

Dickinson Independent School District

Calder Road Elementary School

2019-2020 CIP



Mission Statement

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

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

Vision

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Campus Needs Overview 2019-2020

Chromebook 1-1 is needed at CRES to support district and state initiatives including:

- online state testing
- Prodigy, MAP assesment, HMH electronic adoption, and FastForward (MySci-Learning)
- Increase in MASTERS LEVEL at all grade levels

GOAL 1 STRATEGY 1

New teachers and master teachers need continous training in ELA strategies including literacy and Reading andWriting conferring. This includes out of state travel and out of state conferences.

Book studies and in in house professional development for ELA and Math

TAGT Conference-GT for all students

PLC study on Writing and Conferring

Send teachers to guided reading training

Provide substitute for colaboration and planning

Goal #6 Instructional Technology Objective #2

Chrome Book Cart Estimated Price \$7,500

Goal 1, Objective2, Strategies 1 and 2

Send 2 teachers to CAMT and Kim Sutton training

Send teachers to Lead 4 WARD Conference and training on purposeful planning and new ELA TEKS

Bring in LEAD4WARD partners to work with all teachers

Literacy Training for all teachers and Training in Dual language methodology

Goal 1, Strategy 9

Increase training and resouces for the counselor

Counselor to travel to NAtional Conference

OVERALL RATING for 2019-2020: A Domain 1-89 Domain 2-91 Domain 3-100

Demographics

Demographics Summary

Calder Road Elementary
Needs Assessment for 2019-2020
BASED ON 2018-2019 DATA

Committees met between May 1st and May 15th. CBA and Benchmark data from April was used for the needs assessment.

Our main areas of focus for the 2019-2020 school will be:

1. Parental Engagement
2. ELL Literacy
3. Literacy in all sub populations
4. Literacy in students with disabilities
5. Academic and social growth in all students
6. Bilingualism, Biliteracy, and Biculturalism through a dual language program
7. Technology

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

Calder Road Elementary Comprehensive Needs Assessment for 2019-2020

School Demographics:

Calder Road Elementary is one of 12 campuses in Dickinson Independent School District. We opened the doors in August of 2010. Calder Road Elementary serves students in grades PK-4. Our enrollment ending the year 2018-2019 is 600.

Total Enrollment: 600

Hispanic: 42%

African American: 15%

White: 27%

Two or More Races: 3%

Total EcoDis: 57%

Gifted and Talented: 7%

Special Education: 16%

Section 504: 5%

ELL: 19%

The staff population is 2% African-American, 76% Anglo, 2% Asian, and 20% Hispanic, and 2% male and 98% female with an average of 11-20 years of experience. The current teacher/student ratio is 20. This ratio is a decrease over the previous school year.

The overall mobility rate for the campus is approximately 19%. The average daily attendance rate for students is 96%. The average daily attendance rate for staff is 96%. There were a total of 25 documented discipline referrals this year, which is a decrease of 70 from last year. CRES used positive behavior tools and coaching to avoid Discipline referrals.

Campus Programs

English Language Learners

Calder Road Elementary serves ELL students through both ESL and bilingual programs. Our students who qualify for the bilingual program have been a part of the DISD late exit program. Students starting Kindergarten in 2019-2020 will begin the dual language one way program. All teachers at CRES are certified to teach ESL students. Additionally, each grade level has one teacher designated to instruct our bilingual students. We also have a bilingual paraprofessional who provides support in primary grade levels. At Calder Road Elementary, we have a designated LPAC teacher representative who monitors the progress of our English learners along with campus administrators. Our ELL students participate in TELPAS, the state adopted language proficiency assessment, and ITBS testing each year. For the 2019-2020 school year we will begin the one-way Dual Language program in our Kindergarten bilingual classroom. CRES will not have a bilingual interventionist or a bilingual instructional coach.

GT Program

Calder Road Elementary's Gifted and Talented program serves 7% of the students on our campus. These students are able to perform academically several

grade levels above their enrolled grade level, are able to work independently on projects, and are motivated to learn at advanced levels. Identified students in grades 1-6 are served in designated cluster classrooms by teachers who have at least thirty hours of professional development in gifted and talented instructional strategies. In addition, Calder Road pulls gifted students daily for a PRIME TIME enrichment group which is designed to engage students at the higher cognitive levels and allow them time to work on project based learning. These students are also provided an additional field trip experience.

504 Programs

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

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

Special Education Program

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

Demographics Strengths

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

- Math score is all demographics meet or exceed state averages and the data shows that all demographic areas continue to grow yearly.

Problem Statements Identifying Demographics Needs

Problem Statement 1: English language learners on grade level reading levels are lower than non ELL peers. **Root Cause:** Students in 3rd and 4th grade participated in the early exit model.

