

**Dickinson Independent School District**

**San Leon Elementary School**

**2022-2023 Campus Improvement Plan**



# Mission Statement

Dickenson ISD will equip and empower all learners with skills and experiences to achieve academic excellence and make meaningful contributions to our world.

## Vision

Inclusive of all, Dickinson ISD will cultivate excellence, producing confident, collaborative, goal-driven learners who become empowered citizens in a global society.

## Value Statement

Each student is unique and can learn more and at higher levels.

Students will give their attention and commitment when provided engaging experiences.

Each member of the school has the responsibility to ensure quality learning experiences for students.

We can achieve more by working together.

Every teacher is a leader and every leader a teacher.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

San Leon Elementary is one of thirteen campuses in Dickinson Independent School District. San Leon Elementary opened its doors in August of 2007 and serves predominantly low socio-economic families.

San Leon Elementary School serves 663 students in grades PK to 4. This is an increase from the 600 students enrolled when the school opened in August 2007.

The student population is 3.11% African-American, 1.24% Asian, 41.52% Anglo, 50.08% Hispanic, 50.54% male and 49.46% female with a low socioeconomic status of 80.72%. The staff population is 2.1% African-American, 66.7% Anglo, and 27.1% Hispanic, and 4.2% male and 95.8% female with an average of 8.9 years of experience.

The overall mobility rate for the campus is approximately 14.6%, with a drop-out rate of 0%. The average daily attendance rate for students is 91.6%. The average daily attendance rate for staff is 90.5%. The district goal is 98%. There are a total of 30 discipline referrals this year.

San Leon Elementary Campus serves 281 English Language Learner students (42.38%), 34 students in the Gifted and Talented program (5.12%), 17 (2.64%) students identified for 504 services, 98 students served through special education services (15.24%). We currently have 12 (1.87%) identified homeless families.

### Demographics Strengths

- SLES serves a diverse population
- Discipline referrals have decreased
- SLES is a neighborhood school
- Many teachers are ESL and/or GT certified
- Majority of teachers are trained in 7 Steps to a Language Rich Classroom
- Bilingual paraprofessionals are provided to support teachers and students
- Fifteen campus teachers are AVID trained

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Student attendance rates are low at 91.6% **Root Cause:** Some students and parents do not see the importance of regular school attendance. Many absences were due to COVID-19 Pandemic.

# Student Achievement

## Student Achievement Summary

Student achievement data is disaggregated in Eduphoria Aware. Student data is also reported in Skyward. Student data is monitored using mCLASS, MAP, CAs, and Interim Assessments. In order to monitor for Domain 2, we will focus on growth in all student groups. The data keeps us focused on our areas of weakness and helps us to meet individual student needs.

## Student Achievement Summary

Reading 2022 STAAR:

Approaches: 65%  
Meets: 43%  
Masters: 20%

Math 2022 STAAR:

Approaches: 59%  
Meets: 31%  
Masters: 10%

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## Student Achievement Strengths

Please see 2020-21 TAPR for additional information

- Our dedicated staff worked and will continue to work diligently to help our students make the necessary gains in to order to meet and exceed the stated averages on the STAAR tests as indicated by the TEA.
- Participation rate on STAAR is 100%.

**2019-20:**

**A-F Accountability Rating: B**

**Distinction Designations:**

- **Academic Growth**
- **Post-Secondary Readiness**
- **Closing the Gaps**

**2020-21:**

**A-F Accountability Rating: Not Rated Declared State of Disaster**

San Leon will continue to pursue the highest standards of academic performance in preparing our students to be college and career ready. We will focus on staff development that implements a rigorous curriculum and supports high achievement. We will also sustain a climate of accountability to improve student outcomes.

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Too many students are unsuccessful in Tier I instruction resulting in a large number of students in Tier 2/3. **Root Cause:** Tier 1 instruction must be a priority in PLCs.

**Problem Statement 2 (Prioritized):** English Language Learners' reading levels are lower than non ELL peers. **Root Cause:** Lack of instructional and reading materials for ELL teachers and student.

**Problem Statement 3 (Prioritized):** Master Schedule does not address a designated intervention time. **Root Cause:** Teachers struggle with the time and materials to plan for additional targeted intervention.

**Problem Statement 4 (Prioritized):** Students lack motivation and a vision for success. **Root Cause:** Lack of role models at home and in their community.

# School Culture and Climate

## School Culture and Climate Summary

Students enjoy being on campus and feel that it is a fun place to learn. The staff also feels it is a friendly and positive place to work. We work hard to create positive and respectful relationships across all grade levels. The high academic requirements and behavior expectations result in low discipline problems. Faculty and students feel a strong sense of security in the building. The staff has high expectations and students rise to meet those expectations. All students seem satisfied and student attendance is out of student control at this age. Attendance is low at 91.6%. The district goal of 98% was not met. Teacher and staff attendance was 90.5% last year. The drop in attendance was due to COVID-19. The teachers do an excellent job of forming relationships and providing rigorous instruction which keeps students in the classrooms and successfully learning. San Leon Elementary School provides a place where students feel safe and happy learning.

## School Culture and Climate Strengths

- Safe, friendly, supportive and positive environment
- Relationship of trust and respect between teachers, students, and peers strengthen instruction
- Character education classes
- No Place For Hate
- Career presentation focus and planning
- Anti-bullying presentations
- Common planning time for grade levels
- Multiple after school clubs
- Restorative Practices
- AVID

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Although parent engagement has improved, it is still low. **Root Cause:** Parents work multiple jobs or only have one vehicle. Many do not prioritize education.



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

All teachers are fully certified and teaching within their certification limits. Weekly walkthroughs as well as formal observations are conducted. Feedback is immediately shared with teachers through Eduphoria. As student achievement data is received, teacher strengths are matched with student needs. Walkthroughs and evaluations also provide ongoing feedback for growth. Professional development surveys are conducted annually by the district upon completion of specific professional development events. Staff attended Math training, Reading training, Lead4Ward, 7 Steps training, Navigating the ELPS, GT, Restorative Practices, AVID, PLC at Work, Schoology, and Special Education training provided by the District. Implementation will be monitored by administrative walkthroughs and ongoing campus staff development. In Addition, San Leon Elementary will continue to be an AVID campus. Campus administration and leadership team are participating in the Global PD offered by Solution Tree.

