

Dickinson Independent School District

Kenneth E. Little Elementary

2019-2020 CIP

Accountability Rating: C

Distinction Designations:
Academic Achievement in Mathematics



Mission Statement

The Mission of K.E. Little Elementary School and Dickinson I.S.D. is to ensure that all students have safe and successful learning opportunities that help them reach their full potential and add quality throughout their lives.

Vision

Every KELES student will learn each day to achieve their dream of going to college, having a career, or enlisting in the military.

KELES Mission Statement

The mission of the KELES Family is to provide for the whole child so the academic, emotional, and social needs of each child are met in order for all students to become a responsible, productive member of society. Our family welcomes and accepts the challenges of guiding children to their full potential.

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Comprehensive Needs Assessment

Revised/Approved: September 02, 2019

Demographics

Demographics Summary

Kenneth E. Little Elementary is one of thirteen Title I campuses in Dickinson Independent School District. K.E. Little opened its doors in 1952 and serves predominantly economically disadvantaged families. In Bacliff, the median household income is \$36,615, below State and National household income. In 2018, the poverty level was double when compared to State and National levels, 31.6%, 16.7%, and 15.1% respectively. The total annual crime reported in Bacliff is higher than the State and National reporting.

Our campus serves 731 students in grades pre-kindergarten to fourth grade. For the past five years, the average increase of enrollment for this campus has been nearly ten percent. 80% of our students are economically disadvantaged. The staff population is 9.1% African-American, 60.1% White, and 30.8% Hispanic with an average of 9 years of experience. The current teacher student ratio is 1:16 and has decreased over the past five years.

Student Population	2018-2019
African-American	6.7%
Hispanic	62.4%
White	27.4%
American Indian	0.3%
Asian	1.1%
Two or More Races	2.2%

The overall mobility rate for the campus is approximately 24.4%, with a drop-out rate of 0%. The daily average attendance

rate for students was approximately 95%. The average daily attendance rate for staff is 000%. There were a total of 191 discipline referrals this year. K.E. Little Elementary School serves 236 English Learners, 23 Gift and Talented students 34 students identified for 504 services, and 101 students served through special education services.

Demographics Strengths

The following are identified as demographic strengths.

- K.E. Little Elementary serves a diverse community in the Bacliff area.
- To better serve the English Learner population the staff at K.E. Little is committed to attending professional development on campus and in the district.
- K.E. Little Elementary communicates with parents through phone calls, social media, personal conferences, and offers family academic events throughout the year.
- K.E. Little Elementary has seen a growth in enrollment since 2012.
- K.E. Little Elementary is a neighborhood school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our EL population struggles in academic growth in both reading and math. **Root Cause:** Students do not come to school prepared in kindergarten.

Problem Statement 2: Families have limited access to education classes, parent workshops, and after school programs. **Root Cause:** Due to the high poverty level in Bacliff, Texas.

Problem Statement 3: Families need resources on topics such as mental health, behavior intervention, physical health, and college readiness. **Root Cause:** Due to the extremely low median household income.

Problem Statement 4: Attendance for all students is low at 95.5.%

Problem Statement 5: 54% of students are below level leaving second grade.

Student Achievement

Student Achievement Summary

Student Achievement Summary

Student achievement data is disaggregated in Eduphoria Aware. KE Little did not meet the state targets for student achievement for reading in the sub groups all, Hispanic, and white and in math for the sub group for white students. KE Little did not meet the state targets for student academic growth for reading in the sub groups of all, Hispanic, economic disadvantaged, and English Language(EL) as well as in math for ELs. KE Little did not meet state targets for student success in the sub groups all and white students. Student Performance for Approaches grade level for all students and all subjects on STAAR decreased by 3% from 2018. All students and all subjects at the Meets grade level decreased 5% from 2018. Student performance at the Masters grade level decreased by 1% from 2018.

ALL GRADES ALL SUBJECTS	STATE DISTRICT CAMPUS		
	2019	2018	2017
AT APPROACHES GRADE LEVEL OR ABOVE	71%	77%	75%
AT MEETS GRADE LEVEL OR ABOVE	42%	48%	45%
AT MASTERS GRADE LEVEL	22%	22%	20%

In Grade 3 STAAR Reading scores, there was a decrease in Approaches grade level of 14%, a decrease of 11% in Meets grade level, and a 4% decrease in Masters grade level from 2018 to 2019. In Grade 3 STAAR Math scores, there was a 5% decrease in scores at Approaches grade level, a 8% decrease in scores in the Meets Grade level when compared to 2018 STAAR scores. At Masters grade level there was no change from 2018 to 2019.

GRADE 3 READING	STATE DISTRICT CAMPUS		
AT APPROACHES GRADE LEVEL OR ABOVE	2019 71%	68%	66%
	2018 77%	82%	80%
	2017 73%	69%	66%
AT MEETS GRADE LEVEL OR ABOVE	2019 44%	37%	26%
	2018 43%	43%	37%
	2017 45%	39%	30%
AT MASTERS GRADE LEVEL	2019 28%	21%	13%
	2018 25%	24%	17%
	2017 29%	23%	17%
GRADE 3 MATHEMATICS			
AT APPROACHES GRADE LEVEL OR ABOVE	2019 76%	76%	78%
	2018 78%	84%	83%
	2017 77%	78%	80%
AT MEETS GRADE LEVEL OR ABOVE	2019 47%	44%	45%
	2018 47%	52%	53%
	2017 49%	46%	47%
AT MASTERS GRADE LEVEL	2019 25%	22%	20%
	2018 23%	25%	19%
	2017 26%	24%	24%

In Grade 4 STAAR Reading scores, there was a 6% increase in scores at Approaches grade level and a 6% increase in scores in the Meets Grade level when compared to 2018 STAAR scores. At Masters grade level there was a 4% decrease from 2018 to 2019. In Grade 4 STAAR Math scores, there was a 2% increase in scores at Approaches grade level, a 2% increase in scores in the Meets Grade level, and a

3% increase in Masters grade level when compared to 2018 scores. In Grade 4 STAAR Writing scores, there was a 1% increase in scores at Approaches grade level and a 11% decrease in scores in the Meets Grade level and a 4% decrease in Masters grade level when compared to 2018 STAAR scores.

STATE DISTRICT CAMPUS				
GRADE 4 READING				
AT APPROACHES GRADE LEVEL OR ABOVE	2019	69%	67%	71%
	2018	73%	71%	65%
	2017	70%	69%	75%
AT MEETS GRADE LEVEL OR ABOVE	2019	42%	39%	33%
	2018	46%	43%	27%
	2017	44%	41%	35%
AT MASTERS GRADE LEVEL OR ABOVE	2019	23%	19%	13%
	2018	24%	23%	17%
	2017	24%	19%	14%
GRADE 4 MATHEMATICS				
AT APPROACHES GRADE LEVEL OR ABOVE	2019	74%	79%	79%
	2018	78%	80%	77%
	2017	76%	81%	85%
AT MEETS GRADE LEVEL OR ABOVE	2019	45%	51%	47%
	2018	49%	50%	45%
	2017	47%	53%	53%
AT MASTERS GRADE LEVEL	2019	26%	32%	25%
	2018	27%	29%	22%
	2017	27%	33%	27%
GRADE 4 WRITING				

	STATE DISTRICT CAMPUS			
AT APPROACHES GRADE LEVEL OR ABOVE	2019	63%	56%	52%
	2018	63%	56%	51%
	2017	65%	58%	57%
AT MEETS GRADE LEVEL OR ABOVE	2019	33%	24%	15%
	2018	39%	33%	26%
	2017	34%	27%	19%
AT MASTERS GRADE LEVEL	2019	10%	6%	3%
	2018	11%	10%	7%
	2017	11%	8%	5%

For the 2019- 2020 school year, K.E. Little was designated as a school identified for targeted support and improvement. For Academic achievement, the sub groups of All, Hispanic, and white did not make the state target in reading and the white students did not make the state target in math. In the area of Academic growth, students in the sub groups All, Hispanic, Economically Disadvantaged, and ELs did not hit the state targets. ELs did not hit the target for math as well. Finally, Student Success was not achieved by the All and white sub groups.

Student Achievement Strengths

K.E. Little Elementary continues to make steady progress and increase student achievement at the Approaches Grade level standard on the state STAAR test. This year, as a school, we have continued to fully implement a Balanced Literacy program. This is evidenced by the 14% increase in scores at Approaches grade level and the 7% increase in scores in the Meets Grade level on the 3rd grade STAAR Reading test. Also, K.E. Little Elementary scored 3% higher than state average at the Approaches grade level for 3rd grade STAAR Reading test. K.E. Little Elementary continues to work toward the goal of increasing scores and scoring higher than state averages.

