



**Kenneth E. Little Elementary
Dickinson Independent School District
Campus Improvement Plan
2009-2010**

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

Theme:
Sailing to Success

Motto:
Thoughts become Words, Words become Actions, Actions become Habits and
Habits become Character...
CHARACTER IS EVERYTHING!!!

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The Campus Improvement Committee:

The following persons served on the Campus Improvement Committee (CIC) during the preparation of the Campus Improvement Plan (CIP) for the 2009-2010 school year. They are committed to developing and implementing a well-rounded instructional program that will prepare the students for middle and high school and to become productive citizens in a democratic society.

Lara Sanchez.....	Teacher
David Bonett.....	Teacher
Lynne Ausmus.....	Teacher
Yvonne DeLeon.....	Counselor
Karen Vanlandingham.....	Paraprofessional
Raya Richards.....	Parent
Joe Sullivan.....	Community/ Business Partner
Melissa K. Williams.....	Administrator

VISION

We see a time in the future where all stakeholders and patrons will view the district as having purpose with consistency. This will be evidenced by campuses which exhibit safety, control and discipline as guiding principles. Child-focused leadership will be evident to all as each child is able to develop to his/her best through challenging offerings. Curriculum/program review/improvement will be continuous and will result in rigorous programs, improved TAKS results, and other improvements which may be measured via established assessment means.

All space needs will be met with facilities conducive to learning. These facilities will provide the necessary technology and resources to insure the potential for excellence. The District's focus on providing attractive and functional facilities will set the stage for the campuses to develop an excellent learning and working environment which will display an atmosphere of teamwork and "family". In this arena the staff will accept the accountability standards while strengthening relationships, improving communications and insuring the best possible instructional program. As a result the district will be able to attract and retain quality staff. Staff members will be interacting freely and continuously with each other, parents and patrons.

The district will have a compensation plan that is affordable and effective while addressing significant concerns with a predictable, reliable revenue stream.

The district is recognized by all to be an exemplary school district.

MISSION

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

Kenneth E. Little Comprehensive Needs Assessment

KELES is one of nine campuses in Dickinson Independent School District (DISD). KELES opened its doors in 1953 and serves predominantly Caucasian and Hispanic Low Income families. KELES currently serves approximately 790 students in grades Pre Kinder to Four, an increase from the 2008-09 school year of 6.33%. Five years ago, 955 students were served by the campus, which is a decrease of 17.25% but the majority of the students lost were moved when the district opened San Leon Elementary School in neighboring San Leon which is also a Dickinson ISD campus.

The student population is 2.9% African-American, 38.8% Anglo, 2.3% Asian, 55% Hispanic, 52.5% male and 47.5% female with a low socioeconomic status of 82.8%. The staff population is 4.2% African-American, 65.5% Anglo, 0% Asian, and 30.3% Hispanic, and 6.3% male and 93.7% female with an average of 13.2 years of experience.

The overall mobility rate for the campus is approximately 26.4%. The average daily attendance rate for students is 95.6%. The average daily attendance rate for staff is 79%, the majority due to six teachers on maternity leave during the first 9 weeks of the school year. There were a total of 90 discipline referrals during the 08-09 school year, which is a decrease of 1% from the previous year.

KELES serves 248 English Language Learner students, 19 students in the Gifted and Talented program (42% males, 58% females, and 54% LEP), 3 students identified for 504 services, 55 students served through special education services (7.9% of campus population and 1% tested during the school year, but not qualified for special education services).

Campus Programs:

ELL:

Students are served in the General Education Classroom by a teacher certified to instruct students with these special learning needs. They receive a variety of instructional styles and are provided various methods of sharing their knowledge.

GT:

Students are served in the General Education Classroom by a teacher meeting the qualifications to instruct students with these enhanced learning needs. They are also

pulled one hour per week to work with a Curriculum Specialist who also serves as the GT Instructor.

504:

These students are served in the General Education Setting and receive accommodations as determined by the 504 Committee which meets two times per year.

Special Education Services:

At KELES, students qualifying under IDEA as a student with a disability receive services to address their identified deficits based on ARD Committee determination. KELES houses the PASS Program and successfully works with classroom teachers to assist these students in remaining in the General Education Classroom so that they are able to receive grade level instruction from the classroom teacher. The teachers and students receive behavioral supports most appropriate for the student to be successful. Another group of students is served through the IMPACT Program where the curriculum is Life Skills based and specific instructional methods are used to address student needs. All other students qualifying under IDEA receive appropriate accommodations and services as determined by their ARD Committee.

The site-based decision-making team looked at the following data:

*AEIS; Disaggregated TAKS Data; Summary of Student Progress; Special Programs Evaluations; Failure Lists; Attendance Data; District Policies; Homeless Student Data; Discipline Referrals; Staff Development; Campus Needs Assessments.

Committees were formed to look for areas of weaknesses and strengths.

Committee #1 reviewed Student Academic and Behavioral Performance.