## Staff Quality, Recruitment, and Retention Strengths

- Utilize the Human Resources Department, online application resources to find quality applicants
- Campus interview committee involved in hiring
- New teacher mentor program
- District New Teacher Academy Program
- Professional development programs provided by district, time for new teachers to observe senior teachers
- 2nd Year teacher's NaviGATOR program to provide additional support
- Bi-monthly Assistant Principal's Academy

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** Inability to recruit and hire bilingual teachers. **Root Cause:** Limited number of interested and/or qualified applicants.

**Problem Statement 2 (Prioritized):** Academic Coaches continue to be a need on campus to coach teachers and intervene with students. **Root Cause:** Lack of time due to need and other responsibilities.

**Problem Statement 3 (Prioritized):** Ongoing training is needed to provide more effective delivery of instruction. **Root Cause:** Lack of time during the school year and lack of substitutes to provide coverage for training during the day.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The District curriculum is aligned to the state standards. Progress is monitored by administering the grade level common assessments and Interim assessments. We disaggregate data from the Common Assessments, Interim Assessments, MAP, and mCLASS and use the information to drive instruction and meet individual student needs. Data shows that our instruction is closely aligned with the state assessments and our mock testing environments ensure that each child is given the opportunity to be successful. Instruction is designed to meet the needs of all learners in a balanced literacy and math program.

## Curriculum, Instruction, and Assessment Strengths

- Comprehensive district scope and sequence and planned units
- Data from mCLASS and MAP math and reading, STAAR, and CAs, GR, and TELPAS.
- Weekly CTT meetings to discuss data and instruction
- Power CTTs each 9-weeks to discuss data and instruction
- Implementation and instruction provided to teachers on Balanced Literacy

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** Students need Tier 1 instruction aligned to standards using planning guide. **Root Cause:** District resources are underutilized and PLC time is not efficiently used.

**Problem Statement 2 (Prioritized):** A comprehensive writing and phonics program is needed for all students K-4. **Root Cause:** Teachers are using pieces of different programs.

**Problem Statement 3 (Prioritized):** All students need to be reading at or above grade level at the end of second grade. **Root Cause:** Individualized intervention in kindergarten and first grade is inconsistent.

**Problem Statement 4 (Prioritized):** Instruction needs to be aligned with individual student needs. **Root Cause:** Teachers need training in UDL.

**Problem Statement 5 (Prioritized):** A personalized web-based RLA program is needed in order for students to fill learning gaps and participate in distance learning . **Root Cause:** COVID-19

**Problem Statement 6 (Prioritized):** CTT time is ineffective. **Root Cause:** More training is needed for leadership team and teachers.

# Parent and Community Engagement

## Parent and Community Engagement Summary

San Leon always welcomes parents and community members in to our school. The community has played a major role in establishing our school as the heart of the community. We do many events such as book fairs, award ceremonies, music programs, Junior Astronomers, Two Way Tuesday, PTO carnivals, and community resource events. Parents and Community Members are involved in campus and district improvement committees. If families speak languages other than English, all communication is available in Spanish. Vietnamese families are provided with additional support from bilingual staff members. There are many services available to support students in special programs such as SIT, speech, dyslexia, and instructional coaches and interventionists. There are also many community partnerships formed to support families and students such as:

- M. I. Lewis
- Lighthouse Christian Ministries
- Galveston County Social Services
- The Safe Place
- Child Advocacy Center
- De Pelchin
- Interfaith Caring Ministries
- Bayside Lion's Club
- ELKS Club
- Wal-Mart
- Sullivan's Pharmacy
- Community Health Network

DISD maintains a district website as well as campus websites for all campuses. The DISD Education Support Center (ESC) is where the community comes when they need assistance. 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

- Participation in site based decision making process (CIC)
- Increased communication between parents and school
- Family support services provided by counselor, district social worker, CIS
- Active PTO
- Monthly music programs
- Family Fun Nights
- Open House
- Meet the Teacher Night
- PK/K Play-date
- Awards Ceremony
- Book Fairs
- Parent Orientation
- Parent-Teacher Conferences
- Parents are involved in SIT, ARD, CIC, and LPAC meetings
- Career Day
- Thanksgiving Luncheon
- Literacy Night
- Two Way Tuesday
- Junior Astronomers

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Social Media is underutilized by parents. **Root Cause:** Parents have limited data/internet access.

**Problem Statement 2 (Prioritized):** Continue to improve and expand parent academic learning opportunities. **Root Cause:** It is difficult to draw parents into the school for academic opportunities.

**Problem Statement 3 (Prioritized):** Due to the high level of low socioeconomic status, additional resources are needed to assist families. **Root Cause:** Lack of parent training and resources.

# School Context and Organization

## School Context and Organization Summary

The District supports the school to a great extent through the budget process, hiring and retention of staff, and curriculum alignment. Our teachers have a voice in the decision making process through student intervention team meetings, faculty meetings, team meetings, and Power CTTs. Teachers are involved in curriculum development and have input on local assessments. The organization is made up of many smaller teams such as vertical teams, PTO, SIT, curriculum leadership team, team leader, and campus improvement team where all parties have input into solving identified problems. The campus has a philosophy of shared leadership and shared accountability. The students, parents, and community seemed to share our mission and vision.

## School Context and Organization Strengths

- Active CTTs utilizing the PLC process
- School-wide discipline program
- No Place For Hate
- Interventions based on student need
- Effective home-school connections
- Ongoing professional development through academic coach model
- AVID Elementary

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1 (Prioritized):** Teachers need to be provided with professional development that allows them to meet their personal and student growth goals. **Root Cause:** Limited opportunities for summer training and lack of time during the school year.

**Problem Statement 2 (Prioritized):** Utilize District Instructional Specialists to provide clarification and guidance of TEKS/curriculum being taught each nine weeks so instruction delivered is focused and on target for student success. **Root Cause:** Teachers need guidance with the district scope and sequence and TEKS.