Student Achievement

Student Achievement Summary

Student achievement data is disaggregated in Skyward and Eduphoria Aware. In order to monitor for Index 3 Standards, we continue to focus on growth in our Hispanic and economically disadvantaged subgroups in order to meet the TEA target of "MET STANDARD". The campus goal is that 100 % of our ELL and Special Education students make progress through one of the following data points. When analyzing data we look at how many students need to MEET grade level in order to meet TEA target. The following data is used continuously.

(A) TELPAS

(B) Reading Levels

(C) STAAR progress measure

STAAR-Alt scores show that our special education and inclusion programs have had a positive impact on student achievement of students served through self-contained classes.

Calder Road Elementary received the following accountability rating: TBA

Committee #2 Reviewed Student Achievement

Lynne Ausmus Instructional Coach

Theresa Martin Instructional Coach

Jennifer Reed Literacy Coach

Dianna Jones Mathematics Coach

Becca Gibb Reading Interventionist

Maddie Gleeson Librarian

Student Achievement Summary

KINDERGARTEN EOY DATA: MATH

ALDER ROAD ELEMENTARY 79 37 92.09% 97.47% 93.67% 75.95%

MATH- Students Meeting Grade Level: 94 % MASTER 96 %

EOY READING DATA KINDER: 12% BELOW GRADE LEVEL

1st GRADE EOY DATA: MATH

OAD ELEMENTARY 86 35 87.33% 93.02% 84.88% 51.16%

EOY MATH DATA: MET GRADE LEVEL-85% MASTER GRADE LEVEL-51 %

EOY 1st GRADE READING: 19 % READING BELOW GRADE LEVEL

2ND GRADE EOY DATA: MATH

ER ROAD ELEMENTARY 96 35 88.53% 91.67% 89.58% 67.71%

EOY MATH DATA: MET GRADE LEVEL: 90% MASTER GRADE LEVEL: 68%

EOY 2ND READING LEVELS: 18% BELOW GRADE LEVEL

STAAR MATH AND STAAR READING: TBA

The Mathematics Pre-Staar benchmark indicated that 24.32% of the students Mastered Grade Level, while 51.35% Met Grade Level, 94.59% were Approaching Grade Level. This year 5.4% scored below level which is a decrease from last year's, 9.2%.

Calder Road Elementary as a campus for Reading has 74% of students reading at or above level and 26% of the campus below level (watch, intervention, or ur

Calder Road as a campus for Math, has 77.55% meeting grade level, 56.32% master grade level and 95.51% approaching grade level with 4.49% below grade level in mathematics this year. The student group with the greatest gains in math this year was Black/African American at 69.85% meeting grade level with 46.33% mastering, 89.55% approaching grade level and 12% below grade level.

CRES 3	2016177	63		11	55		7	70		0	74		24	59	
RD	201794	74	37	20	80	34	14	63	19	0	76	47	32	70	33
READING	201894	84	49	27	85	36	21	75	33	17	85	63	30	82	43
	CY-PY	+10	+12	+7	+5	+2	+7	+12	+14	+17	+9	+16	-2	+12	+1

CRES	2016143	84		18	86		14	76		7	84		38	84	
4TH	2017124	75	46	26	72	45	19	74	37	19	79	52	36	68	35
READING	201898	86	55	29	87	54	28	83	44	11	91	65	38	81	50
	CY-PY	+11	+9	+3	+15	+9	+9	+9	+7	-8	+12	+13	+2	+13	+1
CRES	2016177	78		14	72		11	85		4	86		22	77	
3rd	201794	77	38	23	83	43	20	56	6	6	79	47	32	68	28
MATH	201895	91	59	35	85	46	31	83	50	8	98	71	41	90	51
	CY-PY	+14	+21	+12	+2	+3	+11	+27	+44	+2	+19	+24	+9	+22	+22
CRES	2016143	90		35	90		34	86		14	92		51	90	
4th	2017125	86	66	47	83	63	42	89	59	44	91	76	55	81	56
MATH	201898	91	67	43	97	74	44	83	44	11	94	74	59	88	59
	CY-PY	+5	+1	-4	+14	+11	+2	-6	-15	-33	+3	-2	+4	+7	+3
	2016143	74		8	75		8	66		7	76		11	70	
CRES	2017124	69	35	10	58	32	7	77	23	12	82	45	12	59	24
WRITING	201898	72	53	14	74	49	10	61	39	6	76	65	21	69	50
	CY-PY	+3	+18	+4	+16	+17	+3	-16	+16	-6	-6	+20	+9	+10	+1

Student Achievement Strengths

Analysis of 2018-2019 Student Achievement indicates:

Increases in READING LEVELS AT ALL GRADE LEVELS

Every student at CRES has shown growth in reading levels

Less than 5% of total school enrollment did not "approach grade level" in mathematics

*WAITING ON STAAR RESULTS AND STAAR ALT RESULTS

Calder Road Elementary earned distinctions in the following areas:

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Overall reading levels and 3rd grade STAAR scores have decreased in the 18-19 school year. **Root Cause:** Increase in student with

disabilities which shows as overall decrease.