Members of the committee were:

Name	Job/Title
Kerri Cimarosti	ARD Facilitator
Derek Benton	PASS Coach
Nancy Segura	Assistant Principal
Jennifer Hong	Dyslexia Specialist
Aziah Lemmon	Academic Coach
Melissa Williams	Principal
Classroom Teachers as appropriate	

Committee #2 reviewed Professional Development Needs (Teachers and Paraprofessionals)

Members of the committee were:

Name	Job/Title
Lara Sanchez	Third Grade Team Leader
Aziah Lemmon	Academic Coach
Nancy Segura	Assistant Principal

Terry Ausmus
Melissa Williams

Academic Coach
Principal

Committee #3 reviewed Planning and Budgeting.
Members of the committee were:

Name	Job/Title
Joe Sullivan	Community Member
Raya Richards	Parent Member
Lara Sanchez	Third Grade Team Leader
Terry Ausmus	Academic Coach
Azial Lemmon	Academic Coach
Nancy Segura	Assistant Principal
Karen VanLandingham	Paraprofessional
David Bonett	Fourth Grade Teacher
Rita Ullman	First Grade Team Leader

The data shows the following:

People:

Students are the reason for the school. It is our responsibility to provide an effective curriculum that utilizes the tools necessary to equip students with skills and expertise to be successful in their respective careers whether they enter the workforce or go on to a college, university, or trade school after graduation from the public school system. The environment in which students learn is critical and must be conducive to the “teaching/learning” process. It is for this reason that we carefully evaluated the strengths that enhance this process and the needs that detract from it. Based on the CIC and the AEIS data, the following student strengths and needs were identified.

Students

Strengths:

- Writing is strong. Other areas include Character and self discipline. Reading skills are strengthening with early and focused interventions.

Needs:

- Math has fallen due to an intense reading intervention focus. It is imperative that we balance instruction to focus on both reading and math skills.
- Attendance is improving in all areas except Caucasian students. We must address both attendance and tardy issues in all student groups in order to keep students in school.
- Additional access to technology within the classroom is needed (ie: electronic response systems/ projectors/ inter-write pads/ document cameras) that will allow student access to a multi-media approach to learning in core subjects.

- Individualized analysis of students' weaknesses and strengths from TAKS and Benchmark Data (INOVA) to develop intervention plans for students.
- Basic supplies for students who are Homeless are needed for the students to actively participate in daily school activities.

Staff

The faculty and staff at KELES are among the best in the district. Teachers work collaboratively within grade level teams as well as across grade levels to review instructional styles and concepts that will enhance student learning. They spend personal time and resources to learn new concepts and update the knowledge and skills already held. This year teachers are again providing staff development to parents, paraprofessionals, and each other before, during, and after school that will assist in addressing student needs.

Strengths:

- Looking at student needs. Building appropriate positive relationships with students and understanding that until basic needs are met, no true learning can occur. The staff at KELES is highly self –reflective.

Needs:

- We have a continued need to build the ability to teach to a new generation of learners. The instruction must be relevant to students and involve 21st Century Technology Skills. Our teachers must also continue to build upon their ability to meet the needs of students where the student arrives to us and build upon those skills. More instruction in phonics and early intervention skills for our early grade level teachers would be effective as well.
- Additional training on building lessons that are rigorous and relevant to students in order to facilitate critical thinking and higher order thinking.
- Substitutes for continued professional development in core academic subjects.
- Professional and paraprofessional development opportunities
- Contracted services with a Behavioral Specialist to observe, analyze, and develop a comprehensive plan to help teachers work with at risk issues in their classrooms.

Parents

Parents and guardians are a vital part of KELES. Without parental cooperation and support KELES faculty and staff are unable to complete the process of developing the whole child in each student. As KELES grows we see the need for enhanced involvement by parents and caregivers. In-services to address needs that we see as a school from families will be provided to assist in this process.

The community surrounding KELES is a small, tight knit community that cares deeply for its children. We have developed partnerships with several community organizations that support student needs in various ways such as providing school supplies, clothing and volunteering with reading assistance in the classrooms and family counseling. We have also entered an agreement with Bay Area Communities in Schools that will provide support services for families. A new partnership was forged with Kemah WalMart during

the summer of 2009 and we are already working together to create a successful partnership that focuses on student learning.

Strengths:

- Many of our parents are available during the day due to the high unemployment rate in the area. The majority of the LEP parent population is highly supportive of teachers and involved in student learning as long as the teacher is willing to communicate.

Needs:

- Our parent population needs to feel comfortable in the school setting and heard. We must provide them with a safe and welcoming environment in which to see what their children are expected to learn and how to support the concepts being learned at school. Our families also would benefit from management instruction so as to address behavioral concerns in constructive ways and be consistent with the intervention.
- Provide materials for “Make It – Take It” sessions in core curriculum areas.
- Provide snacks for parents when attending these campus activities.
- Provide computers in the campus foyer for parental access to district and student information found electronically (ie: Skyward Family and Student Access).

Safety:

Safety of students and staff members is the highest priority on campus. If students do not have a safe environment in which to learn they cannot be expected to learn. If teachers do not have a safe environment in which to teach, they will not be effective teachers.

As a campus we practice drills for weather related emergencies as well as environmental and outside intruders. Our Crisis Response Team is trained and understands the roles of each member determined by the crisis. We review our roles several times per year to keep up to date and fresh on the specific responsibilities of each team member. A chain of command is in place for times when campus administrators must be off site. Cell phones and two way radios are utilized on campus to communicate with administrators, counselors, and other school officials.

Our campus counselor presents group lessons to each grade level on character education, bullying, personal safety and space, and anti drug lessons.

Facility:

KELES faculty and students take pride in our facilities. Even though the new portion of the campus is ten years old, much of the facility is still in excellent condition. We teach students to respect the facility and clean up after themselves. When there is damage we investigate to determine the cause and if it is possible to recoup the cost of the damages. We believe that holding to high standards resonates throughout the community and deters some of the vandalism that might otherwise result. We will continue to work with Operations and Facilities to update, repair, and keep the building in top condition so it continues to be part of the pride of the Bacliff Community. During the summer of 2009 five separate incidents of vandalism occurred. Each of these incidents were addressed by campus administration, local law enforcement, and DISD Operations and Facilities to

ensure that the damage was quickly corrected and further incidences could be documented.

