

# Dickinson Independent School District

## Hughes Road Elementary School

### 2019-2020 CIP

Accountability Rating: C

*Hughes Road's Vision*



**is 20/20**

# Mission Statement

We will create a safe learning environment by building positive relationships with our students, their families, and the community while establishing a solid educational foundation.

## Vision

Together we will shape the future by inspiring and empowering lifelong learners.

# Table of Contents

Comprehensive Needs Assessment .....	5
Needs Assessment Overview .....	5
Demographics .....	6
Student Achievement .....	7
School Culture and Climate .....	10
Staff Quality, Recruitment, and Retention .....	12
Curriculum, Instruction, and Assessment .....	14
Parent and Community Engagement .....	17
School Context and Organization .....	19
Technology .....	21
Priority Problem Statements .....	23
Comprehensive Needs Assessment Data Documentation .....	28
Goals .....	30
Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness. ....	30
Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success. ....	47
Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community. ....	49
Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services. ....	51
Goal 5: DISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district's goals. ....	52
State Compensatory .....	55
Personnel for Hughes Road Elementary School: .....	55
Title I Schoolwide Elements .....	56
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA) .....	56
1.1: Comprehensive Needs Assessment .....	56
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP) .....	56
2.1: Campus Improvement Plan developed with appropriate stakeholders .....	56
2.2: Regular monitoring and revision .....	57
2.3: Available to parents and community in an understandable format and language .....	57
2.4: Opportunities for all children to meet State standards .....	57
2.5: Increased learning time and well-rounded education .....	57

2.6: Address needs of all students, particularly at-risk .....	57
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE) .....	57
3.1: Develop and distribute Parent and Family Engagement Policy .....	58
3.2: Offer flexible number of parent involvement meetings .....	58
Title I Personnel .....	59

# Comprehensive Needs Assessment

## Needs Assessment Overview

HRES's comprehensive needs assessment shows continued growth is needed in student academic performance for our students to be College and Career Ready. In order to address this need, we must employ, train, and retain highly qualified and motivated staff. To ensure limited disruption to instruction, it is vital that we provide a safe and secure environment and a welcoming culture and climate for all stakeholders.

# Demographics

## Demographics Summary

Hughes Road is a Title I campus that serves approximately 680 students in grades PK to 4.

Our student population is made up of 42 % Hispanic, 30% White, 32% African American, 1% Asian and 4% Two or more. 68% of our students are Free/Reduced lunch and 48% of our population is At-risk. Leading our students this year is a staff composed of 68% White, 16% African American, 13% Hispanic and 1% Asian.

Our average daily attendance rate is 95%.

Hughes Road Elementary services 62 English Learner students, 44 students in the Gifted and Talented program, 39 students identified for 504 services, and 92 students served through special education services.

## Demographics Strengths

- \* HRES serves a diverse population and staff is diversified to match student demographics
- \* Diversity of the student body and community enrich students experiences at HRES
- \* Many teachers are ESL and GT Certified
- \* Average daily attendance of students is 95%

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Approximately 68% of our students are Economically Disadvantaged and require good first teaching.

# Student Achievement

## Student Achievement Summary

Hughes Road is a campus that services the needs of a diverse population of students, parents, and staff. Hughes Road Elementary has high expectations for all staff, students, and parents. We have school-wide expectations and programs in place that contribute to the positive school climate. We continue to strengthen our school organization by continuing to implement initiatives and policies. During the 2018-2019 school year, HRE met standard. However, we failed to meet standard in the area of student growth.

## Student Achievement

<b>3<sup>rd</sup> Grade Math STAAR 2018-2019</b>	<b># of Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
HUGHES ROAD ELEMENTARY	121	73%	45%	22%
Economic Disadvantage	81	70%	40%	17%
Black/African American	30	77%	33%	10%
Hispanic	46	70%	39%	20%
White	38	74%	63%	37%
LEP	6	100%	67%	33%
Special Ed Indicator	12	42%	17%	-

<b>3<sup>rd</sup> Grade Reading STAAR 2018-2019</b>	<b># of Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
HUGHES ROAD ELEMENTARY	121	68%	43%	24%
Economic Disadvantage	81	65%	38%	20%
Black/African American	30	77%	40%	17%
Hispanic	46	67%	37%	20%
White	38	66%	55%	37%
LEP	6	83%	67%	33%
Special Ed Indicator	12	17%	17%	0%

<b>4<sup>th</sup> Grade Math STAAR 2018-2019</b>	<b># of Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
HUGHES ROAD ELEMENTARY	130	74%	54%	34%
Economic Disadvantage	81	66%	46%	23%

Black/African American	26	62%	46%	35%
Hispanic	65	74%	51%	29%
White	33	82%	67%	39%
LEP	9	78%	22%	-
Special Ed Indicator	10	20%	10%	10%

<b>4<sup>th</sup> Grade Reading STAAR 2018-2019</b>	<b># of Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
HUGHES ROAD ELEMENTARY	128	72%	40%	22%
Economic Disadvantage	80	62%	27%	16%
Black/African American	26	54%	23%	12%
Hispanic	65	72%	42%	22%
White	31	81%	52%	32%
LEP	9	67%	33%	-
Special Ed Indicator	10	30%	-	-

<b>4<sup>th</sup> Grade Writing STAAR 2018-2019</b>	<b># of Students</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
HUGHES ROAD ELEMENTARY	126	63%	27%	8%
Economic Disadvantage	77	52%	18%	9%
Black/African American	26	54%	23%	-
Hispanic	63	63%	24%	6%
White	32	69%	34%	19%
LEP	9	44%	11%	-
Special Ed Indicator	10	-	-	-

### TELPAS Scores

<b>Years in School</b>	<b># of students</b>	<b>No Progress</b>	<b>Progressing 1 Level</b>	<b>Progressing More than 1 Level</b>
1 <sup>st</sup> Year	6	1/16.67%	5/83.33%	0/0.00%
2 <sup>nd</sup> Year	14	11/78.57%	3/21.43%	0/0.00%
3 <sup>rd</sup> Year	6	6/100%	0/0.00%	0/0.00%
4 <sup>th</sup> Year	9	7/77.78%	2/22.22%	0/0.00%



## Student Achievement Strengths

Our strengths are:

- Having access to multiple forms of curriculum - textbooks, LLI, mutiple on-line resources, leveled literacy materials, mentor texts and Fast Forward
- Support for Special Education students, as well as students who struggle with behavior
- Encouraging students to set and track goals and reflect in content areas
- Academic Coaches in the classrooms with teachers to model and coach
- Instructional Support - Certified teachers as well as instructional paraprofessionals working with students within the classroom
- Celebrations for student work
- RTI, 504 collaborative meetings
- Weekly PLC collaboration opportunitites

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Based on the data, many student groups are not meeting district reading level expectations.

**Problem Statement 2:** Based on the data, student groups are not meeting and mastering the standards at a high percentage on the Math & Reading STAAR in both 3rd and 4th grades.