Problem Statement 2: There is a discrepancy between the English reading levels of ELLs and students with disabilities and all other students. **Root Cause:** Early Exit bilingual model and not solid Reading IEPs

School Culture and Climate

School Culture and Climate Summary

Committee #7 School Culture and Climate:

Members of the committee were:

Shelley Shaw, Alex Hernandez, Laura Brondo, Jazz Kristensen

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

Suggestions were made on how to improve parent communication.

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

School Culture and Climate Strengths:

- There are measures and procedures in place to ensure the safety and well-being of students and staff. Students and staff report feeling safe while on campus. The staff, students and community express that Calder Road is a beautiful, modern, well-maintained campus which continues to expand our technology and support for teachers and students. Fire Drills, emails to parents, lock-downs and shelter in place drills are all performed on a consistent basis.
- The campus provides several bullying prevention strategies each year. At the beginning of the year, students take a pledge not to bully. Additionally, we provide multi-cultural awareness programs, incorporate anti-bullying read alouds, watch videos on bullying, and include Bullying Incident Reports to allow students to report any bullying they experienced or witnessed. Every Incident Report is thoroughly investigated and an appropriate resolution is sought for each student and situation. Students have shown a positive response to the various anti-bullying strategies utilized at our campus. Calder Road is designated a “No Place for Hate” campus. Students participate in weekly character education through a school wide program.
- Third and fourth grade students participate in the CRES Robotics. These students not only work with teachers at our campus but are also involved in area wide competitions.
- Calder Road faculty continues to increase parent communication about classroom, campus and area events. We send our weekly newsletters to inform parents about curriculum focus, tips for helping students as well as other upcoming programs. Additionally, the Principal sends out school-wide emails to parents and the community to share updated information, school events and district news to all our campus stakeholders.

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

School Culture and Climate Needs:

- We will continue to refine our discipline and behavioral procedures and interventions. We will work to include more restorative discipline strategies into our code of conduct consequences.
- Our behavioral coach will continue to work with both teachers and students to help teach intervention strategies and appropriate behavior choices. We want all student to grow and learn the social skills needed to be successful in all situations.
- Our counselor will seek out additional research-based programs to help teach and reinforce positive behavioral choices for students and aid in teaching problem-solving strategies and socially appropriate interpersonal relationship skills.

School Culture and Climate Strengths

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

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Surveys and sign in sheets indicate that parents involved are not ELL parents or parents that have students in one of the special education programs **Root Cause:** No special meetings for parents in other programs

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

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

Staff Quality, Recruitment, and Retention Strengths

We have hired four new teachers for the 2018-2019 school year due to retirement and growth. We have hired 1 protege for the 2018-2019 school year and we will continue to support our 2nd year teacher.

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

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

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

Balanced Literacy training (In house)

LEAD4WARD

TAGT

Restorative Practices

Seidlitz Training

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

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

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

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

LLI

Prodigy

FAST4WARD

Reading readiness

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

Curriculum, Instruction, and Assessment Strengths

Teachers analyze previous data at every lesson planning time. Our focus this year is to explicitly teach the process standards. Teachers are using LEAD4WARD field guides and Student Learning reports to guide their planning and to reflect on engaging lessons. Academic Vocabulary is taught through the engaging lesson through the LEAD4WARD format. We participate in the LEAD4WARD webinars to increase productivity of planning times with

Professional Learning Communities. Teachers share the data and ask teachers with higher scores how they taught specific skills and they discuss how to improve on instruction. Teachers of all grade levels and experiences go on "Learning Walks" where they watch other teachers teach skills relevant to their instruction. Professional Learning time is dedicated for teachers to looking over formative data (common assessment) and make instructional changes and regroup students for interventions and enrichment.

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Parent and Community Engagement

Parent and Community Engagement Summary

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

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

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

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

Parent and Community Engagement Strengths

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

- Thanksgiving Luncheon
- Open House and Parent Orientation
- - campus events throughout the year which encourage parent and community participation.
 - Family support services provided through our counselor
 - Parent surveys to provide opportunities to voice concerns and feedback for improvement
 - Community partnerships with local businesses and organizations.
 - PTO involvement in our campus activities.
 - Administration call outs and emails

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: ELL parent engagement is low **Root Cause:** Many parents do not have transportation during the school day

School Context and Organization

School Context and Organization Summary

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

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

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

Next school year, 2018-2019, Prime Time will be from 8:45-9:15, with exceptions of our PLC. PLC will take place on each grade levels designated day from 8:45-9:15. All grades will be focusing on lowest 2 student expectations and alternating between reading and math. Teachers will incorporate differentiated research based strategies as well as research based computer programs for RTI. This time will also be used for Blended learning programs including Prodigy and FAST4WARD.