# Technology

## Technology Summary

The campus is equipped with projectors, document cameras, computers, and Chromebook carts. We have a variety of technology available for teachers to use and all students have access to technology. The teachers like having technology to enhance their instruction. The district provides ongoing technology training incorporated in core curriculum areas. Technology is used to support rigor and relevance in the curriculum for the 21<sup>st</sup> century learner. We will continue to add technology in order to stay current and keep technology updated in order to support current programming needs.

## Technology Strengths

- The technology proficiency level of staff is appropriate
- Teachers are able to connect technology to support the TEKS
- Technology utilized in all subjects to introduce, reinforce, extend, enrich, and assess student mastery of curriculum targets
- The auxiliary schedule allows student to rotate through the lab at least once a week
- VEX Robotics Team
- MakerSpace technology is available for use in the library
- Junior Astronomers Program

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** More student Chromebooks are needed to implement the appropriate curriculum and technology resources. **Root Cause:** Money needs to be budgeted in this area.

**Problem Statement 2 (Prioritized):** Students do not have access to the internet and/or a device at home. **Root Cause:** Poverty

**Problem Statement 3 (Prioritized):** Difficulty scheduling student computer access to supplemental reading and math programs and Google classroom. **Root Cause:** Lack of Chromebooks.

# Priority Problem Statements

**Problem Statement 1:** Student attendance rates are low at 91.6%

**Root Cause 1:** Some students and parents do not see the importance of regular school attendance. Many absences were due to COVID-19 Pandemic.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Too many students are unsuccessful in Tier I instruction resulting in a large number of students in Tier 2/3.

**Root Cause 2:** Tier 1 instruction must be a priority in PLCs.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 6:** Although parent engagement has improved, it is still low.

**Root Cause 6:** Parents work multiple jobs or only have one vehicle. Many do not prioritize education.

**Problem Statement 6 Areas:** School Culture and Climate

**Problem Statement 7:** Inability to recruit and hire bilingual teachers.

**Root Cause 7:** Limited number of interested and/or qualified applicants.

**Problem Statement 7 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 10:** Students need Tier 1 instruction aligned to standards using planning guide.

**Root Cause 10:** District resources are underutilized and PLC time is not efficiently used.

**Problem Statement 10 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 15:** Social Media is underutilized by parents.

**Root Cause 15:** Parents have limited data/internet access.

**Problem Statement 15 Areas:** Parent and Community Engagement

**Problem Statement 18:** Teachers need to be provided with professional development that allows them to meet their personal and student growth goals.

**Root Cause 18:** Limited opportunities for summer training and lack of time during the school year.

**Problem Statement 18 Areas:** School Context and Organization

**Problem Statement 20:** More student Chromebooks are needed to implement the appropriate curriculum and technology resources.

**Root Cause 20:** Money needs to be budgeted in this area.

**Problem Statement 20 Areas:** Technology

**Problem Statement 3:** English Language Learners' reading levels are lower than non ELL peers.

**Root Cause 3:** Lack of instructional and reading materials for ELL teachers and student.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 8:** Academic Coaches continue to be a need on campus to coach teachers and intervene with students.

**Root Cause 8:** Lack of time due to need and other responsibilities.

**Problem Statement 8 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 11:** A comprehensive writing and phonics program is needed for all students K-4.

**Root Cause 11:** Teachers are using pieces of different programs.

**Problem Statement 11 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 16:** Continue to improve and expand parent academic learning opportunities.

**Root Cause 16:** It is difficult to draw parents into the school for academic opportunities.

**Problem Statement 16 Areas:** Parent and Community Engagement

**Problem Statement 19:** Utilize District Instructional Specialists to provide clarification and guidance of TEKS/curriculum being taught each nine weeks so instruction delivered is focused and on target for student success.

**Root Cause 19:** Teachers need guidance with the district scope and sequence and TEKS.

**Problem Statement 19 Areas:** School Context and Organization

**Problem Statement 21:** Students do not have access to the internet and/or a device at home.

**Root Cause 21:** Poverty

**Problem Statement 21 Areas:** Technology

**Problem Statement 4:** Master Schedule does not address a designated intervention time.

**Root Cause 4:** Teachers struggle with the time and materials to plan for additional targeted intervention.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 9:** Ongoing training is needed to provide more effective delivery of instruction.

**Root Cause 9:** Lack of time during the school year and lack of substitutes to provide coverage for training during the day.

**Problem Statement 9 Areas:** Staff Quality, Recruitment, and Retention



**Problem Statement 12:** All students need to be reading at or above grade level at the end of second grade.

**Root Cause 12:** Individualized intervention in kindergarten and first grade is inconsistent.

**Problem Statement 12 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 17:** Due to the high level of low socioeconomic status, additional resources are needed to assist families.

**Root Cause 17:** Lack of parent training and resources.

**Problem Statement 17 Areas:** Parent and Community Engagement

**Problem Statement 22:** Difficulty scheduling student computer access to supplemental reading and math programs and Google classroom.

**Root Cause 22:** Lack of Chromebooks.

**Problem Statement 22 Areas:** Technology

**Problem Statement 5:** Students lack motivation and a vision for success.

**Root Cause 5:** Lack of role models at home and in their community.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 13:** Instruction needs to be aligned with individual student needs.

**Root Cause 13:** Teachers need training in UDL.

**Problem Statement 13 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 14:** A personalized web-based RLA program is needed in order for students to fill learning gaps and participate in distance learning .

**Root Cause 14:** COVID-19

**Problem Statement 14 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 23:** CTT time is ineffective.

**Root Cause 23:** More training is needed for leadership team and teachers.

**Problem Statement 23 Areas:** Curriculum, Instruction, and Assessment

# Goals

**Goal 1:** DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

**Performance Objective 1:** By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core curriculum and implementing RtI, all students will show at least one year's growth in scores in math and reading.