We met our goal of returning to Exemplary Status during the 2008-2009 school year with hard work and individualized, focused instruction and this must continue to maintain this level of student success. The partnership of teachers, administrators, parents, community members, board members, and students working together to meet the needs of all students is the only way to continue on this path of success. We will continue to build positive relationships with students, provide appropriate interventions for academic weaknesses, and see our students grow into successful, lifelong learners raising the level of rigor and relevance in instruction.

K.E. Little Elementary Campus Improvement Plan: Reading: Ensuring that students having difficulty mastering proficiency and reaching achievement levels receive effective and timely assistance.

Long Range Goal: All students in Grades 3 and 4 will meet TEA passing standards on the State TAKS Assessment. 95% of students in Grades K-2 will pass DISD Reading Benchmark Assessments by the end of the 2009-10 school year.

DISD Priority Objective Addressed: Academic and Student Performance

Current Status: 95 % of Students in Grades 3 and 4 passed the TAKS Reading Test during the first two administrations.

Programs/ Strategies/ Activities	Barriers/Obstacles	Person(s) Responsible	Resources	Time Line	Evaluation
Daily lesson plans will be based on appropriate grade level TEKS and District Placemats	Individual student reading levels	Classroom Teacher, Academic Coach	DISD Placemats, State Grade Level Reading TEKS 1990111011100619900 1990111012400619900	August '09- June '10	Formative: Benchmark & Star Tests Summative: 2010 Reading TAKS Assessment
Students below grade level will receive small group instruction to improve reading ability	Spare Instructional Time	Classroom Teacher, Academic Coach, CHAMPS Teacher, Reading Improvement Paraprofessionals	Best Practice Instructional Strategies, Local funding , Title I, Part A, Fund 211(\$193,356), Title IIA-CSR (\$25,000) State Comp Ed Funds (\$223,827), Title III-A FTE2 (\$43,000)	August '09- June '10	Formative: Benchmarks and Star Test Scores Summative: ITBS/TPRI/Tejas Lee and 2010 TAKS Reading Assessments, TELPAS
Students in Grades 1-4 will receive 90 minutes of instruction in Reading daily	Attendance; Number of TEKS to cover	Campus Administrators, Classroom Teachers, Academic Coaches	Best Practice Instructional Strategies 1990231019900611900 1990111011100619900 1990111012400619900	August '09- June '10	Individual Teacher Schedules
All students at KELES will receive 50 minutes of library time every 6 days	Curricular Requirements, Attendance	Campus Administrators, Campus Librarian	Best Practice Instructional Strategies; 1990231019900611900 1990121019900611900	August '09- June '10	Campus Activity Rotation Schedules
KELES will maintain daily access to an open Library Format	Personnel Support	Campus Administrators, Campus Librarian, Campus	1990231019900611900 1990121019900611900	September '09-May '10	Review of Faculty and Staff Schedules

Programs/ Strategies/ Activities	Barriers/Obstacles	Person(s) Responsible	Resources	Time Line	Evaluation
KELES will increase available library materials including bilingual materials	Limited Funding, Appropriate Bilingual Materials	Campus Administration, Campus Librarian	1990121019904632900	August '09 June '10	Library Inventory Review
KELES will hold school wide book fairs twice per year to promote student literacy	Volunteers	Campus Administration, Campus Librarian	Library Activity Fund	Fall 2009, Spring 2010	End of year Reading assessments and observation of students reading during down time
Students in Grades K-4 will receive instruction and show ability to appropriately use the GATOR Steps for Problem Solving	No Barriers	Campus Administrators, Campus Teachers, Campus Instructional Paraprofessionals	GATOR Step Cards for each student 1990111011170639900	August '09- Spring '10	Proof of GATOR Step use on practice sheets and success on Benchmarks
Bilingual students will receive additional reading tutorials and transportation to receive language development	Teachers availability for after school tutorials	Campus Administrators, Campus Bil. Teachers	Title III (263) \$8,100	Nov. 2009- April	Increase in student English language proficiency and English reading

K.E. Little Elementary Campus Improvement Plan: Math: Ensuring that students who are having difficulty mastering proficiency and reaching achievement levels receive effective and timely assistance.

Long Range Goal: All students in Grades 3 and 4 will meet TEA passing standards on the State TAKS Assessment. 95% of students in Grades K-2 will pass DISD Math Benchmark Assessments by the end of the 2009-10 school year.

DISD Priority Objective Addressed: Academic and Student Performance

Current Status: 94% of students in grades 3 and 4 met standards on the TAKS Math Assessment

Programs/ Strategies/ Activities	Barriers/Obstacles	Person(s) Responsible	Resources	Time Line	Evaluation
Daily lesson plans will be based on appropriate grade level TEKS and District Placemats	Individual Student Instructional Levels	Classroom Teacher, Academic Coach	DISD Placemats, State Grade Level Reading TEKS	August '09 June '10	Formative: Benchmarks Assessments Summative: 2010 Math TAKS Tests & Benchmarks
Students in Grades 1-4 will be instructed in the use of the PETS problem solving model for math instruction	No Barriers Noted	Classroom Teacher, Academic Coach	PETS Charts in English and Spanish 1990111011170639900	August '09 – June '10	PETS Diagrams drawn by students on Math assignments
Students will receive small group instruction in Math during the school day	Instructional Personnel; Attendance	Academic Coach, Math Improvement Teacher	Title I, Part A, Fund 211(\$193,356), State Comp Ed Funds (\$223,827)	August '09 – June '10	Formative: Benchmarks Assessments Summative: 2010 Math TAKS Tests & Benchmarks
Students in Grades 1-4 will receive 90 minutes of Math instruction Daily	Attendance	Campus Administrators, Classroom Teachers, Academic Coaches	Best Practice Instructional Strategies 1990231019900611900 1990111011100619900 1990111012400619900	August '09 – June '10	Review of Individual Teacher Schedules

K.E. Little Elementary Campus Improvement Plan: Language Arts: Ensuring that students who are having difficulty mastering proficiency and reaching achievement levels receive effective and timely assistance.