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

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

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

School Context and Organization Strengths

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

- Targeted achievement goals include the expectation that all students will make one year's growth in reading and math, ninety percent of third and fourth grade students will pass the STAAR exam at "Approaching grade level" and 100 % of all our students will show growth
- 25 % of our students will "MASTER GRADE LEVEL" on CBA and STAAR
- Schedules and announcements are clear and concise (Schedules include planning and PLC time)
- Students and staff feel safe and the campus is well-maintained and systematic (surveys and Safety protocol/handbook)
- Survey is sent out yearly

Technology

Technology Summary

Committee #5 Campus Technology Needs:

Members of the committee were:

Name Job/Title

Amy Link 3rd grade

Angelica Valderramos 3rd grade

Melanie Russell 3rd grade

Yadira Seshier 3rd grade

Sommerlyn Paschal 3rd grade

Technology Summary:

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

Campus Technology Strengths:

- Classroom technology includes: teacher designated computer, 1-3 student computers, a projector and a Lumen document camera.
- Multiple network printers are located on the campus as a resource for staff.
- Teachers and students routinely utilize a dashboard Symbaloo to access educational websites such as Brainpop, Prodigy, Fast Forward, Reading Assistant, Google Classroom, Quizziz and Discovery Education.
- To increase student engagement, teachers use PowerPoint presentations, electronic randomization selectors, and educational videos aligned to the current TEK(s).

- The teacher's designated computer is utilized to input grades, email communication with parents and staff, data analysis review, and live collaboration through Google Drive.
- Students use the classroom computers to for STAR early literacy, STAR reading assessment, and implement interventions using Prodigy and or Fast Forward & Reading Assistant.
- Students attend a technology enrichment class weekly where they are taught to be proficient at the TEKs designated for their grade level.
- Staff at Calder Road report an overall satisfaction with the technology available on campus.

Campus Technology Needs:

- One more cart of chrome books per grade level to support full implementation of MAP and FastFORWARD
- Purchase additional headphones for the increase in Chromebooks
- Maintenance on all student chromebooks (for example: broken headphone jacks, missing keys, etc)
- Updated printer hardware
- We continue to seek out professional development opportunities to assist teachers in effective planning and utilization of technology within the classroom.
- Research Based Math games in Kinder
- Spanish intervention program
- Continue with Fast Forward and Prodigy
- Send 3 teachers to TOTS Summer 2020

Technology Strengths

Calder Road has numerous technology resources. Within each classroom is a teacher designated computer, 1-3 student computers, a projector, and a lumen. Several network printers are located on campus as a resource for staff. Teachers routinely utilize websites such as, United Streaming, Study Jams, and other

educational websites to further enrich their lessons. As a means of engaging students teachers use Power Point presentations and educational videos aligned to the current TEK(s). In addition to using the teacher's designated computer for student learning it is utilized for inputting student grades, email communication with parents and co-workers, and as a means of reviewing data from curriculum based assessments and benchmarks. Students are exposed to, and utilize, technology on a daily basis. School wide instructional technology includes:

FASTFORWARD

HMH

PRODIGY

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

Staff at Calder Road has reported an overall satisfaction with the technology available on campus. The technology located within the classroom is reported as the factor for the reported satisfaction. Technology is being implemented successfully on a small scale at CRES.

Problem Statements Identifying Technology Needs

Problem Statement 1: More student chromebooks are needed to implement the appropriate curriculum and technology resources. **Root Cause:** Monies need to be spent in this area.

Priority Problem Statements

Problem Statement 1: English language learners on grade level reading levels are lower than non ELL peers.

Root Cause 1: Students in 3rd and 4th grade participated in the early exit model.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Overall reading levels and 3rd grade STAAR scores have decreased in the 18-19 school year.

Root Cause 2: Increase in student with disabilities which shows as overall decrease.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: There is a discrepancy between the English reading levels of ELLs and students with disabilities and all other students.

Root Cause 3: Early Exit bilingual model and not solid Reading IEPs

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Surveys and sign in sheets indicate that parents involved are not ELL parents or parents that have students in one of the special education programs

Root Cause 4: No special meetings for parents in other programs

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: Data at the "Masters Grade level" has remained stagnant over the past 3 years.

Root Cause 5: Teachers need more differentiation at the higher level of student performance. Students need more enrichment opportunities in the classroom

and school setting.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: ELL parent engagement is low

Root Cause 6: Many parents do not have transportation during the school day

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: More student chromebooks are needed to implement the appropriate curriculum and technology resources.

Root Cause 7: Monies need to be spent in this area.