As a campus, we continue to implement LLI as an early intervention to help struggling students. Many of our students have shown continued growth throughout the year due to these interventions. Additionally, teachers are being trained to implement new strategies to ensure that reading readiness skills are taught and implemented in classroom activities. We feel that as these interventions are more fully

implemented by teachers in K-1 grades we will see significant improvement in reading and writing scores in the future.

In 3rd grade Math, K.E. Little Elementary saw an increase of 5% above the state average at the Approaches grade level and a 6% increase above the state average for the Meets grade level.

2017-2018 Accountability Rating C (72)

2018-2019 A-F Accountability Rating: C (76)

2018-2019 Distinction Designations: Academic Achievement in Math

Please see the Addendum-2019 Accountability and 2017 TAPR for additional Information.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: All student sub group did not hit start targets for reading in both academic achievement and academic growth as well as the student success.

Problem Statement 2: White students did not meet state targets for academic achievement in reading and math nor in student success.

Problem Statement 3: Hispanic students did not meet state targets in academic achievement or academic growth for reading.

Problem Statement 4: EL students did not meet the target for academic growth in reading and math.

Problem Statement 5: Economically disadvantaged students did not meet the state target for academic growth in reading.

Problem Statement 6: Our DRA EOY results show 44% of our all students reading below grade level and STAAR results show 29.5% at Meets Expectations for Reading and 46.5% for Math. **Root Cause:** A need to increase in quality effective TIER I instruction using Balanced Literacy and Guided Math.

Problem Statement 7: Data disaggregation is an important part of driving classroom instruction. Data must be disaggregated properly.

Problem Statement 8: Student achievement in writing needs to be addressed due to significant deficits compared to state and district averages in writing. Though 4th grade STAAR writing scores show improvement from the previous year's scores, K.E. Little Elementary shows a 12% deficit in writing compared to state averages and 5% deficit compared to district averages. **Root Cause:** Teacher training in the writing process, such as Lucy Calkins, would help remedy writing deficits as we increase teacher knowledge of the writing process.

School Culture and Climate

School Culture and Climate Summary

Many students and teachers believe that K. E. Little is a campus that promotes a sense of security and safety in the building. K. E. Little Elementary promotes a positive atmosphere that nurtures learning and growth in our students. Teachers use data to make informed decisions about curriculum and instruction. Our campus provides many opportunities for student, family and staff involvement. The school clubs that were available to students this year include drama, robotics, art, music, and safety patrol.

Student attendance at K. E. Little for the 2018-2019 school year was 95.5%. Incentives and rewards were utilized to encourage students to attend regularly. End-of-year awards ceremonies, Attendance Wars, and classroom parties helped to promote student attendance during the final days of school.

Career and College Readiness Activities included staff weekly College Shirt Day, Career Day, Go Texan Day and Fire Department presentations.

School Culture and Climate Strengths

Dedication is K. E. Little's greatest strength. If you ask any of our staff members why they come to work, why they spend hours before and after school, why they continue to grow and learn, every answer will include "my students." Every staff member of our campus is dedicated to growing learners and improving our school. Our faculty goes above and beyond the call of duty when it comes to meeting the needs of our students in all areas. Another positive quality of our campus is our unity. We continue to improve communication with emails that communicate non-meeting items in a concise way. Monthly newsletters are sent home to parents. Staff calendars are consistently updated and sent out throughout the year to staff. K. E. Little also promotes a safe and positive environment for students. We continue to work to prevent bullying and address character traits through morning announcements and guidance lessons. The Behavior Coach at KELES is responsible for helping students build success with behavior through the BLP. We continue to provide staff development to teacher as they communicate their concerns. We utilize instructional coaches as academic interventionist providing support to classrooms in need. Staff members take pride in working at K.E. Little by treating other staff members, students and parents with respect. Students are able to grow as learners and have a sense of safety at KELES. This fosters a sense of community and ownership that we are all responsible for the learning in our building. Finally, teamwork benefits everyone at K E. Little. Teachers report that working with their team

members is one of the top reasons they enjoy coming to work. Teachers are provided with opportunities to collaborate through daily common planning times and weekly PLCs. During times of collaboration teachers are able to work on lesson plans, common assessments and receive instruction from administrators on District level priorities and initiatives. Teams work together, keeping student outcomes at the forefront of all efforts. K.E. Little is in the beginning of the AVID School-wide process and we will continue to promote college, career, and military readiness from PK through 4th grades.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: In regards to discipline: Guidelines for what constitutes a referral to the office. **Root Cause:** Staff turnover

Problem Statement 2: In regards to climate: We need more student clubs/activities, re-instate monthly birthday celebrations for staff and other things hospitality did in the past, utilize a hospitality survey when making decisions, make hospitality a separate committee.

Problem Statement 3: Student attendance remains low at 95.5%.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers on staff for the 2018-2019 school year are certified for their position. In the event that any teacher is hired who is not certified for the position, administrators will work with DISD Human Resources and the Director of Professional Development to obtain appropriate certification. Long term substitutes, when needed, are also carefully selected according to experience and completed education course work. The district has implemented a program for first year teachers to adequately attend to their needs, which includes a campus level mentor and trainings specific to first year teachers and second year teachers in need of additional support. KELES is a professional learning school affiliated with UHCL. Our campus also hosts education students from area colleges to observe in classrooms.

Academic coaches and campus administration will work with classroom teachers to provide appropriate staff development and to analyze student data to provide appropriate academic intervention strategies based on the needs of each student. Data meetings will occur after each Curriculum Based Assessment testing period to analyze student achievement levels and assess need of immediate intervention on specific students. Effective teaching strategies are shared amongst the grade levels. It will be our goal to decrease the gaps of learning in those students who fall below the mark.

Staff Quality, Recruitment, and Retention Strengths

K. E. Little strives to identify and provide needed campus staff development through utilizing teacher planning time and before school meetings effectively. K. E. Little require all teachers to attend a series of ELPS trainings to better serve our diverse population. All grade levels K-4 have at least one Gifted-Talented certified teacher and all DISD teachers were to be ESL certified by February 2019. Teachers participate in PLC's (Professional Learning Communities) to discuss and further their learning and to disaggregate data and plan for data-driven instruction. The interview committee uses specific questions and observations to find applicants who have knowledge and/or experience in Balanced Literacy, Guided Math, and DISD expectations. K. E. Little also serves as a professional learning campus affiliated with UHCL. In additiona, KELES will be an AVID campus for the 2019-2020 school year. Ten faculty members attended the AVID summer Institute in June 2019.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Creating a campus climate that boosts staff morale and fosters a positive working environment.

Problem Statement 2: Academic coaches to be in classrooms offering a greater level of support to teachers.

Problem Statement 3: Training is needed to provide more effective delivery of instruction so student success can increase.

Problem Statement 4: High Quality bilingual teachers must be recruited and retained.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Grade levels utilized planning sessions to plan, using the Lead4ward resources and district placemats as well as write common assessments. The data from the common assessments/CBAs was used to form individual instructional plans during daily small group instruction. This included re-teach, intervention and enrichment. After each district CBA/benchmark, grade levels participated in PLCs to analyze the data. They completed a data packet provided by the district, both individually and as a team using the Lead4ward SLR reports and data in Eduphoria to plan interventions for students. Teachers would then input the data into Eduphoria and the digital data wall for monitoring review.

Reading teachers used DRA (Developmental Reading Assessment) to monitor student growth at the beginning and end of year. Students were grouped by their independent reading level for small group instruction with adjustments being made based on weekly running records. Math teachers used daily assessments, Common Assessments and informal observations to monitor student small group instruction with adjustments being made weekly, or as needed. Kindergarten teachers used Early STAR Literacy, DRA scores, math common assessments as well as formal and informal assessments to evaluate their students throughout the year. First through fourth grade students took the Renaissance Learning, STAR Literacy at the beginning of the year. Then in January teachers began testing using Early STAR/STAR Literacy (K-4) once a month to monitor student growth for the remainder of the year, to monitor progress for RTI in one or more subjects. Students tracked their own learning/growth with the use of math and reading I Can charts and self-reflections in grades K-4, and set individual goals based off of their strengths/weaknesses. The technology lab incorporated MySciLearn and Prodigy this year to allow students more time to reinforce the foundation of phonics and math computation development. All grades K-4 continued to use various educational websites in conjunction with the listed above platforms. These programs allowed our campus to focus on the individual learning needs of our students in addition to classroom instruction. Our campus strived to late exit bilingual students, however we are moving towards a Dual Language model beginning 2019-2020. Teachers analyzed multiple sources such as STAR R, STAAR and TELPAS before deciding whether or not to exit a child.

Special Programs meet the needs of students by focusing on the individual student IEP's. The IEP's are wrote from the PLAAFPS, which include TEKS that the general education students are following in general education. Enrollment into special education is done so through an ARD committee and involves teachers, administration, special education teachers and even diagnosticians.