Long Range Goal: All students in Grade 4 will meet TEA passing standards on the State Writing TAKS Assessment. 95% of students in Grades K-3 will pass DISD Writing Benchmark Assessments by the end of the 2009-10 school year.

DISD Priority Objective Addressed: Academics and Student Performance

Current Status: 100% of students in Grade 4 passed the TAKS Writing Test

Programs/ Strategies/ Activities	Barriers/Obstacles	Person(s) Responsible	Resources	Time Line	Evaluation
Students in Grades Pre K – 4 will be exposed to writing strategies at the appropriate developmental level	Personnel	Classroom Teacher, Academic Coach	1990111011100619900 1990111012400619900	September '09 – June '10	Revising and Editing Tests; Writing Samples; Writing Portfolios; 2010 TAKS Writing Test
Students in Grades Pre K -1 will receive instruction using the “Writer’s Workshop”	Personnel; Writing Materials	Classroom Teacher, Academic Coach	1990111011100619900 1990111012400619900	September '09 – June '10	Classroom Writing Samples
Students in Grade 4 falling behind in writing will receive Accelerated Instruction	Personnel; Time	Campus Administrators, Classroom Teachers, Academic Coach	Title I, Part A, Fund 211 (\$193,356), State Comp Ed Funds (\$223,827	September '09 – June '10	2010 TAKS Writing Assessment

K.E. Little Elementary Campus Improvement Plan: Science and Social Studies: Ensuring that students who are having difficulty mastering proficiency and reaching achievement levels receive effective and timely assistance.

Long Range Goal: All students of students in Grades 1-4 will pass DISD Science and Social Studies Benchmark Assessments by the end of the 2009-10 school year.

DISD Priority Objective Addressed: Academic and Student Performance

Current Status: (Sci: 08-09: 87%; SS: 08-09: 97%); Students in grades 2 – 4 will be introduced to Science and Social Studies strategies in preparation for the Science TAKS Testing in grade 5.

Programs/ Strategies/ Activities	Barriers/Obstacles	Person(s) Responsible	Resources	Time Line	Evaluation
Daily Science and Social Studies lessons will always focus on the TEKS. Emphasis will be placed on higher order thinking to ensure student success	Time, Planning for Rigor and Relevance	Classroom Teachers, Curriculum Specialists	ARRA Stimulus Allocation 2009-11 6200; 6300; Title IA 211	May 2009 – December 2011	Benchmark Results; Future TAKS Results
Grade levels 2-4 will have scheduled times in the Science Lab during the Nine Weeks	Scheduling	Campus Administrators, Team Leaders	ARRA Stimulus Allocation 2009-11 6300	May 2009 – December 2011	Benchmark Results; Future TAKS Results
Journaling, Quick Writes, Electronic Student Response Systems, & Interwrite Pads will be utilized in Science and Social Studies to enhance problem solving, critical thinking skills, and improve writing skills	Training	Classroom Teachers, Academic Coaches	ARRA Stimulus Allocation 2009-11 (\$30,401)	May 2009 – December 2011	F: Evidence of technology being utilized in the classroom in lesson plans S: Observation of students interacting with technology in the classroom
Purchase and implement new Science Curriculum, aligned with TEKS, professional development, and supplemental materials used in the Science classroom.	Training Time	Classroom Teachers, Curriculum Specialists Principal	ARRA 6100 R285 (\$15,853)	May 2009 – December 2011	Benchmark Results; 2011 Science TAKS Results for Grade 5

K.E. Little Elementary Campus Improvement Plan: Retention of high quality teachers and training of teachers to maintain their highly qualified status

Long Range Goal: To maintain a highly qualified, high quality faculty and staff and recruit the highest quality candidates.

DISD Priority Objective Addressed: People

Current Status: The retention rate at KELES for employees has remained at 96+ % for three consecutive years.

Programs/ Strategies/ Activities	Barriers/Obstacles	Person(s) Responsible	Resources	Time Line	Evaluation
Actively recruit high quality faculty and staff	Funding Restraints	Human Resource Office Personnel, Campus Administrators	Job Fairs, Online Applications, UHCL Intern Graduates	August 2009 – June 2010	Maintaining effective staff and faculty
Participate with The University of Houston Clear Lake as a Professional Development Campus to train, and hire when appropriate, Teaching Interns	Time, UHCL Intern Pool	UHCL District Supervisor, KELES Campus Supervisor, Mentor Teachers	UHCL Intern Pool, Mentor Teachers at KELES, Campus and District Supervisors	August 2009 – May 2010	Successful Intern Completion and Student Assessment Scores in classes where Interns teach
Utilize online application process and teacher screener	Applicants without access to Internet, Lack of face to face interviews	Director of Human Resources, Campus Administrators	Online software, Training for principals and managers Local funding	August 2009 – June 2010	Effective hiring
Provide relevant staff development for faculty and staff to address curricular, communication and management needs	Time, funding, Appropriate training materials	Campus Administrators and Teacher Leaders	Title IA (211) \$3,800 Local funding	August 2009- June 2010	Improved student performance due to improved teacher instruction
Provide training and support for teachers on growth plans	Time, Budget Restraints, Willingness of Teachers to address identified needs	Campus Principal and Assistant Principal	Local funding	August 2009- June 2010	Improved teacher instruction and performance on the campus
Provide mentoring to new staff new to teaching and provide time for mentors to observe new teachers in the classroom	Time	Campus Principal New teacher mentors Director of Grants and Employee Induction	Local funding Title IIA-255 (\$500)	Sept. 2009- June 2010	Retention of high quality new teachers