Problem Statement 7 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results

Student Data: Student Groups

- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: Every student, including those in specific sub population areas, and/or students that are at risk and high achieving will show at least one years' growth in Reading, Math, and Writing. CRES Domain 1 will increase to 90 or above in the 2019-2020 school year. Students at the MASTERY LEVEL will increase by 5 points at each grade level.

Evaluation Data Source(s) 1: STAAR Results, MAP assessment, District CBA and Reading levels


Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Teachers will use the following to teach and plan -HMH resources -Units of Study Writing -New ELAR TEKS will be studied and taught to the appropriate depth and complexity</p>		Administrators	All students will make one year growth in their reading level (MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading, and CRES overall domain score in domain 1 will rise about 89. Writing Scores in Approaches, Meets, and Masters will increase by 3-5 points.				
Problem Statements: Demographics 1 - Student Achievement 1, 2							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Additional Targeted Support Strategy 2) Utilize contracted service providers, as well as attend professional development to receive training in and out of state in best practices for At-Risk students, GT, ELL, Special Ed, or any other sub population requiring assistance.</p>		Administrators	All students will make one year growth in their reading level (MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading, and CRES overall domain score in domain 1 will rise about 89. Writing Scores in Approaches, Meets, and Masters will increase by 3-5 points.				
<p>Problem Statements: Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211-Title IA - 0.00, IDEA B - 0.00, Local Funding - 0.00</p>							
<p>Additional Targeted Support Strategy 3) The instructional interventionists and coaches will -provide high quality PD for all teachers and coach them to build capacity -provide intervention in and out of the classroom -Teachers and Academic Coaches will provide research based interventions effectively for all students including those that are at-risk, ELL, Special Ed, GT, or any other sub population requiring assistance.</p> <p>Instructional Coach will also work with teaching staff to provide instruction through strategic professional development in literacy and provide support with district approved resources including -Units of Study for Writing -Book study and PD-A Teachers' Guide to Writing Conferencing</p> <p>RTI will include FASTforward/Scientific learning Prodigy</p>		Teachers Academic Coaches Administrators	All students will make one year growth in their reading level (MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading, and CRES overall domain score in domain 1 will rise about 89. Writing Scores in Approaches, Meets, and Masters will increase by 3-5 points.				
<p>Problem Statements: Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211-Title IA - 0.00, 199-SCE - 0.00, 263-Title IIIA - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>4) Purchase instructional based materials, technology, and technology resources/software for student use in order to assess and enhance reading and writing skills. -FastForward -Map -Chromebooks</p>	2.4, 2.6	Campus Principal	<p>All students will make one year growth in their reading level (MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading, and CRES overall domain score in domain 1 will rise about 89. Writing Scores in Approaches, Meets, and Masters will increase by 3-5 points.</p>				
				<p>Problem Statements: Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 - Technology 1 Funding Sources: 211-Title IA - 0.00, Local Funding - 0.00</p>			
<p>5) Teachers, administrators, and all critical staff will attend Professional Development sessions in and out of state in order to enhance their knowledge of reading and writing best practices.</p>		Campus Administrators	Improved student achievement in all areas				
	<p>Problem Statements: Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: 255-Title IIA - 0.00, 211-Title IA - 0.00, Local Funding - 0.00, 263-Title IIIA - 0.00</p>						
<p>TEA Priorities Build a foundation of reading and math</p> <p>6) Review TELPAS proficiency levels from previous year in Reading and Writing. Monitor all students reading levels and monitor writing portfolios throughout the year to target growth.</p>		Campus Administrators Academic Coaches	<p>All students will make one year growth in their reading level (MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading, and CRES overall domain score in domain 1 will rise about 89. Writing Scores in Approaches, Meets, and Masters will increase by 3-5 points.</p>				
	<p>Problem Statements: Demographics 1 - Student Achievement 2</p>						
<p>TEA Priorities Build a foundation of reading and math</p> <p>7) Trained Academic Coaches and paraprofessionals will continuously monitor IEP progress and provide inclusion support for Special Education students in Reading and Writing.</p>	2.6	Administrators Academic Coaches	<p>All students will make one year growth in their reading level (MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading, and CRES overall domain score in domain 1 will rise about 89. Writing Scores in Approaches, Meets, and Masters will increase by 3-5 points.</p>				
				<p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: IDEA - 0.00</p>			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 8) Begin one-way dual language program for students entering Kinder in 2019-2020. Provide all teachers and parents with training, any necessary supplies and resources, as well as continuous monitoring and problem solving until one-way dual language is systemic throughout the campus.	2.4, 2.6	Administrators	Promote bi-literacy and multiculturalism in all students. Student achievement data will indicate faster growth in English Language Learners. Students will graduate as bilingual ready to enter the work force. in all subjects will increase.				
				Problem Statements: Demographics 1 - Student Achievement 1, 2 Funding Sources: 263-Title IIIA - 0.00, State Funds - 0.00			
TEA Priorities Build a foundation of reading and math 9) ELA Curriculum Leadership Team members will actively participate and accurately disseminate information regarding the following district non-negotiable standards and the proficiency levels of the standards: Strand 1: Vocabulary (B) Strand 2: Comprehension (G) Strand 3: Response Skills (C) Strand 4: Multi-Genres (Diii) Strand 5: Literary Elements (C) Strand 6: Author's purpose and Craft (B) Strand 7: Writing Process (Di)	2.4, 2.6	Principal and Educational Services Department	All students will make one year growth in their reading level (MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading, and CRES overall domain score in domain 1 will rise about 89. Writing Scores in Approaches, Meets, and Masters will increase by 3-5 points.				
				Problem Statements: Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00, 263-Title IIIA - 0.00			
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: English language learners on grade level reading levels are lower than non ELL peers. Root Cause 1: Students in 3rd and 4th grade participated in the early exit model.
Student Achievement
Problem Statement 1: Overall reading levels and 3rd grade STAAR scores have decreased in the 18-19 school year. Root Cause 1: Increase in student with disabilities which shows as overall decrease.

Student Achievement

Problem Statement 2: There is a discrepancy between the English reading levels of ELLs and students with disabilities and all other students. **Root Cause 2:** Early Exit bilingual model and not solid Reading IEPs

Curriculum, Instruction, and Assessment

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

Technology

Problem Statement 1: More student chromebooks are needed to implement the appropriate curriculum and technology resources. **Root Cause 1:** Monies need to be spent in this area.

Goal 2: CRES will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students. 100% of staff will be highly qualified for the content area in which they teach.

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

Evaluation Data Source(s) 1: Minimal staff change

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) First Year and 2nd year Teacher Academy will be supplemented and supported at the campus level through mentors, administrators, and academic coaches		Campus Administrators	Increase in teacher retention for proteges				
	Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: 255-Title IIA - 0.00, Local Funding - 0.00						
TEA Priorities Recruit, support, retain teachers and principals 2) Any new teacher will participate in the "First Year Teacher Academy" provided by the district with support from a mentor teacher located on that campus.		Teacher Mentors and Campus Administrators	Increase in retention of new teachers.				
	Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: 211-Title IA - 0.00, Local Funding - 0.00, 255-Title IIA - 0.00						
TEA Priorities Recruit, support, retain teachers and principals 3) Provide opportunities for campus administrators, counselors, and librarians to attend research-based training in order to build capacity and meet their professional needs.		Administrators	Documentation of attendance. Travel forms completed and submitted. Implementation on campus during meetings Number of Highly Qualified Teachers				
	Funding Sources: 255-Title IIA - 0.00, Local Funding - 0.00, 211-Title IA - 0.00						
4) Provide opportunities for physical education, Science, Social Studies, and Fine Arts teachers to attend research-based training in order to build capacity and meet their professional needs.	2.5	Campus Administrators	Increase in staff moral and student achievement.				
	Funding Sources: Local Funding - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 5) Continue to provide professional learning and growth for campus principals, assistant principals, and leadership teams through training and development by contracted service providers.		Principal, District Leaders	Growth and development of campus leaders				
	Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: 255-Title IIA - 0.00, 211-Title IA - 0.00						

Performance Objective 1 Problem Statements:

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


Goal 3: Through active outreach CRES will provide a safe, healthy, secure and orderly environment for all students, staff, families and community.

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

Evaluation Data Source(s) 1: Reduction of office referrals and an increase in positive teacher, parent, and community staff surveys. Increase in parental engagement.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All students will receive weekly lessons on the character pillars, how to make good choices, and what bullying is and what it is not. The school wide positive behavior management system is a financial literacy program where students can earn currency for demonstrating good character. The counselor will also provide targeted monthly lessons.		Counselor LSSP	Reduction in discipline referrals, PIEMS data, observation of student engagement				
	Funding Sources: Local Funding - 0.00						
2) Continue to provide a school wide Unity Day and anti-bullying campaign and Safety Patrol		School Counselor and Administrator	Parent surveys, reduction in discipline referrals, PIEMS data, observation of student engagement				
	Funding Sources: Local Funding - 0.00						
3) Implement "No Place for Hate" program campus wide into our current Character Education programs. Adhere to the guidelines and the responsibilities of having this distinction.		School Counselor and Administrator	Reduction in discipline referrals, PIEMS data, observation of student engagement				
	Funding Sources: Local Funding - 0.00						
4) Provide counseling, materials, clothing and transportation to identified homeless students so they are able to attend school on a daily basis. All teachers are trained in Suicide Prevention and abuse.		School Counselor and District social worker	Increase in student attendance and student achievement for students identified as homeless.				
	Funding Sources: 211-Title IA - 0.00, Local Funding - 0.00, Outside Agency - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Through our master schedule we will ensure that each student participates in moderate to rigorous physical activity during their P.E. and art classes. We will also have District participation in the District SHAC committee as well as the fitness gram.		P.E. teachers, Administrators, and SHAC representative	Increase in student achievement on the fitness gram and increase in overall student achievement.				
6) We will continue to monitor student attendance through parent phone calls, home visits, and student incentives		Teachers, Attendance Clerk and Administrators	6 week attendance to reach the goal of 98 %				
7) In order to begin drop-out prevention awareness the campus will continue to promote college, career, and good attendance to ensure that students get a positive start to school		Teachers	Attendance rate increases to 98 %				
8) All staff members will be trained and will implement Restorative Practices		Administrators	Decrease in discipline referrals and student incident reports as well as an increase in overall student achievement.				
							

Goal 3: Through active outreach CRES will provide a safe, healthy, secure and orderly environment for all students, staff, families and community.

Performance Objective 2: All teachers will use treatment agreement and all teachers will use a minimum of 3 circles a week.

Evaluation Data Source(s) 2: Reduction of office referrals and an increase in positive teacher, parent, and community staff surveys.

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All campus and district staff will be trained on restorative practices. Some staff will also attend trainings to build knowledge and expertise at the campus in order to build capacity in using restorative practices.	2.5, 2.6	Campus Principal	Lower the number of discipline referrals and increase time in the instructional setting.				
	Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00, 287-Title IV - 0.00, IDEA - 0.00						

Goal 4: DISD systems, services, infrastructures and facilities planning will support and enhance the district's educational and operational services

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

Evaluation Data Source(s) 1: 100 % Accurate Audits and 100% compliance with the business office.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Office staff and administrators will be trained by district business director on district policies and procedures for correct management of budgets		School Principal, School Secretary and Business Office	Sign in sheet from training, compliance with district policies regarding budget management				
Funding Sources: Local Funding - 0.00							
2) All business and money handled on campus will be documented and receipts will be provided		School Principal, School Secretary and Business Office	Audits and evidence of receipts issued				
Funding Sources: No Funding Required - 0.00							
3) Collaborate and plan with district budget managers when making-decisions based on professional development, Master schedule and student and staff programs and materials to support at-risk students academic learning and improvement		School Principal	Documentation of purchase orders, request for pay and Master Schedule assignments. Correct use of funds as documented by audits				
4) Train students and staff in proper energy management.		Principal	Cost Savings for the Energy Management Dept.				
							

Goal 4: DISD systems, services, infrastructures and facilities planning will support and enhance the district's educational and operational services

Performance Objective 2: Continue to add chromebooks for student use and the use of all district software programs. Goal: one to one device for students.

Evaluation Data Source(s) 2: Increase in the ration of student to device.

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) Purchase devices yearly to increase the ratio of student to device.		Administrators	Increase technology in order to get closer to a 1:1 ratio				
Funding Sources: 211-Title IA - 0.00							

Goal 5: CRES personnel will promote effective parental and community engagement through communication, participation, and partnerships in order to have at least one community sponsor at all local events.

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 Source(s) 1: Increased student, parent and community participation in school activities

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize a parent engagement coordinator to increase parent involvement in school.	3.1, 3.2	Campus Administration	Website, parent communication, teacher's correspondence				
Problem Statements: Parent and Community Engagement 1 Funding Sources: 211-Title IA - 0.00							
2) Provide parent involvement supplies and incentives during Math & Literacy Nights in reading/math, Title IA programs; Meet the Teacher and Open House. Parent Mentoring Program, "Gator-Aide" Provide snacks as incentives for parents \$150		Administrators	Sign-in sheets of parent attendance at programs. Positive responses from parent surveys conducted during the year.				
Problem Statements: Parent and Community Engagement 1 Funding Sources: 211-Title IA - 0.00, Local Funding - 0.00							
3) Provide opportunities for potential Pre-Kindergarten students and their families to visit school, meet with counselors, and attend meetings and pre-register for school during the month of May		Administrators, Counselor	Documented flyers distributed to businesses, apartments and sent home with current students. Sign-in sheets at meetings. Registration documentation.				
Funding Sources: 211-Title IA - 0.00, Local Funding - 0.00							
4) Communicate via calendars and required local, state and federal information via meetings, social media and/or print in a language format to parents and community can understand.		Administrators	Parents of diverse backgrounds will have easy access to all communication.				
Problem Statements: Parent and Community Engagement 1 Funding Sources: 211-Title IA - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 5) The campus will participate in ongoing college and career awareness and hold activities such as Career Day, College Days in order to promote career and college readiness involving parent, business and community members.		Teachers, Administrators, and Counselor	Increased participation by the community in the career day and other events and End of Year survey to parents				
	Funding Sources: 211-Title IA - 0.00						
6) The campus will provide transition activities for students. Principal will coordinate transition activities with Middle school Principals to assist 4th graders moving to Middle School. The administration will also coordinate a Parent and Student night for PK students transiting into Kinder.		Campus Administrator PK and Kinder teachers Counselor	Students will transition easily to the next grade level and parents will have an understanding of curriculum and safety.				
	Funding Sources: Local Funding - 0.00, 211-Title IA - 0.00						
7) The campus will make available the English 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.	3.1, 3.2	Principal	Parents of diverse backgrounds will have easy access to all communication and campus events.				
	Problem Statements: Parent and Community Engagement 1 Funding Sources: 211-Title IA - 0.00						
8) September 10th and 11th: Open House 10/3-Family Bingo Night 11/1-Parent/Teacher conference 10/29-Literacy night and Multicultural Night 12/7-Holiday Performance 1/25-Multicultural Performance							

Performance Objective 1 Problem Statements:

Parent and Community Engagement

Problem Statement 1: ELL parent engagement is low **Root Cause 1:** Many parents do not have transportation during the school day

State Compensatory

Personnel for Calder Road Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allen, R.	Instructional Support Paraprofessional		1.0
Ausmus, T.	Instructional Support		1.0
Gibb, R.	Instructional Support		.30
Jones, D.	Instructional Support		1.0
Martin, T.	Instructional Support		1.0
Sharp, B.	Instructional Support Paraprofessional		1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The staff in DISD use data-driven processes to analyze and develop a comprehensive needs assessment (CNA) of the entire school which includes:

1. The academic achievement of ALL students
2. The needs of students who are failing, or are at-risk of failing, to meet State standards
3. Barriers for educators, students, and parents

The information drives the creation of our campus's plan of action known as the Campus Improvement Plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) follows the goals set by the DISD Board of Trustees which are aligned to the TEA priorities. The CIP is developed jointly with the CEIC committee. The committees meet a minimum of 4 times a year and additional meetings are added on an "as needed" basis. The CIP includes:

1. A description of the strategies that the school will be implementing to address the campus school needs, including a description of how the strategies will:
 - * provide opportunities for all children to meet the challenging State academic standards
 - * use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education

* address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards

2.2: Regular monitoring and revision

The CNA and CIP are regularly monitored and revised (when necessary). CEIC meetings are held between the months of March and May to develop the campus needs assessment for the following school year. In addition, CEIC meetings are also held a minimum of 4 times years to conduct 3 formative reviews and 1 summative review of the CIP.

2.3: Available to parents and community in an understandable format and language

Documents are made available to parents and community members in English and Spanish. The DISD language access plan listing the documents that are translated is available on the DISD website.

2.4: Opportunities for all children to meet State standards

Opportunities are provided for all students to meet state standards. The following items are provided: tutorials, pull-outs, push-in's, academic coaches, and interventionists. Well-rounded educational opportunities are provided to target not only at-risk students, but also GT, special service, and English Learners.

2.5: Increased learning time and well-rounded education

Well-rounded educational opportunities are provided to target not only at-risk students, but also GT, STEM, special service, and English Learners in order to ensure all students are academically prepared and active outside the classroom. Clubs, participation in athletics, extra-curricular activities, volunteer activities, and field experiences are offered to develop well-rounded students.

2.6: Address needs of all students, particularly at-risk

At-risk students are provided with a Multi-Tiered System of Support (MTSS) in order to systematically document the performance of students as evidence of the need for additional services, whether it is academic or emotional.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The parent engagement policy and the parent compact was developed in conjunction with a team of parents and staff members during the spring semester of the prior year. The policy was again reviewed and agreed upon during the Fall Semester of the new school year. The PFE was presented to parents at the Title I Parent Meeting held prior to October of every year. The PFE is available in English and Spanish and is made available in the campus front office, the campus website, and the district office.

3.2: Offer flexible number of parent involvement meetings

A list of parent engagement activities for the year can be found in the parent and family engagement sections of the CIP and CNA.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Reed, J.	Instructional Specialist		1.0

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Jazz Kristensen	Kinder teacher
Classroom Teacher	Abbey Smith	1st Grade
Classroom Teacher	Charles Scheller	Teacher
Non-classroom Professional	Dianna Jones	Academic Coach
Administrator	Martha McKnight	Assistant Principal
Non-classroom Professional	Jennifer Reed	Academic Coach
Non-classroom Professional	Kim Jackson	Counselor
Classroom Teacher	Lisa Williams	Special Education Teacher
Administrator	Sophia Acevedo	Principal
Paraprofessional	Erika Fullen-Valdez	Attendance
Parent	Joann Murell	Parent
Classroom Teacher	Jessica Delacruz	2nd GRADE
Classroom Teacher	Yadira Seshar	3rd Grade
Community	Kacey Martinez	Dominion Curch