**Evaluation Data Sources:** MAP, mClass, CAs, Classroom Observations, Interim Assessments, and STAAR results.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Instructional Coaches, Interventionists, and paraprofessionals will:</p> <ul style="list-style-type: none"> <li>-provide intervention and support for at-risk students</li> <li>-Instructional Coaches will plan, model, observe and evaluate lessons</li> <li>-Interventionists and paraprofessionals will provide research based interventions for all students including those at-risk , EB, Special Education, and GT students.</li> <li>-Instructional Coaches will also provide strategic professional development in reading and math and provide support with district approved resources.</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Documentation of data. Professional Development videos of model lessons. Classroom teachers continuing modeled practices.</p> <p>STAAR and mClass/MAP scores of at-risk students .</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches Interventionists</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 211-Title IA, - Local Funding, - 199-SCE, - Special Programs, - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Faculty, Staff, Counselor, and Administrators will be trained in research based best practices and to improve student success in all academic subjects. Some training may require travel. Some travel may be virtual.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of training provided. Evidence of practices being used in the classrooms through observations by campus administrators. Higher order thinking skills produced by students on Common Assessments, Interim Assessments and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Instructional Coaches Classroom Teachers Assistant Principal Counselor</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Outside Professional Development - 211-Title IA, - Outside Agency, - Special Programs, - 255-Title IIA, - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will analyze and use student data to focus instruction and construct lesson plans. Instructional Coaches will assist teachers through weekly CTT meetings and Quarterly Power CTT meetings using Lead4Ward resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Benchmark data conferences. AWARE data. STAAR results.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Instructional Specialists</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - No Funding Required</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Instructional staff will attend Reading, Math, Science, and Social Studies Focus trainings that model research based best practices in those content areas. Some training may require travel. Some training may be virtual.</p> <p><b>Strategy's Expected Result/Impact:</b> Documented sign in sheets of trainings. Classroom environments, small guided groups, rigorous station activities and formative data binders</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists Classroom Teachers</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will receive sustained support for trainings in the classroom with modeled practices being demonstrated for the teacher by outside experts and consultants in the field.</p> <p><b>Strategy's Expected Result/Impact:</b> Documented visits/time-sheets collected. Observation of practices occurring in the classroom. Improve scores on all tests.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches Principal</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 211-Title IA, - 255-Title IIA, - Local Funding, - 263-Title IIIA, - Special Programs</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers will receive professional development materials that support ongoing trainings. i.e., book studies, teacher resources to improve students academic success.</p> <p><b>Strategy's Expected Result/Impact:</b> Documented sign in sheets of trainings. Classroom environments, small guided groups, rigorous station activities and formative data binders</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 211-Title IA, - Local Funding, - 255-Title IIA, - IDEA A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Instructional Coaches will model rigorous lessons, facilitate peer observations, and provide feedback through reflective conversations.</p> <p><b>Strategy's Expected Result/Impact:</b> Systematic plan for documented peer observations, reviewed by teams and campus administration</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - No Funding Required</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> SLES will promote well-rounded educational opportunities by providing ALL students (including At-Risk, GT, SpEd, EL) with supplies, materials, technology, hands-on learning opportunities (STEM/Robotics related field trips), and supporting of non-profit competitions related to STEM/Robotics in order to provide an enriched and accelerated curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in state test scores and enrich students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> We will purchase and utilize additional technology in the classroom to integrate technology into the curriculum that can also be utilized for remote learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective use of technology integrated into lessons. Increased number of students with access to online reading and math instructional programs.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Promote higher level education by incorporating conversations during designated AVID focused instruction, promotion of wearing college shirts, AVID bulletin boards, and by using the AVID instructional strategies and principles.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in college and career awareness and improved organizational skills.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Provide professional development in UDI/SDI to assist teachers and instructional specialists in differentiating instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students' access to the curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Instructional Coaches Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> MAP (2-4) and mClass (K-1) testing three times a year to assess students in reading and math.</p> <p><b>Strategy's Expected Result/Impact:</b> Documented student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches Principal Asst. Principal</p> <p><b>Funding Sources:</b> - 211-Title IA</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> SLES will implement a web-based RtI program in 3rd and 4th grade for students identified as significantly below level in Reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Documented Student Growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal Instructional Coaches Interventionists Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

**Performance Objective 2:** All students will make at least 1 year's growth in reading as well as improve their meets/exceeds performance on the standards set for Reading STAAR.





**Evaluation Data Sources:** MCLASS, MAP, CBAs, Lesson Plans, and STAAR assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will follow the district literacy plan in order to provide balanced literacy instruction in the classroom through the use of Level Literacy materials and attend professional development designed to increase student reading comprehension and fluency.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP mClass STAAR TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Interventionists Teachers</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 211-Title IA</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide Interventionists and Instructional Coach Aides to deliver Leveled Literacy Intervention and instruction to targeted groups of students.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP mClass Running Records</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 211-Title IA</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> New teachers and teachers new to the district will attend targeted after school professional development for Pre-K through 4th grade Balanced Literacy implementation with ELA Curriculum Specialist.</p> <p><b>Strategy's Expected Result/Impact:</b> mClass MAP STAAR Running Records Guided Reading Groups Teacher Sign In sheets</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - Local Funding</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will use supplemental instructional materials that support professional development in the following areas in order to improve student state and federal scores in:</p> <p>Writing Comprehension Phonics Guiding Reading and Writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Documented classroom observations of teachers and students using materials during instruction. Increased scores on MAP, mClass, CAs, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 211-Title IA, - Local Funding</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Instructional Specialists will model and coach teachers as needed with the implementation of balanced literacy, readers and writers workshop.</p> <p><b>Strategy's Expected Result/Impact:</b> Small group instruction, classroom environment, student progress</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers will work with outside highly qualified consultants to implement an effective balanced literacy program.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP reading levels increase mClass reading levels increase STAAR Reading scores increase</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 211-Title IA</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Teachers will be given opportunities to attend research based training supporting our reading programs. Some training will require travel. Some training may be virtual.</p> <p><b>Strategy's Expected Result/Impact:</b> IRLs increase STAAR math and reading scores increase</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> 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:</p> <p>Strand 1: Vocabulary (B) Strand 2: Comprehension (G) Strand 3: Response Skills (C) Strand 4: Multi-Genres (Diii) Strand 5: Literacy Elements (C) Strand 6: Author's Purpose and Craft (B) Strand 7: Writing Process (Di)</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will remain current on the district's expectations. Students will continue to show growth.</p> <p><b>Staff Responsible for Monitoring:</b> CLT Team Principal Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> GT enrichment will be provided to identified students throughout the instructional day.</p> <p><b>Strategy's Expected Result/Impact:</b> Rigor will be increased for identified students. Hands on opportunities and field experiences will be provided.</p> <p><b>Staff Responsible for Monitoring:</b> GT Teachers Principal Asst. Principal GT Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

**Performance Objective 3:** All students will improve their meets/exceeds performance on the standards set for Math STAAR.