K.E. Little Elementary Campus Improvement Plan: Safety and Campus Climate

Long Range Goal: A safe learning environment will be provided with continual emphasis on parent/family visits to campuses, character education, and consistent enforcement of student rules/codes, careful screening of visitors as well as employees, and increased involvement of students in PALS and CARES.

DISD Priority Objective Addressed: Safety and Security

Performance Objective: KELES will remain a safe learning environment where students can focus on knowledge acquisition and staff can provide high quality instruction that will enhance student academic success.

Current Status: KELES is a Recognized Campus that met Adequate Yearly Progress. Teachers have the opportunity to carry out instructions in a safe environment where positive relationships are built with students and parents and learning takes place.

Programs/ Strategies/ Activities	Barriers/Obstacles	Person(s) Responsible	Resources	Time Line	Evaluation
The counselor will implement character education programs to address character development and anti bullying.	Time, outside influences	Counselor, Classroom Teachers		August 2009 – June 2010	Reduced incidences of bullying and few office referrals.
The Behavior Coach will collaborate with classroom teachers to address discipline concerns	Time	Classroom Teachers, Behavior Coach, Campus Administrators	Funding, Skills	August 2009 – June 2010	Documentation regarding consultation
Regular communication with Parents and Guardians regarding decision making and student concerns will occur	Time, Incorrect parent information	Classroom Teacher	Time	August 2009 – June 2010	Parent Contact Logs
Farrell Artis Diversity Training	Time	Campus Administration and Teachers	ARRA-Title IA R285 and Title IA 211 funding- (\$7,278)	August 2009- Dec.2011	Reduced classroom management issues, Rise in Benchmark and TAKS Scores.

Programs/ Strategies/ Activities	Resources	Barriers/Obstacles	Person(s) Responsible	Time Line	Evaluation
Instructional Paraprofessionals will be provided training on classroom management and instructional strategies	Professional Staff	Time	Campus Administrators, Academic Coaches	August 2009 – June 2010	Reduced number of discipline issues by students with paraprofessionals
Selected Fourth Grade students will participate in the PALS Program	Funding	Time, Funding	Dickinson High School PALS Teacher, Classroom Teachers, Campus Administrator	August 2009 – June 2010	Data from PALS Program Interactions
KELES will train and maintain a Campus Crisis Response Team to address issues that may arise on campus as well as maintain the security of the campus.	District and State Crisis Response Information	Time	Campus Principal	August 2009 – June 2010	Review of Crisis Incidents and how they are handled
All members of the KELES campus will participate in safety drills.	Campus Safety Drill Procedures	Time	Campus Assistant Principal	August 2009 – June 2010	Data from Safety Drills
Students who continuously choose to disrupt classroom instruction will receive interventions to support both the student and teacher.	Skills of Behavior Coach	Time, Intervention Ideas	Campus Behavior Coach, Campus Administrators, Classroom Teachers	August 2009 – June 2010	Data from interventions

K.E. Little Elementary Campus Improvement Plan: Attendance**Long Range Goal:** KELES Students and Staff will achieve 97% attendance throughout the 2008-2009 school year**DISD Strategic Goals:** 1-4**DISD Priority Objective Addressed:** Academics and Student Performance**Current Status:** The KELES attendance rate for 2007-08 was 95.6%.

Programs/ Strategies/ Activities	Resources	Barriers/Obstacles	Person(s) Responsible	Time Line	Evaluation
KELES students will receive a phone call the each time they are absent from school by the homeroom teacher	Parent Contact Information	Time, Incorrect Contact Information	Teachers	Aug.2009- June 2010	Parent Contact Logs
Students who accumulate 4 absences in a 3 week period will receive a court warning letter generated by the attendance clerk	Attendance Data, Court Documents	None Noted	Attendance Data Entry Clerk, Administrators	Aug.2009- June 2010	Court Warning Letters
Communities In Schools Personnel and KELES administrators will follow up frequent attendance issues with home visits	None Noted	Time	CIS Personnel, Campus Counselor, Campus Administrators, Classroom Teachers	Aug.2009- June 2010	Home Visit Logs
DISD Student Ancillary Services Officer, Mike LaTouche will assist in filing of Truancy charges and home visits	Court Information, Student Data	Time	DISD Truancy Officer, Campus Administrator, Campus Data Entry Clerk	Aug.2009- June 2010	Court Documentation
Teacher and student attendance will be recognized and rewarded at campus awards ceremonies, during morning announcements, and utilizing the campus marquee	Student and Teacher Attendance Data	None Noted	Attendance Data Entry Clerk, Campus Secretary	Aug.2009- June 2010	Attendance Percentage
Provide supplies, tutorials, clothing, and other necessary supplies needed by identified homeless students, in order to attend school daily.	Federal Homeless Disaster Grant, TEXSHEP Grant, Title IA and ARRA -285 funding (\$300)	Not all homeless students are identified	Principal Campus Counselor Teachers District Homeless Liaison	Aug.2009- June 2010	Updated roster of identified homeless students and services provided.
Provide transitional activities for students as well as parents moving from PK to K, during the school year.	Local funding State funding	Decrease in state funding Students absent from school	Principal Counselors PK and K Teachers	Dec. 2009- June 2010	Students successfully transition into Kindergarten with required skills

