collaborate with teachers, counselors, and parents to address underlying issues promptly. (Title I SW Elements: 2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3)	Assistant Principal(s), Counselor(s), Teacher(s)	Ongoing	(O)N/A	Criteria: Attendance records
3. Recognize and celebrate students with excellent attendance records through incentives and acknowledgments. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3)	Assistant Principal(s), Counselor(s), Principal	Ongoing	(L)Local Funds - $300	Criteria: Attendance records
4. Develop a partnership with parents to recognize the importance of student attendance. (Title I SW Elements: 2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Assistant Principal(s), Counselor(s), Teacher(s)	Ongoing	(O)N/A	Criteria: Attendance records

DUNBAR PRIMARY

Goal 1.   Demonstrate sustained growth in student academic achievement

Objective 3.   (Graduation and Career Readiness) Improve, sustain, and support the graduation rate and prepare college/career-ready students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Allow students an opportunity to investigate future careers. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	end of the year	(O)Activity Funds	Criteria: Percent of students participating in career day. Day of the Arts and Science presenters
2. Implement college day. (Title I SW Elements: 2.3) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.1)	Assistant Principal(s), Principal	end of the year	(O)N/A	Criteria: Newsletters College shirt day participation

DUNBAR PRIMARY

Goal 2.   Provide all students and staff members with a safe, healthy, supportive learning environment

Objective 1.   (Safety) Provide a safe and secure environment for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Cultural sensitivity training for staff. (Title I SW Elements: 2.3) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1)	Assistant Principal(s), Counselor(s), Principal	end of the year	(O)N/A	Criteria: Sign in sheets
2. Support staff in the pursuit of mental health and well-being. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1)	Assistant Principal(s), Principal	end of the year	(O)N/A	Criteria: Mental health resources distributed to staff Wellness check in staff survey
3. Campus safety team will conduct safety meetings, noting and reporting safety hazards. The team will also work to ensure state and district safety expectations are being implemented. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1)	Assistant Principal(s), Teacher(s)	Ongoing	(O)N/A	Criteria: sign in sheets agendas record of drills
4. Establish and maintain a system for reporting safety hazards. (Title I SW Elements: 2.2) (Target Group: All) (ESF: 3,3.1)	Assistant Principal(s), Teacher(s)	By the end of the year	(O)N/A	Criteria: Google form that is accessible by all.

DUNBAR PRIMARY

Goal 2.   Provide all students and staff members with a safe, healthy, supportive learning environment

Objective 2.   (PBIS) Provide effective instruction, prevention, and intervention programs for safe, orderly, and productive schools (PBIS)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ongoing training for teachers and staff on the PBIS framework ensures consistent implementation and reinforces positive behaviors across the campus. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3)	Assistant Principal(s), Principal	End of the year	(O)N/A	Criteria: sign in sheets agendas
2. Campus-wide conduct sheet to communicate PBIS expiations to parents. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3,3.2,3.3,3.4)	Assistant Principal(s), Principal, Teacher(s)	Each nine weeks	(O)N/A	Criteria: Conduct records
3. Establish a unified sign and expectations for locations throughout the school. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3.1,3.2,3.3)	Assistant Principal(s), Principal, Teacher(s)	ongoing	(O)N/A	Criteria: School symbol charts
4. Assemblies during the year to recognize student achievement (Title I SW Elements: 1.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal(s), Principal, Teacher(s)	End of the year	(O)N/A	Criteria: Sign in sheets from assemblies.
List of students receiving awards
5. Establish campus PBIS guidelines (Title I SW Elements: 1.1,2.3,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3)	Assistant Principal(s), Principal	ongoing	(O)N/A	Criteria: PBIS handbook
6. Implement behavioral interventions to address students' social emotional and behavioral challenges. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4,5,5.1,5.3,5.4)	Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Principal, Teacher(s)	ongoing	(O)N/A	Criteria: Behavioral/Academic plans
7. Teachers will establish a meaningful reward system for their classroom. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2)	Assistant Principal(s), Principal, Teacher(s)	ongoing	(O)N/A	Criteria: PBIS classroom checklist

DUNBAR PRIMARY

Goal 2.   Provide all students and staff members with a safe, healthy, supportive learning environment

Objective 3.   (Social Emotional Learning) Provide a strong, comprehensive, developmental guidance program (PK-12) to all students that includes early identification/screening, early intervention/access to specialized services, and mental health prevention/intervention

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement counseling lessons to support positive citizenship. (Title I SW Elements: 1.1,2.6) (Target Group: All) (ESF: 3,3.1,3.2,3.3)	Counselor(s)	ongoing	(O)N/A	Criteria: Counselor lesson schedule.
2. Students will participate in positive affirmation chants each morning to reinforce SEL lessons. (Title I SW Elements: 1.1,2.6) (Target Group: All) (ESF: 3,3.1,3.2,3.3)	Assistant Principal(s), Counselor(s), Principal	ongoing	(O)N/A	Criteria: Class participation
3. Implement a documentation system to track behaviors/concerns (Title I SW Elements: 2.6) (Target Group: All) (ESF: 3,3.1,3.2)	Assistant Principal(s), Counselor(s), Principal	end of the year	(O)N/A	Criteria: Google documentation.