**Evaluation Data Sources:** CAs, Classroom Observations, STAAR, mClass, and MAP Math assessments, state and federal system safeguards met, improved PBMAS results for ELL and SPED.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will implement both whole and small group math instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> CAs, MAP, STAAR Classroom environment</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Teachers</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Instructional Coaches will model for and coach teachers as needed with the implementation of math TEKS</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom environment, student progress, mClass, MAP, STAAR Assessment results</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Funding Sources:</b> - No Funding Required</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue to provide student access to instructional materials (i.e. Lone Star Problem Solving, Countdown to STAAR) in order to provide teachers with resources that embed the Process Standards with Readiness/Supporting Standards and increases rigor and provides ongoing spiraling of the TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR test results, CBA and benchmark data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Instructional Coaches Classroom Teachers</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 199-SCE - 199-6-11-108-1140-6300, - 211-Title IA</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will be given opportunities to attend research based training supporting our math curriculum and instruction. Some training may require travel. Some training may be virtual.</p> <p><b>Strategy's Expected Result/Impact:</b> Quality of planning and instruction will increase. Assessment scores will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

**Performance Objective 4:** Use data to target the specific needs of each EB student and help them advance their English language acquisition so that each EB student advances at least one TELPAS level each year and meets minimum STAAR standards.

**Evaluation Data Sources:** TELPAS  
STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All EL teachers will implement the strategies learned in research based training for working with English language learners.</p> <p><b>Strategy's Expected Result/Impact:</b> TELPAS STAAR Pre-LAS LAS LInks Lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All teachers of ELL students will work to increase student language mastery and academic vocabulary acquisition through sheltered instruction techniques and dual language.</p> <p><b>Strategy's Expected Result/Impact:</b> TELPAS STAAR Pre-LAS LAS LInks Lesson plans with ELPS</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>


Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Purchase additional technology for classroom use and monitor student programs.</p> <p><b>Strategy's Expected Result/Impact:</b> TELPAS STAAR Math and Reading Integration of technology used in the classroom</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 211-Title IA, - Local Funding</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Evidence of ELPS implementation will be in lesson plans, in room, and demonstrated daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in TELPAS, STAAR ELL results, PBMAS</p> <p><b>Staff Responsible for Monitoring:</b> Teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> ESL, M1, M2, M3, M4 and parent denial students will be monitored for academic progress.</p> <p><b>Strategy's Expected Result/Impact:</b> TELPAS STAAR CA LiAG</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Implement dual language in PK-3. Training, curriculum, and supplies will be provided to teachers and students to support learning in English and Spanish.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase language skills in English and Spanish.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Teachers will review TELPAS proficiency levels from previous year in Reading, Writing, Listening, and Speaking and monitor ELL progress throughout the year in all areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of student growth on common assessments, CAs, TELPAS and</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>


STAAR.

**Staff Responsible for Monitoring:** Teachers

**Targeted Support Strategy**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





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

**Performance Objective 1:** Through our programs, parent communication, and community business relationships, we will form highly effective relationships that support student success in all areas.

**Evaluation Data Sources:** Increased student, parent and community participation in school activities, sign-in sheets at activities planned.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers, staff, counselors, and administrators will be trained in research based restorative practices in order to ensure that the learning environments are well maintained, and that relationships are built, and physical and mental safety is a focus.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in discipline referrals, PEIMS data, observation of student engagement</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p><b>Funding Sources:</b> - IDEA A, - 211-Title IA, - Outside Agency - 287</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Through our programs, parent communication, and community business relationships, we will form highly effective relationships that support student success in all areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student, parent and community participation in school activities.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Principal Assistant Principal Classroom Teachers Special Education Teachers</p> <p><b>Funding Sources:</b> - 211-Title IA, - Local Funding</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Through a variety of required online trainings, the teachers will meet the drug and violence prevention requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Online Training Records</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>







Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Promote safe and secure schools by using Standard Response Protocols in emergency situations. <b>Strategy's Expected Result/Impact:</b> Common language and protocol between first responders and campus personnel. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide monthly guidance lessons with the counselor. <b>Strategy's Expected Result/Impact:</b> Teach character education and conflict resolution. <b>Staff Responsible for Monitoring:</b> Teachers Counselor	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 2:** Student attendance will increase to 97%.





**Evaluation Data Sources:** Student attendance reports will indicate students have a 98% attendance rate.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attendance incentives will be offered each month and rewards given to students who meet the campus goal.  <b>Strategy's Expected Result/Impact:</b> Records of students who met the goal, lists of incentives and rewards.  <b>Staff Responsible for Monitoring:</b> Principal                      Team Leaders                      Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide essential materials, clothing, and transportation to identified homeless students in order for them to attend school on a daily basis.  <b>Strategy's Expected Result/Impact:</b> Attendance and discipline records, transportation logs. Maintain student at home campus resulting in improved academic performance.  <b>Staff Responsible for Monitoring:</b> Counselor                      Social Worker</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> We will continue to monitor student attendance through parent phone calls, home visits, and incentive programs to increase our ADA to 97%. We will utilize truancy officers to help with students who have repeated attendance issues. We will also discuss with students the importance of staying in school in order to promote dropout reduction.  <b>Strategy's Expected Result/Impact:</b> Quarterly ADA Reports  <b>Staff Responsible for Monitoring:</b> Teachers                      Data Clerk                      Receptionist                      Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

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

**Performance Objective 3:** 100% of students will receive required instruction in areas such as bully prevention, conflict resolution, drug and violence prevention, etc.