K.E. Little Elementary Campus Improvement Plan: Parent and Community Involvement

Long Range Goal: Continued and increased family involvement which leads to academic growth and success of KELES students

Goals: 12

DISD Priority Objective Addressed: Community and Family

Current Status: Growing PTA and Volunteer Involvement

Programs/ Strategies/ Activities	Resources	Barriers/Obstacles	Person(s) Responsible	Time Line	Evaluation
Teachers will have regular contact with parents and guardians by: Phone, email, and in person regarding student performance	Teachers, Parents	Time, Inaccurate contact information	Teachers, Administrators	Aug.2009-June2010	Communication logs, Parent feedback
Parent communication logs will be monitored by administrators throughout the 2008-09 school year.	Teachers, Eduphoria PDAS Software	Time, Inaccurate contact information	Teachers, Administrators	Aug.2009-June2010	Communication logs, Parent feedback
KELES will hold Grade Level performances in conjunction with Parent Teacher Association Meetings throughout the school year to enhance attendance at the meetings	KELES Faculty and Staff, PTA	Time, Parent Participation	Music Teacher, Grade Level Teachers, Students, Parents	Aug.2009-June2010	Performance attendance
Teachers will hold Parent In-Services one time per month to provide coordination between home and school	Title IA 211-0-61-101-30-00-6499	Time, Funding	Parent In-Service Committee, Administrators	Aug.2009-June2010	In-Service Attendance
Community members will be invited to volunteer through the library and CHAMPS programs	CHAMPS Coordinator	Time	CHAMPS Coordinator	Aug.2009-June2010	Number of CHAMPS Volunteers
KELES will hold evening activities to promote Math and Reading Instruction	Teachers, Community Business Partners	Time, Funding	Administrators, Teachers	Aug.2009-June2010	Parent Attendance/ Participation
Provide parents with access to computers in school foyer which allows access to student information (grades, lunch account, district information, etc.)	ARRA -285 funding \$2,500	Time to purchase and install computers	Principal Technology dept.	Aug.2009-June2010	Increase parental access to student information (log-in)
Provide parent snacks and materials that parents can use at home with their child academically, during Reading and Math Nights.	Title IA -211 (\$2,500)	Parents not attending meetings	Principal Teachers	Aug.2009-June2010	Parent sign-in sheet @ events

Programs/ Strategies/ Activities	Resources	Barriers/Obstacles	Person(s) Responsible	Time Line	Evaluation
Kinder and First Grade Students will participate in the Bacliff/ San Leon Lion's Club Circus Tent Raising	Local Funding	Weather Permitting	Principal, Counselor, Teachers, Lion's Club Representatives	October 2009	Student Participation

K.E. Little Elementary Campus Improvement Plan: Schoolwide Reform: Implement Rigor, Relevance and Relationship into Curriculum
Long Range Goal: Ensure that campus focuses on learning rather than teaching and making sure that learning is an innately individual and active process.

DISD Priority Objective Addressed: Academic and Student Performance

Current Status: Students are currently performing at the exemplary status, we want to ‘bump the learning process’ up to the next higher level, increase student higher level thinking skills/increase students’ ability to make inferences and apply learning to real life situations

Programs/ Strategies/ Activities	Resources	Barriers/Obstacles	Person(s) Responsible	Time Line	Evaluation
Provide high quality/sustained professional development in Rigor, Relevance, and Relationships	ARRA -285 funding (\$7,500)	Time	Teachers, Administrators	Aug.2009- Dec. 2011	Formative: Observing relevance being demonstrated by student in classroom Summative: Increase in 2011 TAKS scores across all curriculum
Provide materials and time to plan necessary implementation of Rigor, Relevance, and Relationships into current curriculum	ARRA-285 funding (\$7,500)	Time	Teachers, Administrators	Aug.2009- Dec. 2011	Formative: Observing relevance being demonstrated by student in classroom Summative: Increase in 2011 TAKS scores across all curriculum Teacher sign-in sheets at trainings
Improve district Placemats (curriculum/lesson plans) that demonstrate Rigor, Relevance, and Relationships	Local funding	None-can be done during early release time during the year	Teachers, Administrators	Aug.2009- Dec. 2011	Formative: Observing relevance being demonstrated by student in classroom Summative: Evidence of relevance included in district placemats
Coordinate the use of state, local and federal funding to improve instruction	Local funding State Comp. Ed. Funding State funding, Title I-IV funding,	Not enough state and federal funding to support local funding. Not enough money to fund additional staff in order to reduce class size; Continued growth in enrollment across district	Principal Director of Federal and State Programs Asst. Supt. for Finance	August 2009- June2010	Formative: School functioning on a daily basis Summative: Continued Improvement of student achievement as evidenced

	ARRA –Title 1A funding, and IDEA B ARRA funding		Superintendent		by TAKS 2010; class size increased at elementary level
Implement INOVA TAKS data analysis program for teachers to access students’ strengths and weaknesses on TAKS tests	ARRA –Title 1A funding-285 (\$1,895)	None	Principal Teachers	Aug.2009-June2010	Formative: Observing identified students receiving specific individualized assistance in the classroom Summative: Increase performance on 2010 TAKS Math and Reading scores

STRATEGIC GOAL

A LONG-TERM STRATEGIC EDUCATIONAL PLAN THAT DECREASES OUR PERFORMANCE BASED MONITOR INDICATOR LEVEL AND MEET THE STATE PERFORMANCE PLAN TARGETS.