Curriculum, Instruction, and Assessment Strengths

As a campus, we worked diligently to meet individual student needs. We accomplished this by analyzing CBA's, weekly planning sessions, I Can charts, individualized goal setting, small group, STAR Literacy, MySciLearn, Prodigy, TELPAS, DRA, Balanced Literacy, Guided Reading/Math Binders, Number talks and writing conferences (Grades 1-4). Teachers used Eduphoria Aware, the digital data wall and Lead4ward resources when analyzing data. The leveled literacy library was reorganized and added to in order to benefit all teachers in the use of guided reading groups. Math teachers utilized various resources such as: HMH Go Math, Engaging Math, Fast Focus, TEA Math Academy and Lone Star in order to meet the needs of all students. Small groups focused on more targeted interventions, as did STAAR Blitz. The teachers (K-4) utilized Lead4ward resources, such as the Playlist to create meaningful engaging activities in order to foster growth in the lowest reading and math TEKS across that specific grade level.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The campus needs to improve vertical alignment across grade levels.

Problem Statement 2: Teachers need to incorporate the pre planning sheet in math/reading in order to better backwards plan to meet the needs of all students and insure proper alignment and rigor of instruction from beginning to end.

Problem Statement 3: Teachers need to provide daily evidence of small group instruction that tracks student growth/performance in math and reading with the use of guided math/reading binders. (this includes running records as well) These will be monitored by administration and coaches.

Problem Statement 4: Teachers need to assist in creating and using common assessments data to drive instruction for student success.

Problem Statement 5: : The campus need to improve the way PLC's are facilitated and how data is disaggregated during PLC.

Problem Statement 6: The campus need to provide bilingual technology programs that are comparable to English technology programs.

Parent and Community Engagement

Parent and Community Engagement Summary

K.E. Little possesses a variety of ways for parents to be involved with the school. Teachers review academic skills and grade level expectations with parents at Open House in both semesters. Communities in Schools assist families during and after school if needed. Through Communities in Schools, a mentoring program was continued. The school has a designated parent informational center in the front entrance of the building. Here, parents can find the latest newsletters, cafeteria information, access to computers, local family events, mental health support, after school activities, food banks, Backpack Buddies, and more. These informational brochures are offered in both English and Spanish. This year, families were invited to fun filled academic nights that include reading, math, science, art, family fitness, bedtime story hour, music programs, AVID binder/ homework help, and bilingual academic nights. Parents interact with their children by participating in various academic games throughout each night as we believe that we are here to teach to the whole child. Each family is able to take home several games as well.

Parents/families and the community are involved throughout the school year at K.E. Little. Such events that occur are: Meet the Teacher, Open House, Grandparents lunches, Grade level Music Programs, Book Fairs, Field Day, Career Day, Thanksgiving Meal, Reading and Math Night, and Pre-K/ Kindergarten Round-up.

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

K. E. Little has good parental involvement across all grade levels. Different grade levels present curriculum nights to review academic skills that students learn year round. Communities in Schools assist families after school hours if needed with additional parenting support and ideas as well. The front foyer of the school is the campus' Parent and Family Information Center. Here, parents are provided with a computer

and brochures and information covering various topics, in both Spanish and English that include: local family events, mental health support, after school activities, food banks, Backpack Buddies, medical information and numerous, helpful resources for parents and families for all needs. K E Little hosted a successful reading and math night. Parents and children participated in games and had materials to take home to use in their homes.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents indicate a desire for parenting workshops covering topics such as information in all subject areas, homework help, how to talk so kids will listen, understanding STAAR, ESL information, bully awareness, college, and computers.

Problem Statement 2: Due to high percentage of low socioeconomic status (80%), we need to provide additional assistance for families that the school cannot meet.

Problem Statement 3: We need to continue to improve communication with parents and community via social media and update the website on a regular basis.

School Context and Organization

School Context and Organization Summary

Students are strategically assigned to each class after reviewing academic data from the 2018-2019 school year. A master schedule is updated every year to maximize PLC/Planning time. This year, Academic Coaches continued to assist with classroom support as well as provide small group interventions. Teachers in PK - 1st will continue to be self-contained and grades 2nd - 4th will continue to team teach. KELES teachers will continue to implement campus-wide high expectations for academics to ensure growth of student academic success. SAILS classes will continue to address the needs of students, according to their IEP in grades EE-4th. Student Intervention Teams (SIT), will continue as a campus wide support system.

School Context and Organization Strengths

Teachers will continue to use Forethought Lesson Planner. Planning is scheduled one day a week for Math and one day a week for ELAR. PLC is held once a week for teachers to discuss data, RTI and professional development. Teachers have the opportunity to attend various trainings for their subject and grade level including Abydos, SPED trainings, ELAR and Math Academies. The strategies learned are expected to be implemented in all grade levels across the campus. Guided Math and Balanced Literacy programs will continue to be implemented throughout the campus, and training will be available for all teachers. Interventions will continue to focus on student growth in reading and math across the campus for all students. Computer programs to assist ELAR and math will continue to be used to improve student academics. Our school has a school emergency protocol in place. This protocol includes but is not limited to, all staff are expected to wear a district photo ID badge and are provided one key card for entry into the building. Visual emergency reminders are provided and are required to be worn on all staff ID badges, as well as, emergency posters should be displayed in all rooms of the building.

Teachers hold tutorials for students before/after school based on student performance as needed. Enrichment activities are offered after school which include drama club, gardening, music, art and robotics to increase student involvement.

KELES is a community school that is highly accessible to parents and the community it serves. We will continue to strive to be a campus recognized for providing excellent instruction for every student, everyday and in every class. Our goal is to partner with parents and our community in an effort to create success for all students at KELES.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The master schedule needs to provide adequate focused PLC/Planning to include SPED and special teachers to allow for collaboration and to use data to drive instruction.

Problem Statement 2: Team Leader roles need to be clearly defined, and team leader notes are expected to be communicated and distributed efficiently to their team.

Technology

Technology Summary

Technology is a combination of physical items (hardware) and programs (software).

K.E. Little Elementary currently possesses the following hardware:

- 44 projectors (mostly ceiling mounted),
- 42 document cameras
- 17 Mobis, 5 Quizdoms,
- 1 smart board
- 9 Chrome Book Carts (with about 25)
- 1 NEO Cart
- 2-way radios – 7
- 1 computer lab that uses a Chrome Book Cart
- 83 Flashmasters
- Teacher computer and student computers (in all academic classrooms)

Possible hardware to be added to KELES for the 2018-2019 school year include the addition of several new projectors.

K.E. Little Elementary currently possesses the following software: Renaissance Place (Accelerated Reader and STAR Reading Assessment), Brainpop subscription, Encyclopedia Britannica Online subscription, Think Central Online Textbooks, Discovery Streaming subscription, Prodigy, and My Sci Learn.

One day a week there is a technology specialist on campus that is available to assist teachers. Teachers are also able to make an appointment for technology support at other times throughout the week. The technology department also sends out

emails with helpful tips and websites that the teachers may use with their students. Every Tuesday, K.E. Little has a technology specialist on campus to fulfill work orders. Each class of students currently have Technology Class once every 6 days as part of their activity rotation.

Based on the survey that was completed by teachers this school year:

Teachers would like to have more Chromebooks in their classrooms. It was also noted that one barrier to using technology is that the students in grades Pre-K through 2nd have difficulty logging into the computers and computer programs using their student ID numbers.

Technology Strengths

Among K.E. Little's strengths is that a high number of projectors and document cameras are available for the classrooms (every classroom teacher has one of each). Also, all classrooms have a teacher computer and use Chromebooks for student use. Every grade level has at least two Chromebook Carts. All teachers currently use Forethought for lesson planning. The technology proficiency level of staff is appropriate. Students in kindergarten through fourth grade rotate through the computer lab once every six days. FastForWord is available PK through fourth grades to be used to supplement the reading instruction given by the classroom teachers. Over the summer there are multiple technology trainings offered for teachers. Some of these are Google Academy, Google Academy Advanced, and Technology Elementary Classroom Tools.

Problem Statements Identifying Technology Needs

Problem Statement 1: According to a staff questionnaire, technology available for classroom instruction does not meet the expectation for a 21st century classroom.

Problem Statement 2: Additional quality instructional software is needed for all grades for ELA and Math.

Problem Statement 3: Teachers need professional development on effective instructional use of available software and hardware.

Priority Problem Statements

Problem Statement 1: All student sub group did not hit start targets for reading in both academic achievement and academic growth as well as the student success.

Root Cause 1:

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: White students did not meet state targets for academic achievement in reading and math nor in student success.

Root Cause 2:

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Hispanic students did not meet state targets in academic achievement or academic growth for reading.

Root Cause 3:

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Families have limited access to education classes, parent workshops, and after school programs.

Root Cause 4: Due to the high poverty level in Bacliff, Texas.