**Evaluation Data Sources:** Evidence of trainings held.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to promote Anti-Bullying program campus wide (Unity Day, No Place for Hate), along with our character education programs we will address the following:                      Violence Prevention                      Bullying                      Character Traits</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of students trained as Ambassadors for the program, reduction in documented bullying incidents, students and staff wearing shirts in support of the program and participation in Unity Day.  <b>Staff Responsible for Monitoring:</b> Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus will participate in Red Ribbon Week.</p> <p><b>Strategy's Expected Result/Impact:</b> Schedule of Events                      Survey of Students  <b>Staff Responsible for Monitoring:</b> Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

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

**Performance Objective 4:** 100% of students will participate in physical fitness activities.

**Evaluation Data Sources:** Evidence of improved student physical fitness through Fitness Gram conducted in the spring and PE attendance records.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All full day PK students and all K-4 students will will participate in physical education class. <b>Strategy's Expected Result/Impact:</b> Documentation of student schedule; Fitness Gram results. <b>Staff Responsible for Monitoring:</b> Physical Education Teacher	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All PK students will participate in daily recess. <b>Strategy's Expected Result/Impact:</b> Master Schedule <b>Staff Responsible for Monitoring:</b> Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will have the opportunity to participate in The Daily Mile and The Mile Club. <b>Strategy's Expected Result/Impact:</b> Increased attention during instruction. Improved physical fitness. <b>Staff Responsible for Monitoring:</b> Teachers PE Teacher	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 1:** Ensure that every campus/facility/department is welcoming to all stakeholders (parents, guardians, community, and business partners).

**Evaluation Data Sources:** Parent Community Survey results, increased parent attendance at school events, sign-in sheets, communication logs, Facebook posts, parent-community surveys.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase parent communication and the home/school connection through social media and web page, teacher communication logs, and flyers.</p> <p><b>Strategy's Expected Result/Impact:</b> Weekly reports of activity obtained through social media network</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Funding Sources:</b> - Local Funding</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Recruit teachers, parents, community and business members to be a part of the CEIC and DEIC.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of meetings. Completed and updated CIP.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> - No Funding Required</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide parents, in the language they understand, with timely information regarding the district and campus, information on their child's assessment results, and opportunities to participate in various campus activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of information released and sent home to parents. Meeting agendas, sign-in sheets. Increased positive parent surveys.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> - Local Funding, - 211-Title IA</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide high quality and timely customer service addressing community and parental questions at the campus level.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of communication responses in notes, emails, and phone msg. Teacher communication logs. Positive community and parent communication surveys.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Campus Staff</p> <p><b>Funding Sources:</b> - No Funding Required</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide opportunities for potential Kindergarten students and their families to pre-register, visit the campus and meet with staff to assist with transition into school for the coming year. We will follow the same plan with our 4th Graders as they move to Barber Middle School.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of flyers, invitations, meetings, open house provided. Number of Kindergarten students registered prior to August. Participation in BMS tours and pod talks.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Teachers Barber Middle School Staff</p> <p><b>Funding Sources:</b> - Local Funding</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The campus will participate in ongoing events such as college days and career fairs in order to promote career and college readiness. We will discuss with students and parents the importance of staying in school in order to be prepared for a future career or college path.</p> <p><b>Strategy's Expected Result/Impact:</b> Participation by the school and community in career fairs and college days.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Counselor Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> We will provide families with instructional materials and tips that parents can easily use at home in order to provide both intervention and enrichment to all of our students, but especially those that are low achieving.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement data Parent Surveys</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches Administrators</p> <p><b>Funding Sources:</b> - 211-Title IA</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> In October we will provide individual parent- teacher conferences. We will share with parents the grade level standards and how their child is performing in comparison to those grade level standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Conference logs Increased parent involvement Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Preschool registration will be open to new students with a variety of opportunities for parents to visit the school, classrooms and ready their child for the start of school.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance at meetings. Parent surveys. Parent complaints.</p> <p><b>Staff Responsible for Monitoring:</b> District and Campus Administrators</p> <p><b>Funding Sources:</b> - Local Funding</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Provide parents with training on how to access online reading and math tools. Parents will be able to engage their children in learning wherever they have internet access.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student success Increased parent engagement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> The campus will make available the English and Spanish version of the Parent and Family Engagement Policy by posting it in the Student Handbook and making it available in the Campus Library. The campus needs assessment and campus improvement plan can be found on the campus website, as well as the campus library, and the District Administration Building in an effort to build parent engagement. Spanish translation of all documents are available upon request.</p> <p>These will include:            PK/K Play Date            Meet the Teacher            Parent Orientation            Junior Astronomers            2nd Grade Music Program            Book Character Parade            Parent Conferences            Junior Astronomers            K-2 Field Day            3rd Grade Music Program            3-4 Field Day            Thanksgiving Luncheon TBD by District            Literacy Night            4th Grade Music Program            Open House            1st Grade Music Program            Kindergarten Music Program</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Parent Engagement.  <b>Staff Responsible for Monitoring:</b> Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> The campus will offer a variety of parent and family engagement meetings during the school year in order to strengthen involvement between home and school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Parent Engagement  <b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Counselor, Academic Coaches</p>	Formative			Summative
	Nov	Jan	Mar	June







Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> A Campus Parent Engagement Coordinator will be in charge of coordinating all parent engagement activities on campus with a primary focus on Bilingual/ESL parent engagement. They will organize the following 3 types of activities in conjunction with the community:</p> <ol style="list-style-type: none"> <li>1. Parent outreach and trainings for bilingual/ESL parents</li> <li>2. Family literacy services and/or family outreach and trainings for bilingual/ESL Parents</li> <li>3. Community participation programs for Bilingual ESL parents</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> Increase Parent Engagement</p> <p><b>Staff Responsible for Monitoring:</b> Principal Parent Engagement Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 1:** Reduce the turnover rate through mentoring and staff development and increase hiring strategies for highly qualified personnel.