**Problem Statement 3:** Based on the data, student groups are performing below the State Accountability on the Writing STAAR in 4th grade.

**Problem Statement 4:** Based on the data, EL students in their second through fourth years are not progressing to the next level.

# School Culture and Climate

## School Culture and Climate Summary

HRE is a safe, welcoming and friendly place to learn. Our campus offers a well maintained and clean environment. Our students enjoy coming to school. They are greeted daily with words of encouragement and a genuine sense of caring by all staff and volunteers. Our students are provided free breakfast or a snack pack to better prepare them for learning.

School safety is a priority on the campus. Students and staff participate in safety drills to ensure adequate preparation in case of an emergency. The HRES counselor provides students with character education classes and anti-bullying presentations.

Our campus focus is on high expectations in regards to academics as well as building relationships with our students and their families. Although we are building relationships between families and staff, student attendance is below the district goal of 98%, motivational incentives will be utilized each nine weeks. Through the use of our campus initiative Vision Management, we continued to reduce the percentage of students who are lacking in social skills, displaying appropriate behavior in the learning environment, as well as responding appropriately to adult requests. We will be supporting the district initiative of Restorative Practices this year.

We offer extra academic support, small group work, after the direct instruction has occurred, tutorials, use of instructional support and paras for small group, and one-on-one Behavioral support to our students. Professional Learning Communities allow teachers to collaborate on all matters related to student learning. The sharing of each other's talents and thinking, while focusing on the right work, keeps PLC members doing whatever it takes to improve student performance.

## School Culture and Climate Strengths

- Students & Staff feel safe
- Extracurricular activities available for students - art club, robotics, Makerspace
- No Place for Hate
- Fuel for School
- Career presentation focus and planning
- Anti-bullying presentations
- Common planning time for grade levels
- Field trips provided for all grade levels and aligned with TEKS in order to support classroom instruction
- Incentives - to increase attendance and participation
- Campus Wide Discipline plan in place (Vision Management/Restorative Practices)
- 2019-2020 Will have Communities In Schools to support students and their families

- Operation School Bell
- Adopt a School

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Student attendance needs to be increased campus-wide.

**Problem Statement 2:** Hughes Road Elementary needs to increase the participation rate in parental involvement.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Hughes Road strives to interview and employ highly qualified teachers and instructional paraprofessionals and works closely with district Educational Services and Human Resources departments to provide trainings and assistance to those who might need support. Open instructional positions are posted on our district website with ample time to recruit certified and effective individuals prior to the beginning of the school year.

Teachers, Academic Coaches, and administrators are involved in the interviews. ---- Ensuring retention of highly qualified teachers is supported by the mentoring program which is provided by the district as well as at the campus level.

Most all of the staff members have had training in researched based strategies such as: Navigating the ELPs, Fundamental 5, and 7 Steps to a Language-Rich Interactive Classroom.

To share the strengths of the most effective teachers, Academic coaches will provide novice teachers opportunities for coaching sessions and time to observe expert teachers.

### **Staff Quality, Recruitment, and Retention Strengths**

- Utilize the Human Resources Department, online application resources to find qualified applicants
- Campus interview committee involved in hiring
- Continuous professional development for best practices in academics to assure students are receiving good first teaching
- District and campus mentoring programs promote the development of new teachers
- Professional development programs provided by district & campus, focused on specific needs/multiple opportunities throughout summer as well

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

**Problem Statement 1:** Currently all teachers do not have ESL certification. Our goal is for all teachers in grades K-4 to obtain their ESL certification, to ensure that best practices are implemented in all classrooms.

**Problem Statement 2:** Teaching and learning aligned to the TEKS, specifically the level of rigor, needs to be a continuous learning process to ensure quality first teaching in all classrooms.

**Problem Statement 3:** Ensure support is in place for all teachers through effective feedback, coaching, mentoring and training.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The campus will meet state and federal accountability standards for 2019-20 and all performance indicators at each tested area will be at or above the state average. Curriculum, instruction, and assessment must all be in alignment for students to be successful. Our students' academic performance and achievement level will reflect excellence in learning and attainment of high expectations and high standards.

All teachers will utilize the district Comprehensive Curriculum Place mats (CCP) located in Eduphoria Forethought, Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), College and Career Readiness Standards, STAAR blueprints and aligned readiness charts. The curriculum is written and updated by our Curriculum Specialists and teams of teachers from all campuses to specifically address the needs of our students. The District's common assessments that are used across all campuses are aligned to the curriculum (CCP).

Each grade level has a common planning time where they are able to collaborate with each other as well as with their Academic Coaches each week. Each nine weeks grade levels have an extended planning time - Professional Learning Committee (PLC) to collaboratively plan and to analyze student performance data for the purpose of informing curriculum decisions, instructional delivery planning, the identification of instructional resources, and the development of common assessments. All teachers, administrators and support staff are expected to actively participate in campus Professional Learning Communities (PLCs). Formative data will be disaggregated for state assessments, benchmark assessments, and curriculum-based assessments in each of the following areas:

- TEKS/SEs
- Reporting categories
- Readiness/ Supporting/ Process Standards
- Demographic groups
- Teacher
- State/Federal accountability groups

Data Conferences will be held to discuss results on benchmarks assessments and curriculum based assessments as follows:

Individual or combined data meetings with campus administrators/academic coaches

- Extended Professional Learning Community meetings
- Curriculum and Instruction Council
- District administrators

Campus Administrators, Curriculum Specialists and Academic Coaches will actively monitor classroom teaching. Curriculum Specialists and Academic Coaches will provide additional support to each team through aligned curriculum documents, lesson planning assistance, peer coaching, data disaggregation and mentoring.

Academic Coaches are certified teachers not assigned to a regular classroom, but serve as supplemental support for classroom teachers and students who need focused academic interventions/support.

During the school day students receive targeted interventions that are data-driven by student academic needs. All grade levels are expected to be working with a specific sub-group of students on documented identified needs. (provided by teachers, paraprofessionals, and academic coaches). We will also continue utilizing LLI interventions with some students and for 2019-2020 we will continue our focus on academic growth and advancement.

### **Curriculum, Instruction, and Assessment Strengths**

- Comprehensive district scope and sequence/Place mats and planned units which are aligned with the TEKS
- Data from ITBS, MAP, STAAR, and CBA's.
- PLCs
- On-going training provided to teachers on Balanced Literacy & curriculum knowledge & small group instruction in math
- Continue with targeted intervention during Instructional Blocks

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

**Problem Statement 1:** Provide General ed. & Special ed. teachers with opportunities to learn additional strategies to meet student needs in weekly PLC's and professional learning opportunities.

**Problem Statement 2:** First instruction needs to be improved through thorough data analysis, followed by designing effective engaging lessons utilizing recommended district resources.

**Problem Statement 3:** Continuous monitoring/observation needs to be done by the teachers in the classroom in order to provide differentiation as well as timely feedback to students.