Performance Objectives: *(with data basis indicated parenthetically in italics)*

1. **Ensure that all students needing special services are appropriately identified and served.** *(2008 PBM Indicator Performance Level is a 1 / Not an SPP Target)*
2. **Ensure that all students referred for special services are assessed in a timely manner.** *(2008 LEA did not meet target of 100% for Indicator 11 (evaluations completed with 60 days) and indicator 12 (students referred prior to age of 3, receiving services by 3rd birthday).*
3. **Ensure that all students receiving special services are appropriately placed in discretionary placements to ISS at a rate commensurate with their non-disabled peers.** *(2008 PBM Indicator Performance Level is a 2 / Not an SPP Target 4.)*
4. **Ensure that all students graduate.** *(2008 PBM Indicator Performance Level is a 1 / SPP Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma – 50% (Goal 96.4%) Did not meet State Target / SPP Indicator 2: Percent of youth with IEPs dropping out of high school – 38.1% (Goal: 13.9%) Did not meet State Target / AYP: Graduation rate noted on comments)*

Performance Objective 1:

1. **Ensure that all students needing special services are appropriately identified and served.** (2008 PBM Indicator Performance Level is a 1 / Not an SPP Target)

Activities/Strategies [Campus/Department/District level responsibility]	Barriers/ Obstacles	Person(s) Responsible	Resource Examples		Timeline	Evaluation (Measurable, Data Driven)
			Current	Needed		
1a. Provide staff training in behavior intervention strategies/ Positive Behavior Supports, Applied Behavioral Analysis, Adaptive PE requirements, differentiated instruction, legal training such as LRE, Discipline, ARD Process, assistive technology, character education, and classroom management techniques	Time Training Staff	Campus Administrators Director of Special Programs LSSPs/Behavior Coaches OT/PT Director of Special Programs	CPI Second Steps Randy Sprick	PBS Character Education Rigor Relevance and Relationship APE Requirements	09-10	Review of Eduphoria Workshop Agenda Handouts of training Sign-in sheets for training
1b. Review all students IEPs that are in SPED services more than 60% of the time to ensure LRE is being met.	Time	ARD CFs Assessment Staff Campus Administrators	Sped Man	Behavior Software (e.g., Review 360) LRE Training	09-10	Matrix listing all students and current placements Sign-in Sheets of LRE Training

Activities/Strategies [Campus/Department/District level responsibility]	Barriers/ Obstacles	Person(s) Responsible	Resource Examples		Timeline	Evaluation (Measurable, Data Driven)
			Current	Needed		
1c. Conduct baseline data to monitor the effectiveness of the behavior coaches, PASS and ABC-D program.	Time Survey needs to be created	Behavior Coaches	Previous survey regarding PASS; PASS Tracker; Behavior Analysis Reports	Behavior Software (e.g., Review 360) For example: Survey Monkey	09-10	Report indicating number of students in PASS, ABCD, and being monitored by behavior coaches and movement of those students to a more restrictive/ less restrictive environment
1d. Ensure all students in Low Incident Disabilities Classes have access to computers equipped with necessary adaptive devices or programs that will enhance learning with software targeted to meet IEP goals	Time Software Computers Training	Principal Assistant Principal Director of Special Programs LID teachers OT/ PT AT Team		Computers Software specific to needs of students Training AT Equipment and Training	09-10	Purchase orders indicating computers and software were purchased Report from teachers indicating how they are utilizing the technology
1f. Implement an elementary wide articulation and language labs for general education students to assist in mastery of language arts TEKS for all students.	Amount of staff Student time out of class	Assistant speech therapist Speech-Language Pathologist Director of Special Programs	TEKS State Guidelines Pasadena ISD		Articulation Lab: Continuously Language Lab: Planning: 09/10 Implement: August 2011	Student achievement articulation of sounds, data collected in lab Problem Solving Team monitoring progress
1g. Review and analyze campus data to determine any issues related to	Time Data collection systeme	ARD CFs Director of Special Programs Assessment Staff	Excel	Behavior Software (e.g., Review 360)	09-10	Data base will be created; report of summary of analysis is created

Activities/Strategies [Campus/Department/District level responsibility]	Barriers/ Obstacles	Person(s) Responsible	Resource Examples		Timeline	Evaluation (Measurable, Data Driven)
			Current	Needed		
disproportionality.						

Performance Objective 2:

2. **Ensure that all students referred for special services are assessed in a timely manner.** (2008 LEA did not meet target of 100% for Indicator 11 (evaluations completed with 60 days) and indicator 12 (students referred prior to age of 3, receiving services by 3rd birthday)).

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources		Timeline	Evaluation (Measurable, Data Driven)
			Current	Needed		
2a. Provide relevant campus staff with problem solving strategies (e.g. response to intervention techniques, curriculum based measurement)	Time Money	Teachers Academic Coaches Campus Administrators			September- October	
2i. Ensure that PSTs are meeting and have developed an accountability system to determine RTI implementation with fidelity and satisfactorily completed all required referral paperwork.	Time needed for PST training and meetings Staff	Campus PSTs Campus Admin Assessment Staff	Training in 07-08	More training	09-10	Sign in sheets for training sessions, PST paperwork
all assessments meet target of 100% compliance with timelines for Indicator 11 and 12						

Performance Objective 3:

3. Ensure that all students receiving special services are appropriately placed in discretionary placements to ISS at a rate commensurate with their non-disabled peers. (2008 PBM Indicator Performance Level is a 2 / Not an SPP Target 4.)

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources		Timeline	Evaluation (Measurable, Data Driven)
			Current	Needed		
3a. Create a committee to analyze and track ISS and OSS placements for students in Special Education. The committee shall develop positive behavior supports / interventions and alternatives to decrease the number of ISS and OSS discretionary placements.	Time Data Input Need for training	Principals Assistant Principals Director of Special Programs LSSPs/ Behavior Coaches	Skyward	Behavior Software (e.g., Review 360) Committee	09-10	Behavior Software (e.g., Review 360)/ Skyward number of referrals for ISS/ OSS
3b. Create a plan to move the district to a Positive Behavior Support Model, while decreasing ISS and OSS placements to include providing professional development that focuses on early behavior intervention	Time Training Commitment	Principal Assistant Principal Director of Special Programs LSSPs/ Behavior Coaches	Behavior Coaches LSSPs	PBS Initiative Training e.g. Why Try, CHAMPS, Ripple Effects	09-10	Behavior Software (e.g., Review 360)/ Skyward number of referrals for ISS/ OSS Review Eduphoria Workshop to review number of staff who have attended training Behavior Software (e.g., Review 360)/ Skyward number of referrals for ISS/ OSS Agendas/ Sign-In sheets

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources		Timeline	Evaluation (Measurable, Data Driven)
			Current	Needed		
3c. Promote family involvement	Lack of parent Participation due to transportation, childcare, motivation, time	Principal Assistant Principal LSSPs/ Behavior Coaches District Social Workers Counselors	Parent Night Parent Newsletter	Parent Curriculum to send home with parents Resources for parents to take home	Monthly	Attendance at parent night Review of check-out log for parents
3d. Take a proactive approach by utilizing early detection and primary prevention strategies in classrooms including positive behavior supports.	Time Frustration levels Training Staff Communication between staff Follow-up to ensure fidelity Requirements of data collection	Principal Assistant Principal Director of Special Programs LSSPs/ Behavior Coaches District Social Workers Counselors OT/ PT LID Teachers	PST process Behavior Coaches LSSPs	Additional training in PST process Training in available resources Motor Labs for LID classes Tracking system	09-10	Decrease in referrals to special education- review of Assessment Plan Logs Decrease in referrals for ISS/ OSS-Behavior Software (e.g., Review 360)/Skyward numbers
3e. Behavior coaches will provide social skills training for at-risk students and will collaborate with classroom teachers to address positive behavior supports and discipline concerns.	Time Staff Curriculum	Principal Assistant Principal Behavior Coaches	Behavior Coaches on all campuses	Curriculum Behavior Software (e.g., Review 360) for tracking	09-10	Decrease in referrals to special education- review of Assessment Plan Logs Decrease in referrals for ISS/ OSS-Behavior Software (e.g., Review 360)/Skyward numbers

K.E. Little Elementary—Parent Involvement Plan

The DISD Board of Trustees, in collaboration with the administration of DISD, has established Community and Family as one of five Priority Objectives for 2009-2010. The Community and Family District Objective states:

- District/family collaboration will be a fundamental part of planning efforts as well as an element of program, campus and district performance reviews and evaluation.
- Parent access to records and data to assist in developing partnerships with the schools will be a focus.
- Parents/families and our community at large will be kept informed regarding District calendars, activities, special events, financial health, and TAKS performance.
- The District website will be updated and maintained to assist in communication efforts.

To ensure greater opportunities for student success, KELES will support these Parent/Community objectives and strive to establish:

- Strong parent involvement activities for PK and 4th grade
- A positive working relationship between educators and families of all student groups
- Diverse communication channels between school and families

These goals will be accomplished through these activities and/or services:

- Parent Teacher organizations
- Bullyproofing/Caring Communities
- Campus AEIS Public Meetings
- Career Day
- College Day
- Adult ESL Classes for Parents
- Character Education
- Community and Business Donations
- Bus Safety Week activities
- Food, Clothing and Toy drives during holidays
- LPAC meetings for Limited English Speakers
- Mentoring Programs
- Nurses' Vision/Hearing Screenings
- Spelling Bees
- School Fundraisers
- Red Ribbon Week Activities

- Parent Visitation to Classrooms
- Special Education Conferences and ARD Meetings
- Social Worker/Homeless Liaison
- Make It/Take It Nights for Parents
- Volunteer Programs
- Parent Surveys
- GT Presentations
- Parent/Teacher conferences
- Family Access
- Campus Improvement Committee Meetings
- Cinco de Mayo Program
- Family Thanksgiving Luncheon
- Student Music Performances
- Parent Pick Up Tags

CIP Signature Page

All members of the Campus Improvement Committee were voted upon by the Kenneth E. Little Faculty and Staff. They represent a cross section of the campus and community.

As members of the committee we have reviewed this document and believe it focuses on the District Priority Objectives and addresses the needs of KELES Students, Faculty, Staff, and Community.

Melissa Williams, Principal _____

Lara Sanchez, Teacher _____

Joe Sullivan, Community/ Business Leader _____

David Bonett, Teacher _____

Karen Vanlandingham, Paraprofessional _____

Lynne Ausmus, Academic Coach _____

Raya Richards, Parent Representative _____

Yvonne Deleon, Counselor _____

Azial Lemmon, Academic Coach _____