**Evaluation Data Sources:** Staff Retention Rate, Classroom observations, T-TESS, CBAs, mClass/MAP at the end of the school year.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administrators will provide tiered interventions designed to assist teachers who experience difficulty in meeting district and state standards in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> T-TESS Feedback. Scheduled walk thrus.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Administrators</p> <p><b>Funding Sources:</b> - Local Funding</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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. Second year teachers join the district's NaviGator program for additional support.</p> <p><b>Strategy's Expected Result/Impact:</b> Documented meetings, trainings, and classroom observations, STAAR, mClass/MAP, CBAs.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher</p> <p><b>Funding Sources:</b> - 255-Title IIA, - Local Funding</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Any teacher hired who is not certified will be provided with training opportunities, certification/test prep practice, and district support.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of trainings and achievement of certification in a timely manner</p> <p><b>Staff Responsible for Monitoring:</b> Teacher</p> <p><b>Funding Sources:</b> - 255-Title IIA</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Principal will encourage certified teachers to apply for ESL, GT and SPED certification so that all teachers are trained to meet the needs of diverse learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of teachers with ESL and SPED certifications.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - Local Funding, - 255-Title IIA, - IDEA B</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Campus will continue to interview and hire certified teachers for our campus. Through the use of our Instructional Coach model, we will work to make sure that no teacher has a "practice year" and that no teacher goes unsupported.</p> <p><b>Strategy's Expected Result/Impact:</b> Retention of highly qualified staff</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Campus will use T-TESS as our teacher appraisal instrument. Teachers will set both professional growth and student growth goals that are aligned to district and campus goals</p> <p><b>Strategy's Expected Result/Impact:</b> SMART Goals Observation Schedules Teacher Conference Documentation</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 1:** Provide 100% transparency of financial management policies/practices for state, federal and local funding.

**Evaluation Data Sources:** Budget audits and balanced campus budget audit reports.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Office staff and administrators will be trained by district business director on district policies and procedures for correct management of budgets.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheet from training, compliance with district policies regarding budget management.</p> <p><b>Staff Responsible for Monitoring:</b> School Secretary Principal Dir. of Bus. Operations</p> <p><b>Funding Sources:</b> - No Funding Required</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Coordinate use of funds and programs with district budget managers in planning Master Schedule, professional development and supplemental materials for campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of meetings, communication with budget managers, and CIP. Appropriate use of funds to improve student success.</p> <p><b>Staff Responsible for Monitoring:</b> Principal A-Team</p> <p><b>Funding Sources:</b> - Local Funding, - 211-Title IA, - 263-Title IIIA, - Local Funding, - 199-SCE, - IDEA B, - IDEA</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# State Compensatory

## Budget for San Leon Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2.97

Brief Description of SCE Services and/or Programs

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## Personnel for San Leon Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allen, J	Social Worker	0.07
Burkhardt, C	Instructional Support	0.9
Jarmack, C.	Instructional Support Paraprofessional	1
Legrand, C.	Instructional Support Paraprofessional	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Burkhardt, C.	Instructional Specialist		1.0

# Campus Funding Summary

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2	Outside Professional Development		\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	12			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	4			\$0.00
1	2	6			\$0.00
1	3	3			\$0.00
1	4	3			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
3	1	3			\$0.00
3	1	7			\$0.00
5	1	2			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>

199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	3	3		199-6-11-108-1140-6300	\$0.00
5	1	2			\$0.00
<b>Sub-Total</b>					\$0.00
Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	4	3			\$0.00
2	1	2			\$0.00
3	1	1			\$0.00
3	1	3			\$0.00
3	1	5			\$0.00
3	1	9			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	4			\$0.00
5	1	2			\$0.00
5	1	2			\$0.00
<b>Sub-Total</b>					\$0.00
IDEA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2			\$0.00
<b>Sub-Total</b>					\$0.00
263-Title IIIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00



263-Title IIIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	5			\$0.00
5	1	2			\$0.00
<b>Sub-Total</b>					\$0.00
Special Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	5			\$0.00
<b>Sub-Total</b>					\$0.00
IDEA A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
2	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4			\$0.00
5	1	2			\$0.00
<b>Sub-Total</b>					\$0.00
No Funding Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	7			\$0.00
1	3	2			\$0.00
3	1	2			\$0.00
3	1	4			\$0.00
5	1	1			\$0.00
<b>Sub-Total</b>					\$0.00

Outside Agency					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
2	1	1		287	\$0.00
<b>Sub-Total</b>					\$0.00

# Addendums

# AVID Schoolwide College Readiness Goals 2020-2021

## SAN LEON ELEMENTARY

### **I. Instruction**

*Promotes WICOR Strategies, 21<sup>st</sup> Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All*

### **II. Systems**

*Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis*

### **III. Leadership**

*Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.*

### **IV. Culture**

*Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment*

# AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: San Leon Elementary

Date: 2020-2021

## Site Team Members:

INSTRUCTION						
<i>Promotes WICOR Strategies, 21<sup>st</sup> Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>						
GOAL	<b>A. Writing Process (2):</b> Ensure AE students in grades 2, 3 and 4 routinely spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing, or editing, and publishing) and produce a final product at least 1x each nine weeks.					
		Progress				
	Actions				Responsible	Evidence
	1) Provide PD to ensure common understandings and expectations in grades 3 and 4.					
	2) Ensure Writing Products/Process lessons and experiences are modeled and planned within grade level PLC each nine weeks.					
	3) Display student products each 9 weeks.					
	4) Implement plan to celebrate student authors in each grade level (publishing parties, learning walks, show and tell, etc.).					

Progress Measures: (○) Not Started; (◻) In Progress; (◻) Good Progress; (◻) Completed

# AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: San Leon Elementary

Date: 2020-2021

INSTRUCTION						
<i>Promotes WICOR Strategies, 21<sup>st</sup> Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>						
GOAL	<b>B. Higher Level Thinking (4):</b> AVID Elementary students in 1 grade level actively participate in questioning using Costa’s Levels of Thinking during class lessons, discussions, and problem-solving.					
		Progress				
	Actions				Responsible	Evidence
	1) Ensure inquiry strategies according to Costa’s Levels are modeled and planned within lessons within the PLC.					
	2) Establish professional learning walks—real time or virtual—to provide feedback for implementation and to model inquiry and Costa’s Levels of questioning within lessons and planning.					