**Problem Statement 4:** Accommodations need to be implemented routinely & consistently by the classroom teacher in order to differentiate instruction

based on student needs.

**Problem Statement 5:** Classroom instructional practices in writing do not align with the rigor of the state assessment.



# Parent and Community Engagement

## Parent and Community Engagement Summary

Because we know that education does not occur in isolation, Hughes Road strives to maintain a strong partnership with parents and guardians of our students.

We offer a wide variety of parent nights, Title I meetings, curriculum nights and other events to continue building parent and family involvement. We utilize a variety of tools to communicate in order to make sure families stay informed about the campus as well as the district, including social media (Twitter), campus website, newsletters, calendars, call-outs, etc..

Parents can access their child's grades/attendance through Skyward Family and Student Access. Campus survey provided for parental input.

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. 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

- Variety of volunteer opportunities offered
- Opportunity to participate in site based decision making process (CIC)
- Increased communication between parents and school
- Family support services provided by counselor, district social worker
- On-going parent conferences
- Meet the Teacher
- Open House
- Title I Mtgs
- Family Night
- Instructional Nights

## **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** Increase participation rate in parent involvement opportunities.

**Problem Statement 2:** Campus & teacher communication need to be maintained and updated with the most current information for parents and community members.

**Problem Statement 3:** Student grades need to be entered weekly in order to communicate & partner with families regarding their child's progress.

# School Context and Organization

## School Context and Organization Summary

Hughes Road Elem is a PK - 4 campus. Grades 2-4 are semi-departmentalized, students have one teacher for math & science and another for language arts & social studies. PK-1st are self-contained. All grade levels have a common planning time where they are able to collaborate and design engaging lessons. Teachers meet one day each week with Academic Coaches to design lessons and determine resources. Academic Coaches are assigned content areas. They are responsible for planning, coaching, modeling, and mentoring the teachers in order to ensure that best practices are implemented in all classrooms.

Teachers meet weekly for Professional Learning Communities (PLC's) where they engage in professional development, work on lesson design, examine research-based instructional strategies, and collaborate on expert instructional delivery. Extended PLCs are held to engage in desegregating data and determining needs of students in order to further drive instruction. We meet as a faculty in order to further our professional development and to relay pertinent information. The Administrative Team, which is made up of the Principal, Asst. Principal, and the Academic Coaches, meets on a weekly basis in order to collaborate and discuss students, academics, initiatives and implementation items, and overall functioning of the facility.

Members from our staff serve on the District Education Improvement Committee as well as on the Campus Improvement Committee.

## School Context and Organization Strengths

- Campus schedule is structured to maximize instructional time
- PLCs are designed to increase dialog, depth of knowledge regarding TEKS and analysis of data, prior to lesson design and then allowing for individual teacher autonomy to make adjustments to meet the needs of their students.
- Extended planning days PLCs
- Academic Coaches are utilized to support teachers' instruction
- Vision Management strategies & 19-20 schoolwide implementation of Restorative Practices
- utilization of pre-planning documents
- implementation of instructional strategies from the lead4ward playlist

## **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** Students consistently need to be provided with rigorous quality instruction; therefore administration, academic coaches and instructional support staff need to provide teachers with appropriate support/coaching/resources.

**Problem Statement 2:** In order to provide a structured learning environment, teachers are to utilize six proactive tools from Restorative Practices and conduct themselves in a manner that is consistent with this practice.

# Technology

## Technology Summary

HRES is aware that instructional technology is a critical component to ensuring students are prepared for success in college and the workforce. HRES uses technology to support the diverse learning needs of our students. Every content area classroom has a computer, document camera, and a projector. Hughes Road has two computer labs and numerous chrome book carts for grade levels to share. The campus benefits from a technology specialist who is on our campus twice a month to train, model and answer questions regarding the implementation of technology integration.

HRES utilizes MAPs to assess what students are ready to learn. By dynamically adjusting to each student's performance, MAP Growth creates a personalized assessment experience that accurately measures performance—whether a student performs on, above, or below grade level. Timely, easy-to-use reports help teachers teach, students learn, and administrators lead.

## Technology Strengths

- Teachers utilize the two computer labs, and chrome carts to immerse students in the internet and technology
- On-Line Resources for students & staff
- Additional chrome books were added for student use 2018-2019
- Campus wide instructional technology: Fast ForWord, Prodigy, HMH. For assessment purposes students use MAP and MAP Fluency. Students attend a technology class weekly.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Teachers need additional technology to provide more access to small groups, centers and computer embedded instructional opportunities.

**Problem Statement 2:** Teachers need training on how to read & utilize MAP reports to drive instruction to improve student success.

**Problem Statement 3:** In order to improve planning, teachers need training on availability & utilization of resources in Forethought.

**Problem Statement 4:** In order to improve planning, teachers need training on availability & utilization of data reports and how to access them from AWARE.

**Problem Statement 5:** Teachers need training on implementation & monitoring of FastForward

# Priority Problem Statements

**Problem Statement 1:** Based on the data, many student groups are not meeting district reading level expectations.

**Root Cause 1:**

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Approximately 68% of our students are Economically Disadvantaged and require good first teaching.

**Root Cause 2:**

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Student attendance needs to be increased campus-wide.

**Root Cause 3:**

**Problem Statement 3 Areas:** School Culture and Climate

**Problem Statement 4:** Hughes Road Elementary needs to increase the participation rate in parental involvement.

**Root Cause 4:**

**Problem Statement 4 Areas:** School Culture and Climate

**Problem Statement 5:** Currently all teachers do not have ESL certification. Our goal is for all teachers in grades K-4 to obtain their ESL certification, to ensure that best practices are implemented in all classrooms.

**Root Cause 5:**

**Problem Statement 5 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 6:** Teaching and learning aligned to the TEKS, specifically the level of rigor, needs to be a continuous learning process to ensure quality first teaching in all classrooms.

**Root Cause 6:**

**Problem Statement 6 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 7:** Ensure support is in place for all teachers through effective feedback, coaching, mentoring and training.

**Root Cause 7:**

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

**Problem Statement 8:** Provide General ed. & Special ed. teachers with opportunities to learn additional strategies to meet student needs in weekly PLC's and professional learning opportunities.

**Root Cause 8:**

**Problem Statement 8 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 9:** First instruction needs to be improved through thorough data analysis, followed by designing effective engaging lessons utilizing recommended district resources.

**Root Cause 9:**

**Problem Statement 9 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 10:** Continuous monitoring/observation needs to be done by the teachers in the classroom in order to provide differentiation as well as timely feedback to students.

**Root Cause 10:**

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



**Problem Statement 11:** Increase participation rate in parent involvement opportunities.

**Root Cause 11:**

**Problem Statement 11 Areas:** Parent and Community Engagement

**Problem Statement 12:** Students consistently need to be provided with rigorous quality instruction; therefore administration, academic coaches and instructional support staff need to provide teachers with appropriate support/coaching/resources.

**Root Cause 12:**

**Problem Statement 12 Areas:** School Context and Organization

**Problem Statement 13:** In order to provide a structured learning environment, teachers are to utilize six proactive tools from Restorative Practices and conduct themselves in a manner that is consistent with this practice.

**Root Cause 13:**

**Problem Statement 13 Areas:** School Context and Organization

**Problem Statement 14:** Teachers need additional technology to provide more access to small groups, centers and computer embedded instructional opportunities.

**Root Cause 14:**

**Problem Statement 14 Areas:** Technology

**Problem Statement 15:** Teachers need training on how to read & utilize MAP reports to drive instruction to improve student success.

**Root Cause 15:**

**Problem Statement 15 Areas:** Technology

**Problem Statement 16:** Based on the data, student groups are not meeting and mastering the standards at a high percentage on the Math & Reading STAAR in both 3rd and 4th grades.

**Root Cause 16:**

**Problem Statement 16 Areas:** Student Achievement

**Problem Statement 18:** Based on the data, student groups are performing below the State Accountability on the Writing STAAR in 4th grade.

**Root Cause 18:**

**Problem Statement 18 Areas:** Student Achievement

**Problem Statement 19:** Accommodations need to be implemented routinely & consistently by the classroom teacher in order to differentiate instruction based on student needs.

**Root Cause 19:**

**Problem Statement 19 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 20:** In order to improve planning, teachers need training on availability & utilization of resources in Forethought.

**Root Cause 20:**

**Problem Statement 20 Areas:** Technology

**Problem Statement 21:** In order to improve planning, teachers need training on availability & utilization of data reports and how to access them from AWARE.

**Root Cause 21:**

**Problem Statement 21 Areas:** Technology

**Problem Statement 22:** Campus & teacher communication need to be maintained and updated with the most current information for parents and community members.

**Root Cause 22:**

**Problem Statement 22 Areas:** Parent and Community Engagement

**Problem Statement 23:** Student grades need to be entered weekly in order to communicate & partner with families regarding their child's progress.

**Root Cause 23:**

**Problem Statement 23 Areas:** Parent and Community Engagement

# 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: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

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

# Goals

**Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.**

**Performance Objective 1:** During 2019-20, 100% of all students will show one year or more growth in reading.

**Evaluation Data Source(s) 1:** Improved STAAR results, TELPAS, CBA's, MAP, IEP progress monitoring

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 1) Provide balanced literacy instruction through the use of Level Literacy materials and professional development designed to increase student reading comprehension and fluency.		Curriculum Specialists Academic Coaches	DRA ,CBAs, MAP, STAAR results				
	<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2 <b>Funding Sources:</b> Local Funding - 0.00, 211-Title IA - 3000.00, 255-Title IIA - 1000.00						
2) Provide targeted during and/or after school professional development for K through 4th grade Balanced Literacy implementation		ELA Curriculum Specialist Academic Coaches	DRA, CBAs, MAP, STAAR, running records				
	<b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 3 - Staff Quality, Recruitment, and Retention 2, 3 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Context and Organization 1 - Technology 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Conduct weekly PLC meetings for data disaggregation and review, common assessment planning, intervention planning, professional development, and learning walks.		Administrators, Academic Coaches, Curriculum Specialists	PLC minutes and sign-in sheets, lesson plans which align with TEKS, quality common assessments and intervention activities, CBAs				
	<b>Problem Statements:</b> Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 2, 3 - Curriculum, Instruction, and Assessment 1, 2 - School Context and Organization 1						
4) Academic coaches will model and coach teachers as needed with the implementation of balanced literacy, reader and writer's workshop.		Academic Coaches	Small group instruction, classroom environment, student progress by at least 3 DRA levels.				
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 1						
5) Conduct extended PLC once a nine weeks to disaggregate data, plan for the following nine weeks, learning walks.		Administrators, Academic Coaches, Curriculum Specialists, Classroom teachers	Purposeful lesson plans based on TEKS, Evidence of student growth on curriculum based assessments and STAAR				
	<b>Problem Statements:</b> Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1, 2 - School Context and Organization 1						
6) Provide supplemental instructional materials that support professional development.		Principal, Academic Coaches	Documented classroom observations of teachers and students using materials during instruction. Increased scores on CBA's, benchmarks and STAAR.				
	<b>Problem Statements:</b> School Context and Organization 1						
7) Conference with 3rd & 4th grade students regarding progress toward academic goals.		Academic Coaches, teachers	100% of conferences will take place each 9 weeks with all third and fourth grade students.				
	<b>Problem Statements:</b> Student Achievement 1, 2, 3						
8) Students k-4 who need additional support will work on Fast Forward.		Academic Coaches, Teachers	Evidence of student growth on curriculum based assessments and STAAR.				
	<b>Problem Statements:</b> School Culture and Climate 1 - Technology 1						
9) Using formative assessments of learning, grade level team members will respond to the needs of students in a timely manner. If needed, RTI will be implemented for students not meeting grade level expectations.		Academic Coaches, teachers	DRA, CBA, common assessments, MAP, STAAR				
	<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 3						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
10) In addition to providing SPED services as specified in the IEP (ARD), SAILS teacher, Academic Coach (SPeD) and regular education teachers will collaborate in planning lessons that focus on modifying and providing accommodations (as needed) high leverage TEKS. These teachers will review assessment data collaboratively and use research-based strategies to teach reading.		Administrators, Academic Coaches	DRA, CBA, common assessments, MAP, STAAR, STAAR ALT 2				
<b>Problem Statements:</b> Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 2, 3, 4 - School Context and Organization 1							
11) Increase teacher understanding of STAAR rigor in order to improve student overall progress and performance through implementing Testing As A Genre		Academic Coaches	Lesson plans				
12) Effectively implement Guided Reading instruction and literacy workstations in all K-4 classrooms		Academic Coaches, Administrators	Lesson Plans, Walk-thrus/observations				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Context and Organization 1							
13) Increase teacher proficiency in purposeful planning in order to ensure rigor with questioning, academic vocabulary, genre, text choice, and focus in reading and writing		Academic Coaches, Administrators	Lesson plans, Walk-thrus, increase in student achievement				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2 - Technology 3							
14) GT curriculum will be provided for students during the school day.		Academic Coach, Teachers	DRA, CBA, common assessments, MAP, STAAR				
15) Collaborative team planning utilizing Lead4Ward documents/resources. (data forms, pre-planning, planning guides)		Academic Coaches, Administrators,	Eduphoria AWARE data, lesson plans, peer conference logs, summative STAAR data				
<b>Problem Statements:</b> Technology 3, 4							
16) Lesson plans and classroom instruction reflect the most up to date district curriculum/place mats at the correct level of rigor		Principal, Assistant Principal, Academic Coaches	Students are able to communicate what they are learning using the noun, verb, and context in the student expectation				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2 - School Context and Organization 1							
17) Provide professional development materials that support ongoing trainings. i.e., book studies, teacher resources		Principal, Academic Coaches	Documented sign in sheets of trainings. Classroom environments, small guided groups, rigorous station activities and formative data binders				



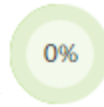
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
18) Review TELPAS proficiency levels from previous year. Monitor EL progress throughout the year.		Assistant Principal, LPAC, ESL teachers	Evidence of student growth on common assessments, CBA's, TELPAS and STAAR.				
19) 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		Academic Coaches, Administrators	Increase in STAAR performance				
20) 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 to increase student performance.		Administrators	Increase in STAAR scores				
21) 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)		Curr.Specialist, Administrators, Academic Coaches	Increase in STAAR scores				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

### Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 1:** Approximately 68% of our students are Economically Disadvantaged and require good first teaching.

#### Student Achievement

**Problem Statement 1:** Based on the data, many student groups are not meeting district reading level expectations.

### Student Achievement

**Problem Statement 3:** Based on the data, student groups are performing below the State Accountability on the Writing STAAR in 4th grade.

**Problem Statement 2:** Based on the data, student groups are not meeting and mastering the standards at a high percentage on the Math & Reading STAAR in both 3rd and 4th grades.

### School Culture and Climate

**Problem Statement 1:** Student attendance needs to be increased campus-wide.

### Staff Quality, Recruitment, and Retention

**Problem Statement 2:** Teaching and learning aligned to the TEKS, specifically the level of rigor, needs to be a continuous learning process to ensure quality first teaching in all classrooms.

**Problem Statement 3:** Ensure support is in place for all teachers through effective feedback, coaching, mentoring and training.

### Curriculum, Instruction, and Assessment

**Problem Statement 2:** First instruction needs to be improved through thorough data analysis, followed by designing effective engaging lessons utilizing recommended district resources.

**Problem Statement 1:** Provide General ed. & Special ed. teachers with opportunities to learn additional strategies to meet student needs in weekly PLC's and professional learning opportunities.

**Problem Statement 3:** Continuous monitoring/observation needs to be done by the teachers in the classroom in order to provide differentiation as well as timely feedback to students.

**Problem Statement 4:** Accommodations need to be implemented routinely & consistently by the classroom teacher in order to differentiate instruction based on student needs.

### School Context and Organization

**Problem Statement 1:** Students consistently need to be provided with rigorous quality instruction; therefore administration, academic coaches and instructional support staff need to provide teachers with appropriate support/coaching/resources.

### Technology

**Problem Statement 2:** Teachers need training on how to read & utilize MAP reports to drive instruction to improve student success.

**Problem Statement 1:** Teachers need additional technology to provide more access to small groups, centers and computer embedded instructional opportunities.

**Problem Statement 3:** In order to improve planning, teachers need training on availability & utilization of resources in Forethought.

**Problem Statement 4:** In order to improve planning, teachers need training on availability & utilization of data reports and how to access them from AWARE.

**Goal 1:** DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

**Performance Objective 2:** During 2019-20, 100% of all students will show one year or more growth in math.





**Evaluation Data Source(s) 2:** Improved STAAR results, CBA's, MAP, IEP progress monitoring

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide targeted during and/or after school professional development for K through 4th grade Math strategies.		Curriculum Specialist, Academic Coaches, Administrators	DRA, CBAs, MAP, STAAR				
	<b>Problem Statements:</b> Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2 - School Context and Organization 1 - Technology 2						
2) Conduct weekly PLC meetings for data disaggregation and review, common assessment planning, professional development, and learning walks.		Academic Coaches, Principal, Assistant Principal, Curriculum Sp	PLC minutes and sign-in sheets, lesson plans which align with TEKS, quality common assessments and CBAs				
	<b>Problem Statements:</b> Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2						
3) Academic coaches will model and coach teachers as needed with the implementation of math TEKS.		Academic Coaches, Principal, Assistant Principal	Classroom environment, student progress				
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 1						
4) Conduct extended PLC once a nine weeks to disaggregate data, update and review data wall, plan for the nine weeks, learning walks.		Principal, Assistant Principal, Academic Coaches	Evidence of student growth on curriculum based assessments and STAAR.				
	<b>Problem Statements:</b> Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2 - School Context and Organization 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Second grade students will take the CoGat test.		Principal, Assistant Principal, Academic Coaches	Student progress in vocabulary, math, listening, and reading comprehension.				
6) Teacher and student creation of data sheets so students can track their progress and set goals. Campus will focus on having Academic Celebrations and Recognition for progress.		Academic Coaches	Student articulation of their progress				
7) Provide professional development materials that support ongoing trainings. i.e., book studies, teacher resources		Principal & Academic Coaches	Documented sign in sheets of trainings, classroom environments, small guided groups, rigorous station activities and formative data binders				
8) Lesson plans and classroom instruction reflect the most up to date district curriculum/place mats at the correct level of rigor		Principal, Assistant Principal, Academic Coaches	Students are able to communicate what they are learning using the noun, verb, and context in the student expectation				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2 - School Context and Organization 1							
9) Collaborative team planning utilizing data analysis and Lead4Ward documents/resources. (data forms, pre-planning, planning guides)		Academic Coaches , Principal & Asst. Principal	Eduphoria AWARE data, lesson plans, peer conference logs, summative STAAR data				
<b>Problem Statements:</b> Technology 3, 4							
10) Using formative assessments of learning, grade level teams members will respond to the needs of students in a timely manner. If needed, RTI will be implemented for students not meeting grade level expectations		Principals & Academic Coaches	DRA, CBA, common assessments, MAP, STAAR				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 3							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
11) In addition to providing SPED services as specified in the IEP (ARD), SAILS teacher and regular education teachers will collaborate in planning lessons that focus on modifying and providing accommodations (as needed) high leverage TEKS to teach math and reading. These teachers will review assessment data collaboratively and use research-based strategies to teach math.		Academic Coach	DRA, CBA, common assessments, MAP, STAAR, STAAR ALT 2				
<b>Problem Statements:</b> Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 2, 3, 4 - School Context and Organization 1 - Technology 3							
12) GT Enrichment will be provided for students identified as GT.		Principals & Academic Coaches	DRA, CBA, common assessments, STAR, STAAR				
13) Purposeful embedding of process TEKS within daily classroom instructional practices to strengthen student's problem solving skills		Academic Coach	Lesson plans, classroom observations				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2 - School Context and Organization 1 - Technology 3							
14) Strengthen rigor of classroom instructional practices such as lesson planning , modeling, questioning, and formal and informal assessments		Academic Coach & Principals	Lesson planning, classroom observation, PLC's				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2 - School Context and Organization 1							
15) Effectively implement small group instruction and introduce learning centers as independent review and extension of the lesson		Academic Coach & Principals	Lesson plans, classroom observations, PLC's				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Context and Organization 1							
16) Consistently view application problems in multiple representations i.e. equation/expression, tables, diagrams/graphs and written/verbal descriptions		Academic Coach	Lesson plans, classroom observations, PLCs				
<b>Problem Statements:</b> Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1							
17) 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 to increase student performance.		Administrators	Increased STAAR scores				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 2 Problem Statements:**

### **Student Achievement**

**Problem Statement 1:** Based on the data, many student groups are not meeting district reading level expectations.

**Problem Statement 2:** Based on the data, student groups are not meeting and mastering the standards at a high percentage on the Math & Reading STAAR in both 3rd and 4th grades.

### **Staff Quality, Recruitment, and Retention**

**Problem Statement 2:** Teaching and learning aligned to the TEKS, specifically the level of rigor, needs to be a continuous learning process to ensure quality first teaching in all classrooms.

**Problem Statement 3:** Ensure support is in place for all teachers through effective feedback, coaching, mentoring and training.

### **Curriculum, Instruction, and Assessment**

**Problem Statement 1:** Provide General ed. & Special ed. teachers with opportunities to learn additional strategies to meet student needs in weekly PLC's and professional learning opportunities.

**Problem Statement 2:** First instruction needs to be improved through thorough data analysis, followed by designing effective engaging lessons utilizing recommended district resources.

**Problem Statement 3:** Continuous monitoring/observation needs to be done by the teachers in the classroom in order to provide differentiation as well as timely feedback to students.

**Problem Statement 4:** Accommodations need to be implemented routinely & consistently by the classroom teacher in order to differentiate instruction based on student needs.

### **School Context and Organization**

**Problem Statement 1:** Students consistently need to be provided with rigorous quality instruction; therefore administration, academic coaches and instructional support staff need to provide teachers with appropriate support/coaching/resources.

### **Technology**

**Problem Statement 2:** Teachers need training on how to read & utilize MAP reports to drive instruction to improve student success.

**Problem Statement 3:** In order to improve planning, teachers need training on availability & utilization of resources in Forethought.

**Problem Statement 4:** In order to improve planning, teachers need training on availability & utilization of data reports and how to access them from AWARE.

**Goal 1:** DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

**Performance Objective 3:** During 2019-20, 100% of all students will show one year or more growth in writing.

**Evaluation Data Source(s) 3:** Improved STAAR results, CBA's, PBMAS, TELPAS, IEP progress monitoring, writing portfolios

**Summative Evaluation 3:**





**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> 1) Provide targeted during and/or after school professional development for K through 4th grade Balanced Literacy implementation.		ELA Curriculum Specialist, Academic Coaches, Principal, Assistant Principal	DRA, CBAs, MAP, STAAR, running records				
	<b>Problem Statements:</b> Student Achievement 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2 - Technology 2						
2) Conduct weekly PLC meetings for data disaggregation and review, common assessment planning, intervention planning, professional development, and learning walks.		Academic Coaches, Principal, Assistant Principal	PLC minutes and sign-in sheets, lesson plans which align with TEKS, quality common assessments and CBAs				
	<b>Problem Statements:</b> Student Achievement 3 - Curriculum, Instruction, and Assessment 1, 2						
<b>Comprehensive Support Strategy</b> 3) Conduct vertical alignment meetings one time per month to discuss essential learning in each grade level in Writing.		Principal, Assistant Principal, Academic Coaches	Agendas, sign-in sheets, data				
	<b>Problem Statements:</b> Student Achievement 3 - Curriculum, Instruction, and Assessment 2						
<b>Comprehensive Support Strategy</b> 4) Academic coaches will model and coach teachers as needed with the implementation of balanced literacy, readers and writers workshop.		Academic Coaches, Principal, Assistant Principal	Small group instruction, classroom environment, student progress				
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> 5) Provide supplemental instructional materials that support professional development. -Writing Academy -Comprehension Toolkit -Phonics - Guiding Readers and Writers -Phonics Lessons -Phonics Lessons Teaching Resources CD-Rom		Principal, Academic Coaches	Documented classroom observations of teachers and students using materials during instruction. Increased scores on CBA's, benchmarks and STAAR.				
	<b>Problem Statements:</b> School Context and Organization 1						
6) Review TELPAS proficiency levels from previous year. Monitor EL progress throughout the year.		Assistant Principal, Academic Coaches, LPAC, ESL teachers	Evidence of student growth on common assessments, CBA's, TELPAS and STAAR.				
<b>Comprehensive Support Strategy</b> 7) Provide professional development and materials that support ongoing training. i.e., book studies, teacher resources, Region IV, Writing PD		Principal, Academic Coaches	Documented sign in sheets of trainings classroom environments, small guided groups, rigorous station activities and formative data binders				
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2 - School Context and Organization 1						
<b>Comprehensive Support Strategy</b> 8) Lesson plans and classroom instruction reflect the most up to date district curriculum/place mats and meet expectations for level of rigor		Principal, Assistant Principal, Academic Coaches	Students are able to communicate what they are learning using the noun, verb, and context in the student expectation				
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2 - School Context and Organization 1						
9) Collaborative team planning utilizing data analysis.		Academic Coaches, Assistant Principal, Principal	Eduphoria AWARE data, lesson plans, peer conference logs, summative STAAR data				
	<b>Problem Statements:</b> Technology 3, 4						
<b>Comprehensive Support Strategy</b> 10) Implement specific writing strategies in order to increase teacher understanding and instructional delivery for developing personal narrative and expository compositions; implement writing portfolios for every student with periodic portfolio checks		ELA Curriculum Sp, Academic Coaches,	Lesson plans, writing portfolios				
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2 - School Context and Organization 1 - Technology 3						



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
11) 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 to increase student performance.		Administrators	Increase in STAAR scores				
12) 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)		Curr. Specialist, Administrators, Academic Coach	Increase in STAAR scores				

 = Accomplished    
 = Continue/Modify    
 = No Progress    
 = Discontinue

**Performance Objective 3 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 3:</b> Based on the data, student groups are performing below the State Accountability on the Writing STAAR in 4th grade.
<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 2:</b> Teaching and learning aligned to the TEKS, specifically the level of rigor, needs to be a continuous learning process to ensure quality first teaching in all classrooms.
<b>Problem Statement 3:</b> Ensure support is in place for all teachers through effective feedback, coaching, mentoring and training.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> Provide General ed. & Special ed. teachers with opportunities to learn additional strategies to meet student needs in weekly PLC's and professional learning opportunities.
<b>Problem Statement 2:</b> First instruction needs to be improved through thorough data analysis, followed by designing effective engaging lessons utilizing recommended district resources.

### School Context and Organization

**Problem Statement 1:** Students consistently need to be provided with rigorous quality instruction; therefore administration, academic coaches and instructional support staff need to provide teachers with appropriate support/coaching/resources.

### Technology

**Problem Statement 2:** Teachers need training on how to read & utilize MAP reports to drive instruction to improve student success.

**Problem Statement 3:** In order to improve planning, teachers need training on availability & utilization of resources in Forethought.

**Problem Statement 4:** In order to improve planning, teachers need training on availability & utilization of data reports and how to access them from AWARE.

**Goal 1:** DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

**Performance Objective 4:** During 2019-20 100% of EL students will show one year or more growth in English language acquisition.





**Evaluation Data Source(s) 4:** Improved STAAR results, TELPAS, DRA, MAPs, Woodcock Munoz, PBMAS

**Summative Evaluation 4:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide balanced literacy instruction through the use of Level Literacy materials and professional development designed to increase student reading comprehension and fluency.		ELA Curriculum Specialists, Academic Coaches, Principal Assistant Principal	DRA ,CBAs, MAP, TELPAS, STAAR results				
2) Provide targeted during and/or after school professional development for K through 4th grade Balanced Literacy implementation		ELA Curriculum Specialist, Academic Coaches, Principal, Assistant Principal	DRA, CBAs, STAR, STAAR, TELPAS, running records				
3) Conduct weekly PLC meetings for data disaggregation and review, common assessment planning, professional development, and learning walks.		Academic Coaches, Team Leader, Principal, Assistant Principal	PLC minutes and sign-in sheets, lesson plans which align with TEKS, quality common assessments and CBAs				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Provide supplemental instructional materials that support professional development. -Writing Academy -Comprehension Toolkit -Phonics - Guiding Readers and Writers -Phonics Lessons -Phonics Lessons Teaching Resources CD-Rom		Principal, Academic Coaches	Documented classroom observations of teachers and students using materials during instruction. Increased scores on CBA's, benchmarks, TELPAS and STAAR.				
<b>Problem Statements:</b> School Context and Organization 1							
5) Review TELPAS proficiency levels from previous year. Monitor EL progress throughout the year.		Assistant Principal, LPAC, ESL teachers	Evidence of student growth on common assessments, CBA's, TELPAS and STAAR.				
6) Provide differentiated classroom instruction to foster language acquisition through discussions from teacher to student, student to student, and student to teacher utilizing district resources such as HMH EL support and 7 Steps to Language Acquisition.		Academic Coaches, Principal & Asst. Principal	Evidence of student growth on common assessments, CBA's, TELPAS, Woodcock Munoz and STAAR.				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1							
7) Implement ELPS during classroom instruction		Academic Coaches, Principal, Assistant Principal	Evidence of student growth on common assessments, CBA's, TELPAS, Woodcock Munoz and STAAR.				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1							
8) Provide ongoing professional development for teachers of EL students		Dir. of Prof Development Dir. Fed Programs/ELL Administrators Asst.	Documented sign in sheets of trainings, classroom environments, evidence of student growth on common assessments, CBA's, TELPAS, Woodcock Munoz and STAAR.				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1, 2 - School Context and Organization 1							
9) Teachers will post language objectives on the board and incorporate them in their lessons		Academic Coaches, Principal, Assistant Principal	Evidence of student growth on common assessments, CBA's, TELPAS, Woodcock Munoz and STAAR.				
10) 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 to increase student performance.		Administrators	Increase in STAAR scores				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 4 Problem Statements:**


<b>Student Achievement</b>
<b>Problem Statement 3:</b> Based on the data, student groups are performing below the State Accountability on the Writing STAAR in 4th grade.
<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> Currently all teachers do not have ESL certification. Our goal is for all teachers in grades K-4 to obtain their ESL certification, to ensure that best practices are implemented in all classrooms.
<b>Problem Statement 2:</b> Teaching and learning aligned to the TEKS, specifically the level of rigor, needs to be a continuous learning process to ensure quality first teaching in all classrooms.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> Provide General ed. & Special ed. teachers with opportunities to learn additional strategies to meet student needs in weekly PLC's and professional learning opportunities.
<b>Problem Statement 2:</b> First instruction needs to be improved through thorough data analysis, followed by designing effective engaging lessons utilizing recommended district resources.
<b>School Context and Organization</b>
<b>Problem Statement 1:</b> Students consistently need to be provided with rigorous quality instruction; therefore administration, academic coaches and instructional support staff need to provide teachers with appropriate support/coaching/resources.
<b>Technology</b>
<b>Problem Statement 2:</b> Teachers need training on how to read & utilize MAP reports to drive instruction to improve student success.

**Goal 1:** DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

**Performance Objective 5:** During 2019-20 we will ensure 100% of students are offered well-rounded educational opportunities.

**Evaluation Data Source(s) 5:** Improved STAAR results, Increased interest in STEM activities

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) HRES will promote well-rounded educational opportunities by providing ALL students (including those considered low-income) with supplies, materials, technology, hands-on learning opportunities (STEM/Robotics related field trips), and supporting of non-profit competitions related to STEM/Robotics in order to provide an enriched and accelerated curriculum.		Robotics Coaches, Principal	Improved STAAR scores				
2) HRES will promote well-rounded educational opportunities for students in grades 1-4 through Maker Space. (Supplies, materials and technology will be needed in order to provide this opportunity to all students.)		Librarian	Improved STAAR scores				
3) Recess will be provided to all students every day.		Teachers	Promote healthy living through daily exercise				
4) Art & Music will be provided weekly to students. (Supplies and materials will be purchased as necessary.)		Fine Arts Teachers	To encourage student interest in and promote awareness of the fine arts.				
							

## Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

**Performance Objective 1:** Maintain a turnover rate of 5% or less through mentoring and staff development and increase hiring strategies for highly qualified personnel.

**Evaluation Data Source(s) 1:** Number of retained teachers at the end of the school year.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Any new teacher will participate in the "First Year Teacher Academy" provided by the district with support from a Mentor Teacher located on the campus.		Dir. of Prof Development, Mentor Teachers	Documented meetings, trainings, and classroom observations provided by Director of Pro. Dev. Small turnover rate of staff.				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 3 - Technology 3							
2) Administrators will provide tiered interventions designed to assist teachers who experience difficulty in meeting district and state standards in the classroom.		Principal, Assistant Principal, Academic Coaches	PDAS, walk-throughs and scheduled appraisals				
3) During and/or after school professional development for balanced literacy and guided math will be provided to K - 4th grade teachers.		Principal, Assistant Principal, Math and ELA Curriculum Specialists, Academic Coaches	Documented meetings, trainings and classroom observations				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2, 3 - Curriculum, Instruction, and Assessment 1, 2 - Technology 2, 3, 4							
4) Give timely feedback to teachers from walkthrough visits and observations.		Principal, Assistant Principal	Eduphoria records, administrator tracking sheets of walkthrough visits				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 3							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Any new teacher hired who does not meet highly qualified standards will be provided with training opportunities, certification/test prep practice, and district support in order to meet highly qualified standards.		Director of Professional Development, Asst. Principal, Principal, Director of Human Resources	Documentation of trainings and achievement of certification in a timely manner.				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1							

**Performance Objective 1 Problem Statements:**

<b>Staff Quality, Recruitment, and Retention</b>	
<b>Problem Statement 3:</b> Ensure support is in place for all teachers through effective feedback, coaching, mentoring and training.	
<b>Problem Statement 2:</b> Teaching and learning aligned to the TEKS, specifically the level of rigor, needs to be a continuous learning process to ensure quality first teaching in all classrooms.	
<b>Curriculum, Instruction, and Assessment</b>	
<b>Problem Statement 1:</b> Provide General ed. & Special ed. teachers with opportunities to learn additional strategies to meet student needs in weekly PLC's and professional learning opportunities.	
<b>Problem Statement 2:</b> First instruction needs to be improved through thorough data analysis, followed by designing effective engaging lessons utilizing recommended district resources.	
<b>Technology</b>	
<b>Problem Statement 3:</b> In order to improve planning, teachers need training on availability & utilization of resources in Forethought.	
<b>Problem Statement 2:</b> Teachers need training on how to read & utilize MAP reports to drive instruction to improve student success.	
<b>Problem Statement 4:</b> In order to improve planning, teachers need training on availability & utilization of data reports and how to access them from AWARE.	







### Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

**Performance Objective 1:** Increase student attendance from 95% to 97%.

**Evaluation Data Source(s) 1:** Increased student attendance as shown through weekly PEIMS/Skyward/Attendance Data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide weekly guidance lessons with the campus counselor		Counselor	Reduction in discipline referrals, increase in student attendance				
2) Use of school wide discipline plan to provide a positive, safe learning environment.		Administrators, Cafeteria staff, Custodial staff, Teachers, Academic Coaches, Counselor, Librarian	Decrease office referrals				
<b>Problem Statements:</b> School Context and Organization 2							
3) Provide counseling, materials, clothing and transportation to identified homeless students so they are able to attend school on a daily basis.		Counselor, District Social Worker	Documented services and materials supplied to students, increase in student attendance				
<b>Problem Statements:</b> Demographics 1 - School Culture and Climate 1							
4) Teachers will complete trainings on sexual abuse prevention and recognition of maltreatment of children and child abuse reporting within time required by district and state.		Administrators, Campus Secretary	Documentation of trainings and achievement of certification in a timely manner.				
5) Staff members will attend training and receive reading materials on safety, restorative practices, and/or relationship building in order to promote a safe learning environment.		Administrators	Decrease office referral				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Approximately 68% of our students are Economically Disadvantaged and require good first teaching.
School Culture and Climate
<b>Problem Statement 1:</b> Student attendance needs to be increased campus-wide.
School Context and Organization
<b>Problem Statement 2:</b> In order to provide a structured learning environment, teachers are to utilize six proactive tools from Restorative Practices and conduct themselves in a manner that is consistent with this practice.


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

**Performance Objective 1:** Ensure 100% of allotted budget is spent on activities to improve student achievement and campus environment.

**Evaluation Data Source(s) 1:** Budget

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Secretary and principal will be trained by district business director on district policies and procedures for correct management of budgets.		Campus Secretary, Principal, Dir. of Bus. Operations	Sign in sheet from training, compliance with district policies regarding budget management.				
2) Coordinate use of funds with district budget managers in planning Master Schedule, professional development and supplemental materials for campus.		Principal, A-Team	Documentation of meetings, communication with budget managers, and CIP. Appropriate use of funds to improve student performance.				
3) All business and money handled on campus will be documented and receipts will be provided.		Campus Secretary, staff	Clear audits				
4) Provide and monitor procedures in place to promote energy conservation on a daily basis.		Principal, staff	Documentation completed by district energy management team.				
5) Coordinate equitable funding for staffing using state and local funds, based on # of students served at the campus.		Principal, A-Team	Documentation of meetings, communication with budget managers, and CIP.				



100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue





## Goal 5: DISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district's goals.

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

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

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase parent communication and awareness of events through social media and newsletters.		Administrators & Classroom Teachers	Social media correspondence and newsletters				
<b>Problem Statements:</b> School Culture and Climate 2 - Parent and Community Engagement 1							
2) Provide parents with timely information regarding the district and campus, information on their child's assessment results, and opportunities to participate in various campus activities.		Principal, Asst. Principal, Office Staff, Teachers	Documentation of information released and sent home to parents. Meeting agendas, sign-in sheets. Increased positive parent surveys.				
<b>Problem Statements:</b> School Culture and Climate 2 - Parent and Community Engagement 1, 2, 3							
3) Provide opportunities for potential Kindergarten students and their families to pre-register, visit the campus and meet with staff to assist with transition into school for the coming year.		Principal, Counselor, Teachers, Attendance Clerk/Registrar	Documentation of fliers, invitations, meetings, open house provided. Number of Kindergarten students registered prior to August 2020.				
4) Hold Family Literacy and Math Night to promote the importance of reading, writing and math. Provide parents with information regarding how they can support their child at home academically.		Academic Coaches, Administrators, Classroom Teachers, Principal, Asst. Principal	Analysis of parent surveys, attendance sheets, copy of newsletters/informational sheets sent home				
<b>Funding Sources:</b> 211-Title IA - 400.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Parents will be invited to all school functions such as Open House, awards assemblies, Parent Orientation/Title 1 meetings, Thanksgiving Luncheon, music programs, evening book fairs, field day		Academic coaches, Administrators, classroom teachers, counselor, librarian	Parent survey, sign in sheets				
6) Staff and campus web pages will be kept current and used to communicate with parents and the community.		Principal, Secretary & Staff	Web pages				
<b>Problem Statements:</b> Parent and Community Engagement 2, 3							
7) Opportunity for parents to attend & participate in conferences, ARD's, LPAC's, 504's, RTI's as needed.		Administrators, RTI Facilitator, Teachers	Sign-in sheets				
8) The campus will make available 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	Increase in Parent Engagement				
<b>Problem Statements:</b> Parent and Community Engagement 1							
9) Parent Engagement Coordinator will be utilized this year to assist with coordinating and documenting communications and events.		Administrators	Increased parent engagement, timely communication, focused events based on student/parent needs				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 1 Problem Statements:**

<b>School Culture and Climate</b>
<b>Problem Statement 2:</b> Hughes Road Elementary needs to increase the participation rate in parental involvement.
<b>Parent and Community Engagement</b>
<b>Problem Statement 1:</b> Increase participation rate in parent involvement opportunities.

## Parent and Community Engagement

**Problem Statement 2:** Campus & teacher communication need to be maintained and updated with the most current information for parents and community members.

**Problem Statement 3:** Student grades need to be entered weekly in order to communicate & partner with families regarding their child's progress.

# State Compensatory

## Personnel for Hughes Road Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brown, L.	Instructional Support		.30
Hayes, A.	Instructional Support		.80
Higgins, A.	Instructional Support		.80
Jackson, L.	Instructional Support Paraprofessional		1.0
Smith, S.	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>
Effram, S.	Instructional Support Paraprofessional		1.0
Ford, L.	Academic Coach		1.0