DUNBAR PRIMARY

Goal 2. Provide all students and staff members with a safe, healthy, supportive learning environment

Objective 4. (Communication) Improve communication within the facility.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Install a school-wide intercom system that reaches all campus areas. (Title I SW Elements: 2.3) (Target Group: All) (ESF: 3,3.1)	Assistant Principal(s), Principal	end of the year	(S)Grant Funding	Criteria: Facility walkthrough
2. Collaborate with the district regarding the purchase walkie-talkies. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3.1)	Assistant Principal(s), Principal	end of the year	(O)N/A - $1,200	Criteria: Purchase record

DUNBAR PRIMARY

Goal 3.　　　Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

Objective 1.　　(Citizenship) Provide opportunities to develop well-rounded students who are strong leaders and responsible citizens

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Meaningful rewards and recognition system for students demonstrating positive character traits. (Title I SW Elements: 1.1,2.6) (Target Group: All) (ESF: 3,3.1,3.2)	Assistant Principal(s), Principal, Teacher(s)	end of the year	(L)Local Funds - $200	Criteria: Sign in sheets certificates
2. Communicate student's citizenship progress to parents. (Title I SW Elements: 2.1,3.2) (Target Group: All) (ESF: 3.2,3.3,3.4,5)	Teacher(s)	daily	(O)N/A	Criteria: conduct records parent teacher meetings
3. Maintain a partnership with ADAC. (Title I SW Elements: 2.6,3.2) (Target Group: All) (ESF: 3,3.3,3.4)	Assistant Principal(s), Counselor(s), Principal	ongoing	(O)N/A	Criteria: ADAC visits

DUNBAR PRIMARY

Goal 3. Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

Objective 2. (Parental involvement) Parents and families will be informed of, encouraged, and provided opportunities to be actively involved in the education of their children

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Host parent and family event nights. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All) (ESF: 3,3.4)	Assistant Principal(s), Principal	end of the year	(F)Title I, (L)Local Funds	Criteria: sign in sheets agendas
2. Consistently enhance and sustain parent involvement in all aspects of the school environment, particularly engaging fathers and grandfathers. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All) (ESF: 3,3.4)	Assistant Principal(s), Principal	end of the year	(O)N/A	Criteria: Events/activities sign in sheets
3. Create opportunities for parents to participate in school/classroom events. (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3,3.4)	Assistant Principal(s), Principal, Teacher(s)	end of the year	(O)N/A	Criteria: attendance at school wide events parental participation for classroom events

DUNBAR PRIMARY

Goal 3. Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

Objective 3. (Professional Learning) Train all employees to effectively implement Professional Learning Communities (PLCs,) effectively participate in campus/district planning and decision making processes, analyze data, discuss needs, and take action to improve student performance

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage staff in PLC's centered on enhancing academic achievement. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 4,4.1)	Instructional Coach, Principal	end of the year	(O)N/A	Criteria: PLC sign in sheet
2. Data driven decision meetings. (Title I SW Elements: 1.1,2.4,2.5,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.3)	Instructional Coach, Principal	end of the year	(O)N/A	Criteria: meeting logs
3. Implement professional development support activities in order to meet campus and teacher goals. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.3)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	end of the year	(O)N/A	Criteria: sign in sheets
4. Train kindergarten teachers and 1st grade academic teachers on implementing differentiated reading instruction. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.3)	Instructional Coach	end of the year	(O)N/A	Criteria: Sign in sheets agendas

DUNBAR PRIMARY

Goal 3.   Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

Objective 4.   (Community) Community Partnerships

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish partnerships with various community businesses and other agencies. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3,3.4)	Assistant Principal(s), Principal	end of the year	(O)N/A	Criteria: Partnership record
2. Establish a church sponsor. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3.4)	Assistant Principal(s), Principal	end of the year	(O)N/A	Criteria: secure partnership

DUNBAR PRIMARY

Goal 3. Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

Objective 5. (Culture) Implement tools to support a positive school culture

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish a campus motto. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3.1)	Assistant Principal(s), Principal	end of the year	(O)N/A	Criteria: sign in sheets school shirts
2. Implement a committee that will collaborate in establishing/maintaining positive culture. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3.1)	Assistant Principal(s), Principal, Teacher(s)	end of the year	(O)N/A	Criteria: sign in sheets agendas
3. On Teamwork Wednesday's, Dunbar will wear the new 23/24 staff shirts displaying the motto on each Wednesday with blue jeans. This will help keep the vision at the forefront. (Target Group: All) (ESF: 3,3.1)	Assistant Principal(s), Principal, Teacher(s)	end of the year	(O)N/A	Criteria: The principal will maintain a datasheet charting the data.

Required Components for Title I School-Wide

ESSA Components: A schoolwide program shall develop a comprehensive plan that "is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency" Section 1114 (b)(6)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "is developed with the involvement of parents and other members of the community to be served including teachers, principals, other school leaders, paraprofessionals present in the school, and administrators…" Section 1114 (b)(2)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand" Section 1114 (b)(4)

REQUIRED. A schoolwide program shall develop a comprehensive plan that, if appropriate and applicable, "is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)" Section 1114 (b)(5)

REQUIRED. A schoolwide program shall develop a comprehensive plan that includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will (i) "provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging Sate academic standards" Section 1114 (b)(7)(A)(i-iii)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "remains in effect for the duration of the school's participation, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards" Section 1114 (b)(3)

There are specific Title I, Part A staffing requirements for paraprofessionals and teachers. [Section 1112 (e)] All paraprofessionals assigned to Title I, Part A schoolwide campuses must continue to meet federal standards; Teachers assigned to Title I, Part A school campuses must meet applicable state certification requirements.