Progress Measures: (○) Not Started; (◻) In Progress; (◻) Good Progress; (◻) Completed

# AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: San Leon Elementary

Date: 2020-2021

INSTRUCTION						
<i>Promotes WICOR Strategies, 21<sup>st</sup> Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>						
GOAL	<b>C. Collaboration (7):</b> AE Students in grades 3 and 4 routinely use ICT resources as a tool for collaboration both synchronously and/or asynchronously (e.g., Google Classroom, Flip Grid, Near Pod, Kahoot, etc.)					
		Progress				
	Actions				Responsible	Evidence
	1) PD for teachers on student ICT collaboration tools and strategies to ensure common understandings and expectations					
	2) Ensure ICT Collaboration strategies are planned within lessons within the PLC.					
	3) Establish professional learning walks—real time or virtual—to provide feedback for implementation.					

Progress Measures: (○) Not Started; (◻) In Progress; (◻) Good Progress; (☑) Completed

# AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: San Leon Elementary

Date: 2020-2021

INSTRUCTION						
<i>Promotes WICOR Strategies, 21<sup>st</sup> Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>						
GOAL	<b>D. Collaboration (8):</b> AE Students routinely use structures for collaboration and are provided opportunities to work collaboratively (e.g.....)					
		Progress				Evidence
	Actions				Responsible	Evidence
	1) Create a vertical articulation of collaboration expectations and models for grades PK-4.					
	2) Ensure Collaboration strategies are modeled and planned within lessons at each grade level within the PLC.					
	3) Establish professional learning walks—real time or virtual—to provide feedback for implementation.					

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed



# AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: San Leon Elementary

Date: 2020-2021

INSTRUCTION						
<i>Promotes WICOR Strategies, 21<sup>st</sup> Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>						
GOAL	E. <b>WICOR (12):</b> The AVID Site Team routinely uses WICOR strategies in the AVID Elementary classroom, and collaborates with grade level PLCs in the design of lessons that engage students in rigorous curriculum.					
				Progress	Responsible	Evidence
Actions						
1) Site Team Collaboration on WICOR framework and strategies to ensure common understandings and expectations						
2) Establish connection within PD between current practice/instructional strategies and connection to WICOR.						
3) Create visuals/displays/anchor charts to enforce connection between current practice and connection to WICOR through the campus, in PLC Conf Room, common spaces.						
4) Ensure WICOR strategies are modeled and planned within lessons with the PLC.						
5) Establish professional learning walks—real time or virtual—to provide feedback for implementation and to model WICORized lessons and planning.						

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

# AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: San Leon Elementary

Date: 2020-2021

INSTRUCTION						
<i>Promotes WICOR Strategies, 21<sup>st</sup> Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>						
GOAL	<b>F. Organization (9,10):</b> AVID Elementary students routinely use organization and planning tools such as binders and planners/agendas to track academic coursework, organize their thinking and learning, and monitor their academic success					
		Progress				
	Actions				Responsible	Evidence
	1. Ensure all students have AVID binders and planners/agendas for daily use.					
	2. Create a vertical articulation of organization and planning expectations for AE Students in all grades.					
	3. Implement process for regular monitoring of binder and planner use.					

Progress Measures: (○) Not Started; (◻) In Progress; (◻) Good Progress; (☑) Completed

# AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: San Leon Elementary

Date: 2020-2021

SYSTEMS							
Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.							
GOAL	<b>A. SITE TEAM + PLAN (1, 2, 3):</b> The AE Site Team will collaborate to develop, write and implement AVID Site Goals that address AVID Implementation, and will meet regularly to collaborate and advocate on issues of planning, logistics, and awareness of AE strategies to ensure effective implementation.						
					Progress		
Actions						Responsible	Evidence
1) Establish AE Site Team membership that includes campus representation from all grade levels and leadership positions.							
2) AE Site Team will collaborate and develop Site Plan for implementation.							
3) AE Site Team will create a calendar to ensure meetings at least quarterly to review implementation progress and set action goals for future work.						Jillian Anderson	

Progress Measures: (○) Not Started; (◻) In Progress; (◻) Good Progress; (☑) Completed

# AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: San Leon Elementary

Date: 2020-2021

SYSTEMS						
Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.						
GOAL	<b>B. Instructional Methods (12):</b> The AVID Site Team collaborates to increase awareness and receive professional learning about AVID Instructional Methodologies for other faculty and staff.					
				Progress		
Actions				Responsible		Evidence
1) Develop plan for instructional PD to support instruction in Collaboration, ICT for Collaboration, WICORized lessons, and Inquiry strategies.						
2) AVID Site Team participates in AVID Communities of Practice through the year to continue AVID learning.						
3) AVID Site Team cultivates resources to support instruction implementation made available to whole campus. <ul style="list-style-type: none"> <li>a. Writing To Learn</li> <li>b. Inquiry</li> <li>c. Collaboration</li> <li>d. Organization</li> <li>e. Reading to Learn</li> <li>f. AVID Weekly</li> <li>g. Learning Walks</li> <li>h. College &amp; Career Awareness</li> <li>i. College-Going Culture</li> </ul>						

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

# AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: San Leon Elementary

Date: 2020-2021

LEADERSHIP							
<i>Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.</i>							
GOAL	A. <b>SLT + AVID SITE TEAM (5):</b> The SLT and the AVID Site Team collaborate to create a cohesive vision for student instruction and student success through careful implementation of AVID.						
	Actions	Progress			Responsible	Evidence	
	1) AVID Site Team and SLT collaborate on AVID Site Plan development and implementation.						
	2) Ensure AVID Site Team composition includes SLT Representation.						
	3) Plan regular meetings between AVID Site Team and SLT to discuss implementation progress (at least 3x per year).						

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

# AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: San Leon Elementary

Date: 2020-2021

<b>CULTURE</b> <i>Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment</i>							
GOAL	<b>A. COLLEGE DISPLAYS + TALK (5, 6):</b> The campus promotes a college-going culture through displays in classrooms and public spaces throughout campus and routinely engaging AE students in college talk.						
		Progress					
	Actions					Responsible	Evidence
	1) Create public displays throughout the campus that promote college-going culture and opportunity awareness for all students.						
	2) Organize HS guest speakers/virtual college field trip opportunities for students to promote opportunity awareness.						
	3) Implement College Shirt Day						
	4) Provide college promotion/opportunity awareness through weekly/daily announcements and thematic days/events.						
	5) Provide opportunities for career exploration for all students.						

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed