Dickinson Independent School District

Calder Road Elementary School

2022-2023 Campus Improvement Plan

Mission Statement

It is the mission of the Dickinson Independent School District and Calder Road Elementary to ensure that all students have successful learning opportunities that help them to reach their full potential and add quality throughout their lives.

"At Calder Road Elementary all students will exhibit good character and be proficient or Advanced in Reading, Writing, and Math"

Vision

Calder Road Elementary is a learning institution where all adults and children feel free to take risks and we all learn something everyday from our successes and from our failures.

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Calder Road Elementary

Needs Assessment for 2022-2023

BASED ON 2021-2022 DATA

Committees met between May 1st and May 15th. End of year reading levels, and math scores from MAP and from M-Class as well as STAAR, TELPAS, and STAAR-ALT scores were used for the needs assessment. Campus survey was sent out and parent survey was sent out. All information and results were used to analyze the data and create the needs assessment for 2022-2023.

Our main areas of focus for the 2022-2023 will be:

1. Literacy in students with disabilities

2. Tier 3 and Special education supports (inclusion training)

3. Bilingualism, Biliteracy, and Biculturalism through a dual language program

4. Cross curricular reading through the content of Social Studies and Science

5. Building new teachers and new teams through common supports and embedded professional development*4th grade, 1st grade, and new Inclusion and Coaching Team*

6. Parent Engagement (Study skills and academic engagement) Counselor

At Calder Road Elementary all of our students will exhibit good character and be proficient or advanced in Reading, Writing, and Math.

Calder Road Elementary Comprehensive Needs Assessment for 2022-2023 School Year

School Demographics:

Calder Road Elementary is one of 12 campuses in Dickinson Independent School District. We opened the doors in August of 2010. Calder Road Elementary serves students in grades

PK-4. For the 2021-2022 school year our enrollment increased by over 80 students. Due to enrollment, we are adding two FTE positions.

Campus Programs

English Language Learners: Calder Road Elementary serves ELL students through ESL inclusion, Late Exit, and dual language one way programs. Students entering the 3rd grade began the dual language one way program in Kindergarten. Every teacher at Calder Road Elementary is certified to teach students who are classified as English Language Learners, and all teachers at CRES have been trained in Seidlitz strategies including the 7 Steps to a Language Rich classroom environment. Additionally, each grade level has one teacher designated to instruct our students in the dual language program. We also have two bilingual paraprofessionals who provide support in all grade levels. At Calder Road Elementary, the Assistant Principal, along with classroom teachers monitor the progress of our English learners along with the inclusion support teacher. Our ELL students participate in TELPAS, the state adopted language proficiency assessment. CRES now has a bilingual interventionist who will work with students classified as ELL with a disability.

GT Program

Calder Road Elementary's Gifted and Talented program serves 7% of the students on our campus. These students are able to perform academically several grade levels above their enrolled grade level, are able to work independently on projects, and are motivated to learn at advanced levels. Identified students in grades 1-6 are served in designated cluster classrooms by teachers who have at least thirty hours of professional development in gifted and talented instructional strategies. In addition, Calder Road pulls gifted students daily for "WIN" (What I need) enrichment group which is designed to engage students at the higher cognitive levels and allow them time to work on project based learning. These students are also provided an additional field trip experience. The district has also added a GT support teacher who will provide additional support for students.

504 Program

Section 504 is a part of the Federal Civil Rights Anti-Discrimination legislation of 1973. Discrimination is defined as "No qualified individual with a disability shall, solely by reason of his or her disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination, under any program or activity receiving federal financial assistance.

Section 504 covers any person who has a physical or mental impairment which substantially limits one or more major life activities, or has had a record of such impairment, or is regarded as having such impairment. Major life activities include hearing, speaking, learning, working, performing manual tasks, caring for oneself, walking, seeing or breathing. Once students qualify for section 504, they will receive accommodations in the least restrictive environment (general education classroom) that the committee has agreed upon. The committee consists of an administrator, campus 504 coordinator, classroom teacher, parent and other possible candidates. The committee meets at least one time per year to discuss progress and monitor student's growth. The student continues to qualify as a student under 504 until he/she no longer needs the services or until it is decided further assistance is needed.

Special Education Program

Special programs services at Calder Road Elementary are SAILS,ECSE, and TIDES, as well as mainstream students with needs ranging from academic learning disabilities to students with deficiencies in fine/gross motor skills and other health impairments. Students with inclusion support and IEPS will be serviced by academic coaches in the general education classroom. The SAILS program primarily focuses on students with Autism spectrum disorder and the specific needs of those students to better integrate socially and behaviorally in the general education population. Additionally SAILS teachers assist students identified as intellectually disabled or severe ADHD learn appropriate social skills as well as provide academic support for grade level TEK(s). The TIDES classroom services first through fourth grade students who are identified as intellectually disabled as well as severe physical disabilities which require intensive care throughout the day. The TIDES classroom focuses on pre-TEK skills as well as alertness and tactile learning including vocalization, eye contact and physical response to stimuli. Based on ongoing reading and STAAR data Reading scores with Special Education students remains a focus at CRES.

OVERALL NEEDS

Based on the data reviewed, CRES shows immediate needs in the following areas:

- Special Education Math and REading support for inclusion support

- Training for inclusion which includes all paraprofessionals

- A scripted program (LLI/Reading Readiness) for students with inclusion support

- High supports for new teachers and coaches to Calder Road Elementary

Demographics Strengths

- All subpopulations are represented at CRES
- Our parent engagement data and parent feedback from our end of year survey tell us that parents of all backgrounds are represented at school and at our of school activities.
- English language learners continue to show growth throughout the school year in reading levels.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): ELL STAAR math scores in the 4th grade showed a deep drop in all areas. **Root Cause:** New to Calder teachers and inclusion support teacher did not implement strategies such as preview/review, explicit vocabulary building, and explicit practice on test items. STAAR interim data and district common assessments did not show the drops that would occur.

Student Achievement

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: STAAR scores for students with disabilities have decreased in all areas. **Root Cause:** Inclusion teachers and special education teachers need direct explicit teaching. WIN time needs to be targeted for students with an IEP.

School Culture and Climate

School Culture and Climate Summary

Committee #7 School Culture and Climate:

Members of the committee were:

Shelley Shaw, Alex Hernandez, Laura Brondo, Jazz Kristensen

School Culture and Climate Summary:According to our staff survey, Calder Road faculty feels safe and supported by the administrators. Our parent surveys also indicate that parents are pleased with the procedures and protocols of our campus and that there is strong community support for our school. (see survey results)

Suggestions were made on how to improve parent communication.

We include regular fire and lock-down drills into our schedule and review the process to ensure that all staff is aware of campus procedures. The Student Council, "No Place for Hate" Student Committee and The Gator Aid, students all contribute to a sense of pride and ownership in our campus culture.

School Culture and Climate Strengths:

- There are measures and procedures in place to ensure the safety and well-being of students and staff. Students and staff report feeling safe while on campus. The staff, students and community express that Calder Road is a beautiful, modern, well-maintained campus which continues to expand our technology and support for teachers and students. Fire Drills, emails to parents, lock-downs and shelter in place drills are all performed on a consistent basis.

- The campus provides several bullying prevention strategies each year. At the beginning of the year, students take a pledge not to bully. Additionally, we provide multi-cultural awareness programs, incorporate anti-bullying read alouds, watch videos on bullying, and include Bullying Incident Reports to allow students to report any bullying they experienced or witnessed. Every Incident Report is thoroughly investigated and an appropriate resolution is sought for each student and situation. Students have shown a positive response to the various anti-bullying strategies utilized at our campus. Calder Road is designated a "No Place for Hate" campus. Students participate in weekly character education through a school wide program.

- Third and fourth grade students participate in the CRES Robotics. These students not only work with teachers at our campus but are also involved in area wide competitions.

- Calder Road faculty continues to increase parent communication about classroom, campus and area events. We send our weekly newsletters to inform parents about curriculum focus, tips for helping students as well as other upcoming programs. Additionally, the Principal sends out school-wide emails to parents and the community to share updated information, school events and district news to all our campus stakeholders.

- Our Positive Behavior Committee implemented a campus-wide financial literacy system which allows students to earn and save money based on Calder Road behavior expectations, effort, character traits and attendance. Our Gator Bucks General Store has been very successful and has motivated our students to want to earn Gator Bucks throughout the day.

School Culture and Climate Needs:

- We will continue to refine our discipline and behavioral procedures and interventions. We will work to include more restorative discipline strategies into our code of conduct consequences.

- Our behavioral coach will continue to work with both teachers and students to help teach intervention strategies and appropriate behavior choices. We want all student to grow and learn the social skills needed to be successful in all situations.

- Our counselor will seek out additional research-based programs to help teach and reinforce positive behavioral choices for students and aid in teaching problem-solving strategies and socially appropriate interpersonal relationship skills.

*SEE STAFF SURVEY**

School Culture and Climate Strengths

- There are measures and procedures in place to ensure the safety and well being of students and staff. Students and staff report feeling safe while on campus. There is also an expressed belief that the school is beautiful, modern, clean, well maintained, and contains modern technology. Fire drills, emails to parents, lock-downs and shelter in place drills are all performed on a regular basis
- One netry point is monitored at all times, all exterior doors are lovked, and the school camera system is operational.
- The campus provides several bulling prevention strategies each school year. Students take a pledge to not bully, participate in multi-cultural awareness programs, listen to read alouds on bullying, watch videos on bullying, and are encouraged to fill out a bullying report to end any bullying they are experiencing or witnessed. We receive several bullying reports each week and they are thoroughly investigated and handled swiftly and appropriately. Students have shown a positive response to the various anti- bullying strategies utilized at our school. CRES is a designated "NO PLACE FOR HATE CAMPUS". Students participate in weekly guidance lessons and in weekly character lessons through a school wide program. Students also receive weekly character lessons while teachers are collaborating with their Professional Learning Communities one day a week for one hour.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

100 % staff is highly qualified and our turn over rate is minimal. Teachers are leaving to become administrators and instructional coaches. It is important to retain excellent teachers through up to date training and ensuring they have autonomy.

We will continue to recruit and retain highly qualified teachers at Calder Road Elementary. Our main focus it to maintain our teachers. We will focus our teacher retention plan to providing relevan Professional Development that individual teachers have requested based on thier needs. We will also provide real time coaching and PD during the school day. At Calder Road Elementary we continue to use the mentors to support the new teachers. We also plan and schedule learning walks for all teachers every 9 weeks. First year teachers are a part of the District Protege Program and second year teachers are a part of the District group called "Navigators" that meet on an ongoing basis. As per our TAPR report our years of experience in teachers indicates that we are retaining teachers.

Staff Quality, Recruitment, and Retention Strengths

Instructional coaches provide real time coaching and feedback for teachers with less than 5 years of experience. Over the past 5 years all all but one teacher has stayed and experienced academic success with students.

We will continue to provide the baseline training for all new teachers.

Writers' Workshop and Unity of Study (K-4) in house and through a home growm institute

Balanced Literacy training (In house)

LEAD4WARD

TAGT

Restorative Practices

Seidlitz Training

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

A committee of teachers and specialists develop the curriculum used throughout Dickinson ISD. These professionals use the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and the College Career Readiness Standards (CCRS) as an outline when writing curriculum. In addition to the curriculum, this committee also provides teachers with a year-at-a-glance outline and pacing guide for instruction. Team leaders and academic coaches collaborate with both the specialists and their teams of teachers to plan daily lessons and common assessments based on the TEKS and data from daily activities, common assessments, and CBAs. Curriculum is reviewed and updated each summer.

Gifted and Talented students also complete a Texas Performance Standards project each year and the GT certified teachers enrich student through a variety of differentiated activities and lessons. OUr GT model is the GT class cluster model. GT teachers will have the opportunity to colaborate with other GT teachers in the district.

Calder RoadElementary's grade level teachers, administrators, and instructional coaches meet twice a week to plan engaging lessons based on the District scope and sequence. They use data and LEAD4WARD resources to plan lessons for the upcoming week. They also meet during the week to change lessons based on formative data. The 7 steps of Language insruction and instructional playlist (LEAD4WARD) are embedded into lessons.

Teams use data on an ongoing basis to plan prime time (daily intervention) and specific resouces are used. Below is a list of specific interventions used in our RTI program.

LLI

Prodigy

Reading readiness

The teams ensure that all standards are being addressed including process and readiness standards.

Curriculum, Instruction, and Assessment Strengths

Teachers analyze previous data at every lesson planning time. Our focus this year is to explicitly teach the process standards. Teachers are using LEAD4WARD field guides and Student Learning reports to guide their planning and to reflect on engaging lessons. Academic Vocabulay is taught through the engaging lesson through the LEAD4 WARD format. We participate in the LEAD4WARD webinars to increase productivity of planning times with Professional Learning Communities. Teachers share the data and ask teachers with higher scores how they taught specific skills and they discuss how to improve on instruction. Teachers of all grade levels and experiences go on "Learning Walks" where they watch other teachers teach skills relevant to their instruction. Professional Learning time is dedicated for teachers to looking over formative data (common assessment) and make instructional changes and regroup students for interventions and enrichment.

Teachers have a designated time once a week to meet as a Professional Learning Community to look over common assessment and data. Students are pulled during "prime time" by academic coaches while the classroom teachers are providing intervention and enrichment. At this time our Robotics club also meets. Academic Coaches serve as interventionists while teachers guide TEK based enrichment groups. Data is collected from the intervention groups which run on a 4 week cycle and that data is used for progress monitoring and to plan instruction for the next 4 weeks.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Data at the "Masters Grade level" has remained stagnant over the past 3 years. **Root Cause:** Teachers need more differentiation at the higher level of student performance.Students need more enrichment opportunities in the classroom and school setting.

Parent and Community Engagement

Parent and Community Engagement Summary

Throughout the year, Calder Road hosts many meaningful activities which support student learning and community involvement. Some of the activities include Pre-K and Kindergarten Roundup, Parent Orientation, Open House, Literacy Night, College and Career Day, College Tailgate Night, Winter Wonderland, Spring Family Dance, Math Night, GT Project Fair, grade level music programs, and Field Day.

Our counselor provides support and services for our Calder Road families throughout the year. Her programs include Backpack Buddies (food is sent home each week for needy families), clothing donations, providing school supplies, counseling groups targeting specific needs, financial literacy program through the Gator Store and character education guidance lessons.

Additionally, our PTO has worked to include more opportunities for parents to volunteer during the school day. Our monthly Popcorn Fridays, Winter Wonderland, Spring Dance, WATCHDOGS and PTO meetings allow parents to be actively involved throughout the year. Our goal is to continue to increase our communication with our parents and the Calder Road community. We want each event to help create partnerships for student academic achievement. Each parent should have a voice in their student's education and help to create individual academic success.

DISD maintains a district website as well as campus websites for all campuses. The DISD Educational Services Building (ESC) is where the community comes when they need assistance. The building was a temporary shelter during Hurricane Harvey due to the fact that is was one of the few places that did not flood. Since the ESC is a known location throughout the community, we store documents such as the District Improvement Plan, Campus Improvement Plans, District and Campus Parent Engagement Policies and any other pertinent documents at this location. We have translation services available at each campus, as well as the ESC for Spanish Speaking parents in the community since approximately 12% of our population speaks Spanish. We also offer translations services in other languages if a community member requests a district document to be translated. Those translation services are outsourced to a third party. Parents can also access their child's grades through Skyward Family and Student Access that is set up in the parents preferred language.

Parent and Community Engagement Strengths

- Parents and community feel safe and welcomed according to surveys
- Parents voice their concerns and give feedback for improvement and for celebrations
- Parent involvement is high at all events and during the school day (At least 75 % of each class is represented
- Literacy Night
- Math Night
- Tailgating Night
- Veterans' Day Program
- Career Day
- Thanksgiving Luncheon
- Open House and Parent Orientation
-

- Campus events throughout the year which encourage parent and community participation.

- Family support services provided through our counselor

- Parent surveys to provide opportunities to voice concerns and feedback for improvement

- Community partnerships with local businesses and organizations.

- PTO involvement in our campus activities.

- Administration call outs and emails

School Context and Organization

School Context and Organization Summary

Dickinson ISD has organized curriculum into a district-wide scope and sequence (placemats) which allow students who move between campuses within the the district to be at the same objective of study in the core subject areas. At Calder Road, we stagger both school day and extracurricular events in such a manner that allows parents to attend several events in a day if they have more than one student on the campus.

Teacher leaders are also involved at the district level to collaborate and plan the district curriculum guide and yearly scope and sequence. Grade level teams use the district scope and sequence to plan instruction on a weekly basis. In addition, campus administration and grade level representatives meet continuously to ensure curriculum and strategies are vertically aligned from one grade level to another.

As a campus, we strive to create and implement schedules at the beginning of the year which give each subject the appropriate allotted time. We also alternate reading and mathematic cycles during PRIME TIME, our designated enrichment/intervention time. This allows our campus to add STEM extensions and strategic TEKS based interventions at each grade level (1st-4th).

Next school year, 2020-2021, Prime Time will be from 8:45-9:15, with exceptions of our PLC. PLC will take place on each grade levels designated day from 8:45-9:15. All grades will be focusing on lowest 2 student expectations and alternating between reading and math. Teachers will incorporate differentiated research based strategies as well as research based computer programs for RTI. This time will also be used for Blended learning programs including Prodigy online reading tools.

During our weekly Professional Learning Communities (PLC) time grade level teachers work together to create common assessments and weekly assignments which correlate to the DISD scope and sequence.

At Calder Road, each decision-making committee consists of teachers, administrators, support staff, paraprofessionals, and parents to ensure the best decisions is made for each individual situation.

Our campus works to build pride in the local community as well as providing opportunities for our students to learn more about global cultures and events. Our underlying goal is to create the expectation that all students will attend college after high school. To that end, our mission is that "All students will be proficient or advanced in reading, math and writing."

School Context and Organization Strengths

- Calder Road has high academic expectations for students and staff. Our campus goal is that 90 % of all students will be on grade level and 25% will be above grade level

  Targeted achievement goals include the expectation that all students will make one year's growth in reading and math, ninety percent of third and fourth grade students will

pass the STAAR exam at "Approaching grade level" and 100 % of all our students will show growth

- 25 % of our students will "MASTER GRADE LEVEL" on CBA and STAAR

- Schedules and announcements are clear and concise (Schedules include planning and PLC time)

- Students and staff feel safe and the campus is well-maintained and systematic (surveys and Safety protocol/handbook)

- Survey is sent out yearly

Technology

Technology Summary

Committee #5 Campus Technology Needs:

Members of the committee were:

Name Job/Title

Amy Link 3rd grade

Melanie Russell 3rd grade

Yadira Sesher 3rd grade

Sommerlyn Paschal 3rd grade

Technology Summary:

Throughout the year, data showed: All instructional technology is directly aligned to the TEKS curriculum. Students and staff effectively utilized Chromebooks for assessment (STAR), instructional practice (Prodigy and Fast Forword), and for planning and data analysis. As a campus, we continue to need additional personal devices for student use to provide more interactive technological lessons.

Campus Technology Strengths:

- Classroom technology includes: teacher designated computer, 1-3 student computers, a projector and a Lumen document camera.

- Multiple network printers are located on the campus as a resource for staff.

- Teachers and students routinely utilize a dashboard Symbaloo to access educational websites such as Brainpop, Prodigy, Fast Forword, Reading Assistant, Google Classroom, Quizziz and Discovery Education.

- To increase student engagement, teachers use PowerPoint presentations, electronic randomization selectors, and educational videos aligned to the current TEK(s).

- The teacher's designated computer is utilized to input grades, email communication with parents and staff, data analysis review, and live collaboration through Google Drive.

- Students use the classroom computers to for STAR early literacy, STAR reading assessment, and implement interventions using Prodigy and or Fast Forword & Reading Assistant.

- Students attend a technology enrichment class weekly where they are taught to be proficient at the TEKs designated for their grade level.

- Staff at Calder Road report an overall satisfaction with the technology available on campus.

Campus Technology Needs: *INCREASE STUDENT/DEVICE RATIO TO PREPARE FOR INTERRUPTIONS IN THE SCHOOL YEAR***

- One more chart of chrome books per grade level to support full implemetation of MAP and FastFORWARD

- Purchase additional headphones for the increase in Chromebooks

- Maintenance on all student chromebooks (for example: broken headphone jacks, missing keys, etc)

- Updated printer hardware

- We continue to seek out professional development opportunities to assist teachers in effective planning and utilization of technology within the classroom.

- Research Based Math games in Kinder

- Spanish intervention program

Technology Strengths

Calder Road has numerous technology resources. Within each classroom is a teacher designated computer, 1-3 student computers, a projector, and a lumen. Several network printers are located on campus as a resource for staff. Teachers routinely utilize websites such as, United Streaming, Study Jams, and other educational websites to further enrich their lessons. As a means of engaging students teachers use Power Point presentations and educational videos aligned to the current TEK(s). In addition to using the teacher's designated computer for student learning it is utlilzed for inputting student grades, email communication

with parents and co-workers, and as a means of reviewing data from curriculum based assessments and benchmarks. Students are exposed to, and utilize, technology on a daily basis. School wide instructional technology includes:

HMH

PRODIGY

 Students attend a technology enrichment class weekly where they are taught to be proficient at the TEKS designed for their grade level.

Calder Road Elementary is in need of swivels in order to enhance the live learning environment and we are in need of 10 professional laptops to increase engagment amongst academic coaches and supprot persoonel.

Problem Statements Identifying Technology Needs

Problem Statement 1: Portable projectors and smart boards are needed for learning in all areas of the school **Root Cause:** Learning should be accessible in any area of the school

Priority Problem Statements

Problem Statement 2: ELL STAAR math scores in the 4th grade showed a deep drop in all areas.

Root Cause 2: New to Calder teachers and inclusion support teacher did not implement strategies such as preview/review, explicit vocabulary building, and explicit practice on test items. STAAR interim data and district common assessments did not show the drops that would occur.

Problem Statement 2 Areas: Demographics

Problem Statement 1: Data at the "Masters Grade level" has remained stagnant over the past 3 years.

Root Cause 1: Teachers need more differentiation at the higher level of student performance.Students need more enrichment opportunities in the classroom and school setting.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results
- Other additional data

Goals

Goal 1: CRES provide effective teaching and learning that will results in student mastery for successful college, career, and military readiness for all students and will ensure that all students grow academically.

Performance Objective 1: Every student, including those in specific sub population areas, and/or students that are at risk and high achieving will show at least one years' growth in Reading STAAR, Math STAAR, and in reading levels. CRES Domain 1 will increase to 90 or above in the 2022-2023 school year. Students at the MASTERY LEVEL will be at 30% in all areas.

Evaluation Data Sources: STAAR and Independent Reading levels.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use the following to teach and plan Lead4ward resources and high yield strategis SEidletz	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: All students will make one year growth in their reading level (MAP growth measure) and all students will demonstrate growth on **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: Utilize contracted service providers, as well as attend professional development to receive training in and out of state in best practices for At-Risk students, GT, ELL, Special Ed, or any other sub population requiring assistance.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: All students will make one year growth in their reading level (MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading, and CRES overall domain score in domain 1 will rise about 90. Students at the masters level will be at least at 30% in all areas. **Staff Responsible for Monitoring:** Administrators **Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA, - IDEA B, - Local Funding				

Strategy 3 Details	Reviews			
Strategy 3: The instructional interventionists and coaches will -provide high quality PD for all teachers and coach them to build capacity -provide intervention in and out of the classroom -Teachers and Academic Coaches will provide research based interventions effectively for all students including those that are at-risk, ELL, Special Ed, GT, or any other sub population requiring assistance. Instructional Coach will also work with teaching staff to provide instruction through strategic professional development in literacy and provide support with district approved resources **Strategy's Expected Result/Impact:** All students will make one year growth in their reading level (MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading, and CRES overall domain score in domain 1 will rise about 90. **Staff Responsible for Monitoring:** Teachers Academic Coaches Administrators **Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA, - 199-SCE, - 263-Title IIIA	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Teachers, administrators, and all critical staff will attend Professional Development sessions in and out of state in order to enhance their knowledge of reading and writing best practices. **Strategy's Expected Result/Impact:** Improved student achievement in all areas **Staff Responsible for Monitoring:** Campus Administrators **Funding Sources:** Travel - 255-Title IIA, Travel - 211-Title IA, Travel - Local Funding, Travel (EL) - 263-Title IIIA	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 5 Details		Reviews			
Strategy 5: Review TELPAS proficiency levels from previous year in Reading and Writing. Monitor all students reading levels and monitor writing portfolios throughout the year to target growth.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: All students will make one year growth in their reading level (MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading, and CRES overall domain score in domain 1 will rise about 90. At least 30% of Calder Students will master grade level in all areas of the STAAR test. **Staff Responsible for Monitoring:** Campus Administrators Academic Coaches **TEA Priorities:** Build a foundation of reading and math					

Strategy 6 Details		Reviews			
Strategy 6: Strengthen the dual language program as it moves into the 3rd grade. Provide all teachers and parents with training, any necessary supplies and resources, as well as continuous monitoring and problem solving until one-way dual language is systemic throughout the campus.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Promote bi-literacy and multiculturalism in all students. Student achievement data will indicate faster growth in English Language Learners. Students will graduate as bilingual ready to enter the work force. in all subjects will increase. **Staff Responsible for Monitoring:** Administrators - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Supplies, training - 263-Title IIIA, Bilingual Allotment Funding - State Funds					

Strategy 7 Details	Reviews			
Strategy 7: ELA Curriculum Leadership Team members will actively participate and accurately disseminate information regarding the following district non-negotiable standards and the proficiency levels of the standards: Strand 1: Vocabulary (B) Strand 2: Comprehension (G) Strand 3: Response Skills (C) Strand 4: Multi-Genres (Diii) Strand 5: Literary Elements (C) Strand 6: Author's purpose and Craft (B) Strand 7: Writing Process (Di)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: All students will make one year growth in their reading level (MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading, and CRES overall domain score in domain 1 will rise about 89. Writing Scores in Approaches, Meets, and Masters will increase by 3-5 points. **Staff Responsible for Monitoring:** Principal and Educational Services Department **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: CRES will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 1: Incident report forms will stay the same or decrease by 2-3% each year. 100 % of students will participate in Red Ribbon Week activities.

Evaluation Data Sources: Reduction of office referrals and an increase in positive teacher, parent, and community staff surveys. Increase in parental engagement.

Strategy 1 Details	Reviews			
Strategy 1: Students will weekly lessons through character strong on how to make good choices, and what bullying is and what it is not. The school wide positive behavior management system is a financial literacy program where students can earn currency for demonstrating good character. The counselor will also provide targeted monthly lessons.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Reduction in discipline referrals, PIEMS data, observation of student engagement
    Staff Responsible for Monitoring: Counselor
LSSP
 	
    Funding Sources: - Local Funding				

Strategy 2 Details	Reviews			
Strategy 2: Continue to provide a school wide Unity Day and anti-bullying campaign and Safety Patrol	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Parent surveys, reduction in discipline referrals, PIEMS data, observation of student engagement
    Staff Responsible for Monitoring: School Counselor and Administrator
 	
    Funding Sources: - Local Funding				

Strategy 3 Details	Reviews			
Strategy 3: Implement "No Place for Hate" program campus wide into our current Character Education programs. Adhere to the guidelines and the responsibilities of having this distinction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Reduction in discipline referrals, PIEMS data, observation of student engagement
    Staff Responsible for Monitoring: School Counselor and Administrator
 	
    Funding Sources: - Local Funding				

Strategy 4 Details		Reviews			
Strategy 4: Provide counseling, materials, clothing and transportation to identified homeless students so they are able to attend school on a daily basis. All teachers are trained in Suicide Prevention and abuse.		Formative			Summative
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student attendance and student achievement for students identified as homeless. **Staff Responsible for Monitoring:** School Counselor and District social worker **Funding Sources:** - 211-Title IA, - Local Funding, - Outside Agency					

Strategy 5 Details		Reviews			
Strategy 5: Through our master schedule we will ensure that each student participates in moderate to rigorous physical activity during their P.E. and art classes. We will also have District participation in the District SHAC committee as well as the fitness gram.		Formative			Summative
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student achievement on the fitness gram and increase in overall student achievement. **Staff Responsible for Monitoring:** P.E. teachers, Administrators, and SHAC representative					

Strategy 6 Details		Reviews			
Strategy 6: All staff members will be trained and will implement Restorative Practices		Formative			Summative
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease in discipline referrals and student incident reports as well as an increase in overall student achievement. **Staff Responsible for Monitoring:** Administrators					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: CRES will make family and community partnerships a priority.

Goal 4: CRES will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 1: Retain staff through coaching, offering appropriate staff development based on individual needs, and providing leadership opportunities for interested staff.

    Evaluation Data Sources: Minimal staff change

Strategy 1 Details		Reviews			

Strategy 1: First Year and 2nd year Teacher Academy will be supplemented and supported at the campus level through mentors, administrators, and academic coaches
    Strategy's Expected Result/Impact: Increase in teacher retention for proteges
    Staff Responsible for Monitoring: Campus Administrators
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
    Funding Sources: - 255-Title IIA, - Local Funding
		Formative			**Summative**

		Nov	Jan	Mar	June

Strategy 2 Details		Reviews			

Strategy 2: Any new teacher will participate in the "First Year Teacher Academy" provided by the district with support from a mentor teacher located on that campus.
    Strategy's Expected Result/Impact: Increase in retention of new teachers.
    Staff Responsible for Monitoring: Teacher Mentors and Campus Administrators
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
    Funding Sources: - 211-Title IA, - Local Funding, - 255-Title IIA
		Formative			**Summative**

		Nov	Jan	Mar	June

Strategy 3 Details		Reviews			

Strategy 3: Provide opportunities for campus administrators, counselors, and librarians to attend research-based training in order to build capacity and meet their professional needs.
    Strategy's Expected Result/Impact: Documentation of attendance. Travel forms completed and submitted.
Implementation on campus during meetings
Number of Highly Qualified Teachers
    Staff Responsible for Monitoring: Administrators
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
    Funding Sources: Travel - 255-Title IIA, - Local Funding, Travel - 211-Title IA
		Formative			**Summative**

		Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Provide opportunities for physical education, Science, Social Studies, and Fine Arts teachers to attend research-based training in order to build capacity and meet their professional needs.		Formative			Summative
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in staff moral and student achievement. **Staff Responsible for Monitoring:** Campus Administrators **Funding Sources:** - Local Funding					

Strategy 5 Details		Reviews			
Strategy 5: Continue to provide professional learning and growth for campus principals, assistant principals, and leadership teams through training and development by contracted service providers.		Formative			Summative
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Growth and development of campus leaders **Staff Responsible for Monitoring:** Principal, District Leaders **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Contracted Service Providers - 255-Title IIA, Contracted Service Providers - 211-Title IA					

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 4: CRES will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 2: Training for administrators to stay in tune with the newest research and strategies. Trainings include TEPSA and out of state trainings that directly impact leadership.

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 1: Comply with 100 % of all financial management policies/practices for state, federal and local funding.

    Evaluation Data Sources: 100 % Accurate Audits and 100% compliance with the business office.

Strategy 1 Details		Reviews			
Strategy 1: Office staff and administrators will be trained by district business director on district policies and procedures for correct management of budgets		**Formative**			**Summative**

Strategy's Expected Result/Impact: Sign in sheet from training, compliance with district policies regarding budget management
    Staff Responsible for Monitoring: School Principal, School Secretary and Business Office
 	
    Funding Sources: - Local Funding
		Nov	**Jan**	**Mar**	**June**

Strategy 2 Details		Reviews			
Strategy 2: All business and money handled on campus will be documented and receipts will be provided		**Formative**			**Summative**

Strategy's Expected Result/Impact: Audits and evidence of receipts issued
    Staff Responsible for Monitoring: School Principal, School Secretary and Business Office
 	
    Funding Sources: - No Funding Required
		Nov	**Jan**	**Mar**	**June**

Strategy 3 Details		Reviews			
Strategy 3: Collaborate and plan with district budget managers when making-decisions based on professional development, Master schedule and student and staff programs and materials to support at-risk students academic learning and improvement		**Formative**			**Summative**
Strategy's Expected Result/Impact: Documentation of purchase orders, request for pay and Master Schedule assignments. Correct use of funds as documented by audits **Staff Responsible for Monitoring:** School Principal		**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

State Compensatory

Budget for Calder Road Elementary School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 3.37
Brief Description of SCE Services and/or Programs

Personnel for Calder Road Elementary School

Name	Position	FTE
Allen, J	Social Worker	0.07
Allen, R.	Instructional Support Paraprofessional	1
Gibb, R.	Instructional Support	0.3
Gomez, K	Instructional Support Paraprofessional	1
Heard, J	Instructional Support	1

Title I Personnel

Name	Position	Program	FTE
Desiree Rodriquez	Parent and Family Engagement Coordinator	DIP Problem 1, Goal 3; Strategy 6	Extra Duty
Terry Ausmus	Instructional Interventionist	DIP Problem 1; Goal 1; Strategy 14	1.0

Campus Funding Summary

211-Title IA

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			$0.00
1	1	3			$0.00
1	1	4	Travel		$0.00
1	1	7			$0.00
2	1	4			$0.00
4	1	2			$0.00
4	1	3	Travel		$0.00
4	1	5	Contracted Service Providers		$0.00
				Sub-Total	$0.00

255-Title IIA

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Travel		$0.00
1	1	7			$0.00
4	1	1			$0.00
4	1	2			$0.00
4	1	3	Travel		$0.00
4	1	5	Contracted Service Providers		$0.00
				Sub-Total	$0.00

199-SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			$0.00
				Sub-Total	$0.00

Local Funding

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			$0.00
1	1	4	Travel		$0.00
2	1	1			$0.00

Local Funding					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2			$0.00
2	1	3			$0.00
2	1	4			$0.00
4	1	1			$0.00
4	1	2			$0.00
4	1	3			$0.00
4	1	4			$0.00
5	1	1			$0.00
				Sub-Total	$0.00
State Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6	Bilingual Allotment Funding		$0.00
				Sub-Total	$0.00
263-Title IIIA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
1	1	4	Travel (EL)		$0.00
1	1	6	Supplies, training		$0.00
1	1	7			$0.00
				Sub-Total	$0.00
IDEA B					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
				Sub-Total	$0.00
No Funding Required					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	2			$0.00
				Sub-Total	$0.00

Outside Agency					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			$0.00
				Sub-Total	$0.00