

# 2017-2018 Dime Box School Campus Needs Assessment

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## Demographics

**Conclusions:** Just like many campuses across the state of Texas, the demographics at Dime Box ISD are shifting. From year to year there is an increase in economically disadvantaged students and students that identify as Hispanic. Both of these groups have increased year to year over the past few years. At the same time, Dime Box School has increased the student achievement of African American and Hispanic students across the campus. *Dime Box School continues to serve these students relying on teacher and administrative expertise, but as student needs continue to increase for math and reading, interventions must be in place to ensure students are grade level successful.*

**Data Points:** Demographic Information Sheet for Title Schools, TAPR Reports, Federal Report Card, PBMAS reports

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## Student Achievement

**Conclusions:** Student achievement has increased at Dime Box School, most notably in Math. The 2016-2017 school year shows a reduction of writing scores, but year to year comparison in that subject is difficult due to the fact only one grade level completes the writing test. The activity contributing the most to student achievement is the use of instructional coaches in math and reading/writing. *To ensure continued student achievement growth, the campus needs to focus on a continued relationship with instructional coaches in the classroom and strengthen the department leadership structure across the campus.*

**Data Points:** Accountability Reports, DMAC reports of Mock STAAR, PLC meeting minutes, TAPR Reports, Federal Report Card

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## School Culture and Climate

**Conclusions:** The campus administration has focused on student achievement and is shifting to an increased focus on school culture and climate. Leadership has begun the implementation of initiatives for both students and teachers to build a nurturing climate for all. *To ensure all students and teachers continue to collaborate in the developing school culture the campus leadership needs to continue the work already done in student and teacher focused programs and strengthen the department leadership process.*

**Data Points:** Federal Report Card, TAPR Report, Faculty Meeting and PLC meeting minutes

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## Staff Quality, Recruitment and Retention

**Conclusions:** As a rural school campus near larger districts, Dime Box School must be strategic in its hiring and recruitment strategy. In addition, even with a strong hiring and recruitment process the campus is still vulnerable to larger districts recruitment efforts. This event is the largest effect on teacher turnover and also places the campus in a position to hire new teachers. Often the new teachers are inexperienced. To help support teachers the campus uses instructional coaches and department leadership to aid teachers throughout the year. To increase exposure for recruiting new teachers the campus participates in surrounding teacher job fairs. *To continue to improve staff quality, recruitment, and retention, the campus needs to strengthen instructional leadership to ensure support for teachers, strengthen support from instructional coaches for on-going help for teachers, and continue to participate in job fairs and other recruitment activities in the surrounding area.*

**Data Points:** Federal Report Card, TAPR Report, Faculty Meeting Minutes, PLC meeting minutes

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## Curriculum, Instruction, and Assessment

**Conclusions:** The campus administration with the help of the district administration and instructional coaches has worked to align and strengthen curriculum, instruction, and assessment. Department leadership efforts have allowed for teachers to discuss vertical alignment and discuss in depth grade level standards. Campus administration has focused on classroom objectives and alignment through instructional calendars with the help of instructional coaches. District leadership has worked to implement alignment standards across the district and an assessment plan through the use of DMAC to monitor curriculum implementation. *Although curriculum, instruction, and assessment are improved across the campus, the campus administration with the help of district administration and instructional coaches need to strengthen instructional monitoring to ensure alignment of the curriculum across the campus and district.*

**Data Points:** Faculty Meeting minutes, PLCs meeting minutes, DMAC Reports, TAPR Reports

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## Family and Community Involvement

**Conclusions:** The campus has continued a focus of family and community including new programs to encourage parents to be involved with the school. *To continue strengthening family and community involvement, the campus needs to continue to expand on the programs in place or initiated this year and focus on communication of this outreach.*

**Data Points:** Title 1 Parents Involvement Survey, Faculty Meeting minutes,

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## School Organization

**Conclusions:** Dime Box School has focused its efforts on school organization with hiring of a new academic dean and principal for grades 7-12 and a continued focus on daily operations. Each of these adjustments have been focused on improving the instructional environment. Furthermore, as a part of a small district the campus relies on district maintenance and custodial staff to ensure the building safety. Issues are resolved in a timely manner. *To continue improvement of the school organization, the campus administration needs to review the structure of department leadership and its effect on the teaching and learning environment.*

**Data Points:** Title 1 Parent Involvement Survey, Campus Walkthroughs, PBMAS Reports, TxEIS Discipline Reports, Students BIPs

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## Technology

**Conclusions:** Dime Box School is constantly expanding access for students to technology. The campus does have a strong computer lab, with a higher level of technology, but the computers in this one room are used for technology classes. *To ensure effective access to technology the campus needs to continue to expand students ability to access technologies that can help bridge achievement gaps and allow for differentiation of learning for all students.*

**Data Points:** Title 1 Parent Involvement Survey, Campus Walkthroughs,