Problem Statement 4 Areas: Demographics

Problem Statement 5: EL students did not meet the target for academic growth in reading and math.

Root Cause 5:

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Economically disadvantaged students did not meet the state target for academic growth in reading.

Root Cause 6:

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Our EL population struggles in academic growth in both reading and math.

Root Cause 7: Students do not come to school prepared in kindergarten.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Families need resources on topics such as mental health, behavior intervention, physical health, and college readiness.

Root Cause 8: Due to the extremely low median household income.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Parents indicate a desire for parenting workshops covering topics such as information in all subject areas, homework help, how to talk so kids will listen, understanding STAAR, ESL information, bully awareness, college, and computers.

Root Cause 9:

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 10: Due to high percentage of low socioeconomic status (80%), we need to provide additional assistance for families that the school cannot meet.

Root Cause 10:

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 11: We need to continue to improve communication with parents and community via social media and update the website on a regular

basis.

Root Cause 11:

Problem Statement 11 Areas: Parent and Community Engagement

Problem Statement 12: In regards to discipline: Guidelines for what constitutes a referral to the office.

Root Cause 12: Staff turnover

Problem Statement 12 Areas: School Culture and Climate

Problem Statement 13: In regards to climate: We need more student clubs/activities, re-instate monthly birthday celebrations for staff and other things hospitality did in the past, utilize a hospitality survey when making decisions, make hospitality a separate committee.

Root Cause 13:

Problem Statement 13 Areas: School Culture and Climate

Problem Statement 14: Creating a campus climate that boosts staff morale and fosters a positive working environment.

Root Cause 14:

Problem Statement 14 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 15: Academic coaches to be in classrooms offering a greater level of support to teachers.

Root Cause 15:

Problem Statement 15 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 16: Training is needed to provide more effective delivery of instruction so student success can increase.

Root Cause 16:

Problem Statement 16 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 17: Additional quality instructional software is needed for all grades for ELA and Math.

Root Cause 17:

Problem Statement 17 Areas: Technology

Problem Statement 18: According to a staff questionnaire, technology available for classroom instruction does not meet the expectation for a 21st century classroom.

Root Cause 18:

Problem Statement 18 Areas: Technology

Problem Statement 19: Teachers need professional development on effective instructional use of available software and hardware.

Root Cause 19:

Problem Statement 19 Areas: Technology

Problem Statement 20: The master schedule needs to provide adequate focused PLC/Planning to include SPED and special teachers to allow for collaboration and to use data to drive instruction.

Root Cause 20:

Problem Statement 20 Areas: School Context and Organization

Problem Statement 21: Team Leader roles need to be clearly defined, and team leader notes are expected to be communicated and distributed efficiently to their team.

Root Cause 21:

Problem Statement 21 Areas: School Context and Organization

Problem Statement 22: The campus needs to improve vertical alignment across grade levels.

Root Cause 22:

Problem Statement 22 Areas: Curriculum, Instruction, and Assessment

Problem Statement 23: Teachers need to incorporate the pre planning sheet in math/reading in order to better backwards plan to meet the needs of all students and insure proper alignment and rigor of instruction from beginning to end.

Root Cause 23:

Problem Statement 23 Areas: Curriculum, Instruction, and Assessment

Problem Statement 24: Teachers need to provide daily evidence of small group instruction that tracks student growth/performance in math and reading with the use of guided math/reading binders. (this includes running records as well) These will be monitored by administration and coaches.

Root Cause 24:

Problem Statement 24 Areas: Curriculum, Instruction, and Assessment

Problem Statement 25: Teachers need to assist in creating and using common assessments data to drive instruction for student success.

Root Cause 25:

Problem Statement 25 Areas: Curriculum, Instruction, and Assessment

Problem Statement 26: Our DRA EOY results show 44% of our all students reading below grade level and STAAR results show 29.5% at Meets Expectations for Reading and 46.5% for Math.

Root Cause 26: A need to increase in quality effective TIER I instruction using Balanced Literacy and Guided Math.

Problem Statement 26 Areas: Student Achievement

Problem Statement 27: Student achievement in writing needs to be addressed due to significant deficits compared to state and district averages in writing. Though 4th grade STAAR writing scores show improvement from the previous year's scores, K.E. Little Elementary shows a 12% deficit in writing compared to state averages and 5% deficit compared to district averages.

Root Cause 27: Teacher training in the writing process, such as Lucy Calkins, would help remedy writing deficits as we increase teacher knowledge of the writing process.

Problem Statement 27 Areas: Student Achievement

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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Community 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: September 03, 2019

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

Performance Objective 1: By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core and implementing RTI with fidelity, students and groups will show an increase in scores in math, reading, and writing.

Evaluation Data Source(s) 1: Results of STAAR, TELPAS, PBMAS, Federal and State Safeguards, MAP

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) Provide in district and out of district staff development for campus and individual teachers based on identified needs from data gathered during the year and conferencing with teachers in order to improve student achievement.		Administrators, teachers, academic coaches	certificates, purchase orders, walk throughs				
Problem Statements: Staff Quality, Recruitment, and Retention 2							
TEA Priorities Connect high school to career and college Improve low-performing schools 2) Incorporate and monitor higher order thinking skills in all disciplines	2.4, 2.5	Administrators, Teachers, Academic Coaches	Walk throughs, lesson plans				
Problem Statements: Staff Quality, Recruitment, and Retention 3							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Improve low-performing schools 3) Administer a full length STAAR formatted test as a district benchmark for appropriate subjects in grades 3 and 4	2.4	Curriculum Specialist, Administrators, Academic Coaches, Teachers	District assessment calendar				
	Problem Statements: Demographics 1 - Student Achievement 1, 2, 3, 4, 5						
4) Administer Curriculum Based Assessments (CBA) to measure student academic performance on TEKS objectives		Curriculum Specialist, Administrators, Academic Coaches, Teachers	District Assessment calendar, Testing data				
	Problem Statements: Curriculum, Instruction, and Assessment 4						
5) Disaggregate CBAs by grade level, discipline and assessment objectives by stakeholders in order to drive instruction for individual students, classes and grade levels		Administrators, Academic Coaches, Teachers	Data conferences minutes				
	Problem Statements: Curriculum, Instruction, and Assessment 4						
6) Teachers will utilize the district's scope and sequence as their planning guide for teaching the TEKS prescribed for each grade level K-4th		Curriculum Specialist, Administrators, Academic Coaches, Team Leaders	Lesson plans and walk throughs				
	Problem Statements: Curriculum, Instruction, and Assessment 2						
7) All teachers will implement the use of questioning strategies in all academic areas to increase rigor		Administrators, Teachers	Walk throughs				
	Problem Statements: Curriculum, Instruction, and Assessment 4						
8) Provide opportunities for teachers to observe different grade levels/teachers as needed		Administrators, Teachers	gallery walks feedback forms, observation records				
	Problem Statements: Staff Quality, Recruitment, and Retention 1, 3 - Curriculum, Instruction, and Assessment 1						
9) Schedule school library to be opened during the summer		Administrators, Federal Program Director	Hours posted, circulation report				
	Problem Statements: Demographics 2						





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 10) Continue to utilize academic coaches/specialists to work with teachers; create lesson plans, learning experiences, model research based instructional strategies, local assessments and analysis of student data during PLC		Curriculum Specialist, Administrators, Academic Coaches, Teachers	Lesson plans, PLC notes, observations				
	Problem Statements: Staff Quality, Recruitment, and Retention 2						
11) Hold a campus science fair and participate in the district science fair		Academic Coaches, Teachers	Projects, selected winners				
12) Evaluate instructional materials available and recommend materials where necessary		Administrators, Academic Coaches, Teachers	purchase orders				
13) Participate in vertical team efforts to develop campus strategies, curriculum and assessments at a higher level of rigor		Administrators, Academic Coaches, Team Leaders, Teachers	Sign in sheets, strategies and walk throughs				
	Problem Statements: Curriculum, Instruction, and Assessment 1						
14) Monitor and review processes for promotion/retention for K-4 students based on standards set for ELA, Math, Science and Social Studies		Administrators, Teachers	report card, parent conference log				
15) Ensure master schedule provides adequate focused instructional time		Administrators, Academic Coaches, Team Leaders	Agendas, meeting minutes, master schedule				
	Problem Statements: School Context and Organization 1						
16) Teachers will review and implement the processes for placement referrals and monitoring of GT, Dyslexic, SPED, 504 and RTI students		Administrators, Academic Coaches, Counselor, RTI Team	referrals, logs, student profile folders, student rosters				
17) Implement intervention plans for at risk students targeting areas of concern		Administrators, Academic Coaches, Teachers	Plans and walk throughs				
	Problem Statements: Student Achievement 6						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
18) Continue providing support for students who have not been successful academically by utilizing curriculum specialists/academic coaches		Curriculum Specialist, Administrators, Academic Coaches, Teachers	logs, student progress monitoring results				
Problem Statements: Student Achievement 6							
19) Provide an instructional aide under the supervision of a certified teacher to assist with struggling students		Administrators, Teachers	personnel in place, schedules set and logs monitors				
Problem Statements: Student Achievement 6							
20) The campus 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.	2.5	Principal	Increase in state test scores				
<p>Targeted Support Strategy TEA Priorities Improve low-performing schools</p> 21) Continue to provide Instructional Specialists and paraprofessional support to assist at-risk students. Academic Coaches will plan, model, observe, and evaluate lessons for at-risk students as well as provide intervention for at-risk students		Administrators	Documentation of ISPs STAAR scores, CBA scores				
Problem Statements: Student Achievement 1, 2, 3, 4, 5							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy 22) All stakeholders will actively participate in collaborative team meetings and PLC's to model researched best practice instructional models for reading, math and writing and that are focused on instruction, planning, professional development, and student improvement.		Principal, Assistant Principal, Academic Coaches, Teachers	Agendas for all meetings, Regular attendance and participation, visible implementation in classrooms, growth in data visible on STAAR and Data Wall. Reports will be regularly run using STAR renaissance and math to individually track struggling students who are below level in reading, and to track progress of all students.				
Funding Sources: No Funding Required - 0.00							
Comprehensive Support Strategy Additional Targeted Support Strategy 23) Administrators, Counselor, Academic Coaches and Teachers will meet to discuss data and common assessments on a weekly basis. These will include monthly meetings on students for RTI and development of individual intervention plans for struggling students.		Principal, Assistant Principal, Academic Coaches and Teachers	Documented minutes in meetings, data driven interventions, use of common assessments, Data Wall shows evidence of student progress and closing gaps. Lesson plans are aligned with district curriculum.				
Funding Sources: No Funding Required - 0.00							
Comprehensive Support Strategy Additional Targeted Support Strategy 24) All student data will be analyzed to make informed decisions on instruction. Data conferences will be held following CBA's the first, second and third 9 weeks with each grade level. Intervention strategies will be developed to close gaps in student learning. Student intervention teams will meet weekly to target individual instruction for students in need of academic growth.		Principal, Assistant Principal, Academic Coaches and Teachers	Students will be regrouped according to targeted interventions each 9 weeks. Documentation of meetings and student data will provide evidence of success. PLC teams will meet weekly on students to implement individual intervention plans, in each grade level.				
Funding Sources: No Funding Required - 0.00							
Comprehensive Support Strategy Additional Targeted Support Strategy 25) Equip teachers to collaborate using standards and data. Promote honest exchanges centered on a deep understanding of the curriculum, evaluation of instructional strategies and assessment tools used to monitor and measure		Principal, Assistant Principal, Academic Coaches and Teachers	Staff Development on documentation in Aware, STAR, Math Fact Fluency, Renaissance Reading and Math, Forethought to access district curriculum and other intervention and measurement tools in technology.				
Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00, 263-Title IIIA - 0.00, Local Funding - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy 26) Provide supplemental paraprofessionals to assist Academic Coaches and teachers in classrooms, SPED classrooms, and bilingual classrooms.		Principals, Assistant Principal, Academic Coaches and Teachers	Daily Schedules of Paraprofessionals will reflect one aide to work strictly with all classes as a support for learning with the teacher, as well as the co-teaching of the academic coach. This will provide for more individualized instruction.				
	Funding Sources: 263-Title IIIA - 0.00						
Comprehensive Support Strategy Additional Targeted Support Strategy 27) Academic coaches will serve as co-teachers to work with teachers and students to focus on specific targeted students with gaps in learning.		Academic Coaches, District Curriculum Specialists	Collaborative team meetings documented with minutes and agendas, class walk through documentation on PDAS/DDAS. Conferences with teachers and supported by data driven support strategies.				
	Problem Statements: Student Achievement 6 Funding Sources: Local Funding - 0.00, 211-Title IA - 0.00						
TEA Priorities Build a foundation of reading and math 28) Instructional staff will attend Reading, Math, Science, and Social Studies Focus trainings that model researched-based best practices in those content areas. Some training may require travel.		Instructional Specialists Administrators Classroom Teachers	Sign in sheets, classroom environments, small guided groups, rigorous station activities, and formative data binders				
	29) Teachers will receive sustained support for trainings in the classroom with modeled practices being demonstrated for the teacher by outside experts and consultants in the field.		Administrators Academic Coaches Instructional Specialists Teachers	Documented visits, time sheets, Observations of practices occurring in the classroom, Improved scores on all tests.			
Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6, 8 - Staff Quality, Recruitment, and Retention 3							
30) Teachers will receive professional development materials that support ongoing trainings, i.e. book studies, teacher resources, to improve students' academic success.		Administrators Academic Coaches Instructional Specialists Teachers	Documented sign in sheet from trainings, classroom observations, DTAS				
	Problem Statements: Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 2						
31) Teachers will construct lesson plans and classroom instruction reflecting the most up to date district curriculum/ placemats at the correct level of rigor.	2.4, 2.5	Classroom Teachers Academic Coaches Administrators	Students will be able to communicate what they are learning using the noun, verb, and context in the student expectations.				
	Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6, 8 - Curriculum, Instruction, and Assessment 1, 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
32) Instructional specialists will model rigorous lessons through peer observations and roll out feedback through reflective conversations.		Teachers Academic Coaches Administrators	Systemic plan for documented peer observations, reviewed by teams and campus administration				
Problem Statements: Staff Quality, Recruitment, and Retention 1							
TEA Priorities Improve low-performing schools 33) Teachers will collaborate for team planning utilizing data analysis in order to help all students meet state and federal standards.		Teachers Academic Coaches Administrators	Eduphoria Aware data, lesson plans, peer conferences logs, reflection rubrics, DTAS, STAAR data				
Problem Statements: Student Achievement 1, 2, 3, 4, 5							
34) Promote higher level education by incorporating conversations during designated AVID focused instruction, promotion of wearing college shirts, AVID bulletin boards, and by using the AVID instructional strategies and principles.		Teachers Academic Coaches Administrators	Increase in college, career, and military readiness. Improved organizational skills. Reading and writing scores increase.				
35) Provide professional development in UDI/SDI to assist teachers and instructional specialists in differentiating instruction.		Teachers Academic Coaches Administrators	Increase students' access to the curricula				
36) MAP testing three times per year to assess students in reading, fluency, and math		Teachers Academic Coaches Administrators	Documented student growth				
Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6, 8 - Curriculum, Instruction, and Assessment 1							
37) GT enrichment will be provided to identified students throughout the instructional day.		GT teachers GT Coordinator Administrators	Rigor will increase for identified GT students. Hands on opportunities and field experiences will be provided.				
Comprehensive Support Strategy Additional Targeted Support Strategy 38) Principals and Academic Coaches will meet weekly with Teachers in PLC and with the team at the end of each 9 weeks for data disaggregation and planning for interventions. Weekly PLC meetings run the first 9 weeks by administrators and academic coaches layering in campus initiatives/goals: 7 Steps strategies, Response to Intervention, classroom visits, data collection and planning for student growth.		Principal Assistant Principal Academic Coaches	PLC Agendas, Intervention plans for each grade level, STAAR, and CBA progress. Student Interventions that show growth throughout the year based on student data.				
Problem Statements: Demographics 1 Funding Sources: No Funding Required - 0.00							

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
Problem Statement 1: Our EL population struggles in academic growth in both reading and math. Root Cause 1: Students do not come to school prepared in kindergarten.
Problem Statement 2: Families have limited access to education classes, parent workshops, and after school programs. Root Cause 2: Due to the high poverty level in Bacliff, Texas.
Student Achievement
Problem Statement 1: All student sub group did not hit start targets for reading in both academic achievement and academic growth as well as the student success.
Problem Statement 2: White students did not meet state targets for academic achievement in reading and math nor in student success.
Problem Statement 3: Hispanic students did not meet state targets in academic achievement or academic growth for reading.
Problem Statement 4: EL students did not meet the target for academic growth in reading and math.
Problem Statement 5: Economically disadvantaged students did not meet the state target for academic growth in reading.
Problem Statement 6: Our DRA EOY results show 44% of our all students reading below grade level and STAAR results show 29.5% at Meets Expectations for Reading and 46.5% for Math. Root Cause 6: A need to increase in quality effective TIER I instruction using Balanced Literacy and Guided Math.
Problem Statement 8: Student achievement in writing needs to be addressed due to significant deficits compared to state and district averages in writing. Though 4th grade STAAR writing scores show improvement from the previous year's scores, K.E. Little Elementary shows a 12% deficit in writing compared to state averages and 5% deficit compared to district averages. Root Cause 8: Teacher training in the writing process, such as Lucy Calkins, would help remedy writing deficits as we increase teacher knowledge of the writing process.
Staff Quality, Recruitment, and Retention
Problem Statement 2: Academic coaches to be in classrooms offering a greater level of support to teachers.
Problem Statement 3: Training is needed to provide more effective delivery of instruction so student success can increase.
Problem Statement 1: Creating a campus climate that boosts staff morale and fosters a positive working environment.
Curriculum, Instruction, and Assessment
Problem Statement 4: Teachers need to assist in creating and using common assessments data to drive instruction for student success.
Problem Statement 2: Teachers need to incorporate the pre planning sheet in math/reading in order to better backwards plan to meet the needs of all students and insure proper alignment and rigor of instruction from beginning to end.
Problem Statement 1: The campus needs to improve vertical alignment across grade levels.

School Context and Organization

Problem Statement 1: The master schedule needs to provide adequate focused PLC/Planning to include SPED and special teachers to allow for collaboration and to use data to drive instruction.

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

Performance Objective 2: All students will make at least one year's growth in reading as well as improve their meets performance on the standards set for reading STAAR to 50%.





Evaluation Data Source(s) 2: DRA, MAP, CBAs, Lesson plans, STAAR, and TELPAS

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy 1) To continue to purchase and provide teacher resources and reading materials for students that support balanced literacy enrichment.		Principal	Create and develop a full campus reading leveled library to be utilized by teachers and students. To provide comprehension tool kits to every reading teacher and to complete the purchase of DRA kits for each reading teacher to provide direct intervention and assessments to each student. Each classroom will have a selection of different reading levels in their library for the students to read from.				
Funding Sources: 211-Title IA - 0.00, Local Funding - 0.00, Special Programs - 0.00, 263-Title IIIA - 0.00							
Comprehensive Support Strategy Additional Targeted Support Strategy 2) Schedule two Academic Coaches trained in Neuhaus Dyslexia methods to provide specific interventions for the dyslexia students		Principal, District Professional Development	Training sign in sheets				
Funding Sources: 199-SCE - 0.00, Local Funding - 0.00							
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 3) Campus will continue to implement balanced literacy with staff development for teachers who were previously trained and for new teachers to the district for initial training.	2.4, 2.5, 2.6	Principal Assistant Principal Curriculum Specialist Campus Academic Coaches	Teachers show evidence of practice in classroom instruction. Data shows students' improvement in reading throughout the year, more than one year growth being the goal. PLC discussions, walk through observations, achievement gaps in students are closing and on track based on reading level data				
Problem Statements: Demographics 1 - Student Achievement 1, 2, 3, 4, 5, 6							
Funding Sources: 211-Title IA - 0.00, 199-SCE - 0.00, 263-Title IIIA - 0.00, 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 Build a foundation of reading and math 4) Attend staff development for updated ELA curriculum implementation		Curriculum Specialist, Administrators, Academic Coaches, Teachers	Sign in sheets, walk throughs/observations, data binders				
	Problem Statements: Curriculum, Instruction, and Assessment 2						
5) Provide reading materials to expose at risk students to various genres in order to assist with mastery of the TEKS and to increase academic performance		Administrators, Teachers	Purchase Orders				
	Problem Statements: Student Achievement 6						
6) Kinder, 1st and 2nd grade teachers will continue with the implementation of the district phonics program to improve reading skills		Administrators, Academic Coaches, Teachers	Lesson Plans				
	Problem Statements: Student Achievement 6						
Comprehensive Support Strategy 7) Campus will continue to implement balanced literacy and guided math with staff development for teachers who were previously trained and for new teachers to the district for initial training.		Principal Assistant Principal Curriculum Specialist Campus Academic Coaches	Teachers show evidence of practice in classroom instruction. Data shows students' improvement in reading and math levels throughout the year, more than one year growth being the goal. PLC discussions, walk through observations, achievement gaps in students are closing and on track based on reading level data				
	Funding Sources: 211-Title IA - 0.00, 199-SCE - 0.00, 263-Title IIIA - 0.00, Local Funding - 0.00						
Comprehensive Support Strategy Additional Targeted Support Strategy 8) Staff development on Literacy instruction for all grade level teachers and administrators on the district curriculum instruction to be held monthly throughout the year by academic coaches/ instructional specialists/ consultants.		Principal, Assistant Principal, Curriculum Specialists and Academic Coaches	Teachers will model evidence of implementation of the strategies in their classroom throughout the year. Teachers will complete all training sessions by the end of the year and will have fully implemented the balanced literacy strategies in all reading classrooms. STAR reading reports will reflect growth in student reading levels.				
	Problem Statements: Demographics 1 - Student Achievement 1, 2, 3, 4, 5, 6, 8 - Staff Quality, Recruitment, and Retention 3						
Funding Sources: No Funding Required - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
9) Provide paraprofessionals to deliver Leveled Literacy Intervention instruction 5 days per week, 30 minute sessions per child identified as reading 2 years or more below current grade level.		Academic Coaches Instructional Specialists Administrators	DRA MAP Running Records Improved reading grades Improved STAAR Reading scores				
Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6							
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 10) New teachers and teachers new to the district will attend targeted after school professional development for Pre-K through 4th grade Balanced Literacy implementation with ELA Curriculum Specialist		Teacher Academic Coaches Administrators	DRA MAP CBAs STAAR Running records Guided reading groups Sign in sheets				
Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 3							
11) Teachers will use supplemental instructional materials that support professional development in the following areas in order to improve student state and federal scores in: Writing, Comprehension, Phonics, and guided reading and writing.		Teachers	Documented classroom observations of teachers and students using materials during instruction. Increased scores on CBAs, benchmarks, and STAAR				
Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6, 8							
12) Academic Coaches will model and coach teachers as needed with the implementation of balanced literacy and writer's workshop.		Academic Coaches	Small group instruction, classroom environment, student progress				
Problem Statements: Staff Quality, Recruitment, and Retention 2							
Comprehensive Support Strategy Additional Targeted Support Strategy 13) Meet District ELA goals: Increase teacher proficiency in purposeful planning to include rigor and relevance, effectively implementing Guided Reading Instruction in all K-4 classrooms, increase teacher understanding of phonics and word study, implement specific strategies in writing and writing portfolios for every student with portfolio checks, and increase teacher understanding of STAAR rigor to improve student progress and performance.		Principal, Assistant Principal, District Curriculum Specialist, Academic Coaches	CBA Progress, STAAR Index 2				
Problem Statements: Student Achievement 6 Funding Sources: Local Funding - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
14) 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: Literacy Elements (C) Strand 6: Author's Purpose and Craft (B) Strand 7: Writing Process (Di)		CLT Team Teachers Administrators	Teachers will remain current on the district's expectations. Students will show growth on CBAs, DRA, MAP, and STAAR				
Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6, 8							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our EL population struggles in academic growth in both reading and math. Root Cause 1: Students do not come to school prepared in kindergarten.

Student Achievement
Problem Statement 1: All student sub group did not hit start targets for reading in both academic achievement and academic growth as well as the student success.
Problem Statement 2: White students did not meet state targets for academic achievement in reading and math nor in student success.
Problem Statement 3: Hispanic students did not meet state targets in academic achievement or academic growth for reading.
Problem Statement 4: EL students did not meet the target for academic growth in reading and math.
Problem Statement 5: Economically disadvantaged students did not meet the state target for academic growth in reading.
Problem Statement 6: Our DRA EOY results show 44% of our all students reading below grade level and STAAR results show 29.5% at Meets Expectations for Reading and 46.5% for Math. Root Cause 6: A need to increase in quality effective TIER I instruction using Balanced Literacy and Guided Math.
Problem Statement 8: Student achievement in writing needs to be addressed due to significant deficits compared to state and district averages in writing. Though 4th grade STAAR writing scores show improvement from the previous year's scores, K.E. Little Elementary shows a 12% deficit in writing compared to state averages and 5% deficit compared to district averages. Root Cause 8: Teacher training in the writing process, such as Lucy Calkins, would help remedy writing deficits as we increase teacher knowledge of the writing process.

Staff Quality, Recruitment, and Retention
Problem Statement 3: Training is needed to provide more effective delivery of instruction so student success can increase.
Problem Statement 2: Academic coaches to be in classrooms offering a greater level of support to teachers.

Curriculum, Instruction, and Assessment

Problem Statement 2: Teachers need to incorporate the pre planning sheet in math/reading in order to better backwards plan to meet the needs of all students and insure proper alignment and rigor of instruction from beginning to end.

Problem Statement 3: Teachers need to provide daily evidence of small group instruction that tracks student growth/performance in math and reading with the use of guided math/reading binders. (this includes running records as well) These will be monitored by administration and coaches.

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





Performance Objective 3: All students will make at least one year's growth in math as well as improve their meets performance on the standards set for math STAAR to 50%.

Evaluation Data Source(s) 3: MAP, CBAs, Lesson plans, and STAAR

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 1) Data will be analyzed on CBA's at the end of each 9 weeks. Strategies will be organized to target individual students' areas of needed improvement for progress monitoring. Students will be responsible for the accountability of their progress with the "I Can" charts. Teachers and administrators will meet with Student intervention teams at each grade level to ensure at risk students have individual plans for improvement. PLCs meets bi-weekly to discuss individual student intervention goals.</p>		Principal Assistant Principal Academic Coaches Teachers Students	STAAR, CBA student progress, PBMAS, Meet all System safeguards, and Index 2 Progress measure met.				
<p>Additional Targeted Support Strategy 2) Meet District Priorities in Math: Purposeful embedding of process TEKS in daily instruction, strengthen rigor of classroom instructional practices in lesson planning, modeling, questioning strategies and common assessments, effectively implementing small group instruction, consistently view application problems in multiple representations i.e. equation/expression, tables, diagrams/graphs and written/verbal descriptions</p>		Principal, Assistant Principal, District Curriculum Specialists, Academic Coaches, Teachers	CBA progress, STAAR, STAR Math Data/Interventions and Student Progress in Math				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Staff development for teachers who were previously trained and for new teachers to the district for initial training on guided math.	2.4, 2.5, 2.6	Principal Assistant Principal Curriculum Specialist Campus Academic Coaches	Teachers show evidence of practice in classroom instruction. Data shows students' improvement math levels throughout the year, more than one year growth being the goal. PLC discussions, walk through observations, achievement gaps in students are closing and on track based on reading level data				
				Problem Statements: Demographics 1 - Student Achievement 2, 4, 6 Funding Sources: 211-Title IA - 0.00, 199-SCE - 0.00, 263-Title IIIA - 0.00, Local Funding - 0.00			
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 4) All teachers will instruct using small guided math groups		Administrators, Curriculum Specialists, Academic Coaches, Teachers	Data Binders, Walk throughs				
	Problem Statements: Student Achievement 6						
5) Provide opportunities for all math teachers to meet in vertical groups and discuss math alignment and grade level expectations		Curriculum Specialist, Administrators, Academic Coaches, Teachers	sign in sheets, meeting minutes				
	Problem Statements: Student Achievement 6 - Curriculum, Instruction, and Assessment 1						
6) Implement and monitor hands on activities for math and provide materials as needed		Administrators, Academic Coaches,	walk throughs, lesson plans, purchase orders				
	Problem Statements: Student Achievement 6						
TEA Priorities Recruit, support, retain teachers and principals 7) Teachers will be given opportunities to attend research based training supporting our math curriculum and instruction. Some travel may be required.		Curriculum Specialist, Administrators, Academic Coaches, Teachers	Sign in sheets, certificates				
	Problem Statements: Student Achievement 6						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
8) Integrate the use of specials teachers to have students practice math facts		Specials teachers, team leaders	walk throughs				
Problem Statements: Student Achievement 6							
9) Continue fast on facts for fluency of math facts for grades 1-4		Teachers	Reports				
Problem Statements: Student Achievement 6							
TEA Priorities Build a foundation of reading and math Improve low-performing schools		Administrators	purchase orders				
10) Purchase instructional materials and resources in order to prepare students for the rigor of state standards and assessments for Math	Problem Statements: Student Achievement 6						
Comprehensive Support Strategy 11) Staff development on Math instruction for all grade level teachers and administrators on the district curriculum instruction to be held monthly throughout the year by academic coaches/instructional specialists/consultants.		Principal, Assistant Principal, Curriculum Specialists and Academic Coaches	Teachers will model evidence of implementation of the strategies in their classroom throughout the year. Teachers will complete all training sessions by the end of the year and will have fully implemented the balanced literacy strategies in all reading classrooms. STAR reading reports will reflect growth in student reading levels.				
Funding Sources: No Funding Required - 0.00							
12) Academic coaches will model and coach teachers as needed with the implementation of math TEKS		Teachers Academic Coaches	Classroom environment student progress MAP STAAR				
Problem Statements: Student Achievement 2, 4, 6							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Our EL population struggles in academic growth in both reading and math. Root Cause 1: Students do not come to school prepared in kindergarten.
Student Achievement
Problem Statement 2: White students did not meet state targets for academic achievement in reading and math nor in student success.

Student Achievement

Problem Statement 4: EL students did not meet the target for academic growth in reading and math.

Problem Statement 6: Our DRA EOY results show 44% of our all students reading below grade level and STAAR results show 29.5% at Meets Expectations for Reading and 46.5% for Math. **Root Cause 6:** A need to increase in quality effective TIER I instruction using Balanced Literacy and Guided Math.

Curriculum, Instruction, and Assessment

Problem Statement 1: The campus needs to improve vertical alignment across grade levels.

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





Performance Objective 4: All students will make at least one year's growth in writing as well as improve their meets/exceeds performance on the standards set for writing STAAR.

Evaluation Data Source(s) 4: CBAs, Lesson plans, and STAAR

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy 1) Academic Coaches in writing will work with teachers to model lessons and plan co teaching strategies in guided writing, model lessons and meet with teams during planning, and visit classrooms to assist in implementation. Part of the teacher growth process will also include debriefs after short observations with coach and administrators to increase the quality of instruction, when needed. Curriculum specialists will also be scheduled to work with specific teachers in specific areas of need for instruction in writing.		Principal Assistant Principal Academic Coaches Teachers Instructional Specialists	Team Meeting Agendas Evidence during DTAS evaluations Leadership Meetings, scheduled learning walks for teachers on campus with other lead teachers in the district.				
	Problem Statements: Student Achievement 6 Funding Sources: No Funding Required - 0.00						
2) Teachers will review their students' TELPAS proficiency levels from previous year in writing and monitor ELLs progress throughout the year.		Teachers	Student growth on CAs, CBAs, TELPAS, and STAAR				
	Problem Statements: Student Achievement 8						
3) Lesson plans and classroom instruction reflect the most up to date district curriculum/ placemats at the correct level of rigor in writing.		Teachers	Students are able to communicate what they are learning using the noun, verb, and context in the student expectation.				
4) Students will create a Writing Portfolio to document growth in writing.		Teachers Academic Coaches	Writing folders CBAs STAAR				
5) Teachers will work with highly qualified consultants/ teachers to help them improve the teaching of the writing craft, as well as revising and editing and focus on writing calibration and portfolios.		Teachers Academic Coaches Administrators	CBAs STAAR TELPAS				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Teachers will be given opportunities to attend research based training supporting writing programs. Some training may require travel.		Teachers Academic Coaches Administrators	CBAs TELPAS STAAR				
7) K-4 teachers will be trained in and use Lucy Calkins Units of Study to supplement the district's writing curriculum.		Teachers Academic Coaches Administrators	Writing Portfolios Writing folders CBAs TELPAS STAAR				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 6: Our DRA EOY results show 44% of our all students reading below grade level and STAAR results show 29.5% at Meets Expectations for Reading and 46.5% for Math. Root Cause 6: A need to increase in quality effective TIER I instruction using Balanced Literacy and Guided Math.</p>
<p>Problem Statement 8: Student achievement in writing needs to be addressed due to significant deficits compared to state and district averages in writing. Though 4th grade STAAR writing scores show improvement from the previous year's scores, K.E. Little Elementary shows a 12% deficit in writing compared to state averages and 5% deficit compared to district averages. Root Cause 8: Teacher training in the writing process, such as Lucy Calkins, would help remedy writing deficits as we increase teacher knowledge of the writing process.</p>

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

Performance Objective 5: Use data to target the specific needs of each EL student and help them advance their English language proficiency so that each student advances at least one TELPAS level each year and meets minimum STAAR standards.


Evaluation Data Source(s) 5: TELPAS

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Evaluate and monitor students and train teachers to improve instruction for ELLs students in all core subjects and on TELPAS		Administrators, Teachers	walk throughs, sign in sheets, observations, TELPAS scores				
	Problem Statements: Student Achievement 6						
Comprehensive Support Strategy 2) Use district/campus personnel to provide needed support for all teachers working with LEP/SPED students		Curriculum Specialist, Program Directors, Administrators, Academic Coaches	classroom observations, walk throughs, sign ins				
	Problem Statements: Student Achievement 6						
3) Monitor integrity of PEIMS data for all LEP students		Administrators, Academic Coaches, Registrar	LEP folders, PEIMS data				
4) Monitor the progress of LEP wavered students (ESL, M1, M2, M3, and parental denials)		Administrators, Academic Coaches, Teachers	report cards, progress reports, CBAs and CAs				
	Problem Statements: Student Achievement 6						
Comprehensive Support Strategy 5) Ensure that all faculty are responsible for the instruction of all LEP students by attending trainings offered by the district for support of these students		Administrators, Academic Coaches, Teachers, Program Directors	certificates, lesson plans, walk throughs				
	Problem Statements: Student Achievement 6						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Identify LEP students' level of English proficiency using OLPT as a guide to providing appropriate instruction		Administrators, Academic Coaches, Teachers	Placement PLC data				
Problem Statements: Student Achievement 6							
Comprehensive Support Strategy 7) Require staff development and implementation of 7 Steps Strategies		Curriculum Specialist, Administrators, Academic Coaches, Teachers, Director of Elementary Programs	certificates, walk throughs				
Problem Statements: Student Achievement 6							
8) Provide effective instruction so that LEP students progress at least one proficiency level in TELPAS and one year's growth in STAAR		Administrators, Academic Coaches, Teachers	Walk throughs, observations, lesson plans, TELPAS results and STAAR results				
Problem Statements: Student Achievement 6							
Comprehensive Support Strategy Additional Targeted Support Strategy 9) Provide small group reading intervention and math intervention for ELL students who performed below standard on STAAR focusing on targeted learning standards.		Academic Coaches Teachers	Year end reports will show an improvement in PBMAS and Reading STAAR scores for ELL students will improve.				
Funding Sources: 255-Title IIA - 0.00, 263-Title IIIA - 0.00, Local Funding - 0.00							
Comprehensive Support Strategy Additional Targeted Support Strategy 10) Provide Curriculum Specialists/Academic Coaches to model lessons and support addressing the academic needs of all at-risk students across the curriculum. One academic coach will be dedicated strictly to our ELL students to work with the teachers and students to support growth or our ELL students.		Principal, Assistant Principal, Academic coaches,	Staff development on Student growth across the grade levels evidenced in student data using Aware and STAR Renaissance.				
Problem Statements: School Context and Organization 2 Funding Sources: 211-Title IA - 0.00							
Comprehensive Support Strategy 11) Increase small group instruction based on needs of LEP students		Administrators, Teachers	progress reports, lesson plans				
Problem Statements: Student Achievement 6							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
12) Implement dual language in PK and kindergarten. Training, curriculum, and supplies will be provided to teachers and students to support learning in English and Spanish.		Teachers	Students will increase language skills in English and Spanish				
13) Evidence of ELPS implementation will be in lesson plans, in room, and demonstrated daily.		Teachers Academic Coaches	TELPAS STAAR PBMAS				
14) Purchase additional technology for classroom use and monitor student programs		Adminstrators	TELPAS STAAR Observation of use of technology				
15) All teachers of EL students will work to increase student language master and academic vocabulary acquisition through sheltered instruction techniques and dual language.		Teachers Academic Coaches Administrators	TELPAS STAAR Lesson plans Observations for DTAS				
16) All EL teachers will implement the strategies learned in research based trainings for working with English Language learners		Teachers Academic Coaches Adminstrators	TELPAS STAAR Lesson plans Observations for DTAS				



Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 6: Our DRA EOY results show 44% of our all students reading below grade level and STAAR results show 29.5% at Meets Expectations for Reading and 46.5% for Math. Root Cause 6: A need to increase in quality effective TIER I instruction using Balanced Literacy and Guided Math.
School Context and Organization
Problem Statement 2: Team Leader roles need to be clearly defined, and team leader notes are expected to be communicated and distributed efficiently to their team.





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

Performance Objective 6: Use data to target the specific needs of SPED students and help them achieve proficiency on STAAR tests

Evaluation Data Source(s) 6: CBAs, MAP, Lesson plans, STAAR

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Evaluate and monitor students and train teachers to improve instruction for SPED students in all core subjects and on STAAR ALT		Administrators, Teachers	walk throughs, sign in sheets				
Comprehensive Support Strategy 2) Use district/campus personnel to provide needed support for all teachers working with SPED students		Curriculum Specialist, Program Directors, Administrators, Academic Coaches	classroom observations, walk throughs, sign ins				
Comprehensive Support Strategy 3) Ensure that all faculty are responsible for the instruction of all SPED students by attending trainings offered by the district for support.		Administrators, Academic Coaches, Teachers, Program Directors	certificates, lesson plans, walk throughs				
Comprehensive Support Strategy 4) Provide inclusion students with in class support from teachers and aides. Increase the inclusion placement of SPED students		Administrators, ARD Facilitator, Teachers	schedule log, report cards				
Problem Statements: Student Achievement 6							
5) All teachers will implement the strategies learned in research based trainings for working with SPED students		Teachers Academic Coaches Adminstrators	STAAR Lesson plans Observations for DTAS				
6) All teachers of SPED students will work to increase student language master and academic vocabulary acquisition through sheltered instruction techniques and dual language.		Teachers Academic Coaches Administrators	STAAR Lesson plans Observations for DTAS				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Purchase additional technology for classroom use and monitor student programs		Administrators	STAAR Observation of use of technology				
Comprehensive Support Strategy 8) Increase small group instruction based on needs of SPED students		Administrators, Teachers	progress reports, lesson plans				
Comprehensive Support Strategy 9) Provide Curriculum Specialists/Academic Coaches to model lessons and support addressing the academic needs of SPED students across the curriculum.		Principal, Assistant Principal, Academic coaches,	Staff development on Student growth across the grade levels evidenced in student data using Aware and STAR Renaissance.				
Funding Sources: 211-Title IA - 0.00							
Comprehensive Support Strategy 10) Provide small group reading intervention and math intervention for SPED students who performed below standard on STAAR focusing on targeted learning standards.		Academic Coaches Teachers	Year end reports will show an improvement in PBMAS and Reading STAAR scores for ELL students will improve.				
Funding Sources: 255-Title IIA - 0.00, 263-Title IIIA - 0.00, Local Funding - 0.00							
Comprehensive Support Strategy 11) Ensure that all faculty are responsible for the instruction of all SPED students by attending trainings offered by the district for support of these students		Administrators, Academic Coaches, Teachers, Program Directors	certificates, lesson plans, walk throughs				
12) Monitor integrity of PEIMS data for all LEP students		Administrators, Academic Coaches, Registrar	LEP folders, PEIMS data				
Comprehensive Support Strategy 13) Use district/campus personnel to provide needed support for all teachers working with SPED students		Curriculum Specialist, Program Directors, Administrators, Academic Coaches	classroom observations, walk throughs, sign ins				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 6 Problem Statements:

Student Achievement

Problem Statement 6: Our DRA EOY results show 44% of our all students reading below grade level and STAAR results show 29.5% at Meets Expectations for Reading and 46.5% for Math. **Root Cause 6:** A need to increase in quality effective TIER I instruction using Balanced Literacy and Guided Math.

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: Reduce the turnover rate through mentoring, compensation, and staff development and increase hiring strategies for highly qualified certified personnel.

Evaluation Data Source(s) 1: Teacher certification, staff retention rate, classroom observations, DTAS, CBAs, MAP results





Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Attend job fairs in search of "HQ" candidates as needed collaborating with HR director		District Level Staff Principal Assistant Principal Academic Coaches Team Leaders	Job fair fliers, resumes, staff sign in sheets				
2) Principal will involve teachers in decision making and assure that teachers are involved in writing and analyzing CAs, CBAs and benchmark tests for student performance.		Principal	sign in sheets, minutes of meetings				
3) Campus administrators will assist current teacher(s) not certified to become certified in their area by providing time and training		Principal	Teacher is certified at the end of the year.				
4) To attract certified teachers for employment utilizing UHCL as partners in the intern program		Principal Human Resources	All teachers on campus are certified,				
5) Campus will provide mentors to new teachers and they will also participate in the New Teacher Program, Protege, provided by the district during their 1st year of teaching.		Teacher Mentors	Sign in sheets, walk throughs, communication from director of Curriculum Services				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Experienced teachers that need assistance will participate in the district's Navigator program to improve teaching skills		Director/Curriculum Services, Administrators, Teachers	Sign in sheets, walk throughs, communication from director of curriculum services				
Problem Statements: Staff Quality, Recruitment, and Retention 1							
7) Monitor effectiveness of teachers through walk throughs		Administrators, District Personnel	Walk through forms				
Problem Statements: Staff Quality, Recruitment, and Retention 2							
8) Offer 30 hours of GT certification training to home room teachers as necessary to meet state requirements		Administrators	Certificates				
Problem Statements: Staff Quality, Recruitment, and Retention 2							
9) Provide 6 hour GT update to currently GT certified teachers to maintain current certification		Administrators	Certificates, walk throughs				
Problem Statements: Staff Quality, Recruitment, and Retention 2							
10) Encourage teachers to obtain ESL certification to improve capacity to serve student population		Administrators, Director of Elementary Programs	Certificates				
Problem Statements: Staff Quality, Recruitment, and Retention 2							
11) Provide training opportunities for staff on changes with state assessments and curriculum		Administrators, District Curriculum Department	sign in sheets, agenda, meeting minutes				
Problem Statements: Staff Quality, Recruitment, and Retention 2							
12) Dedicate funds for payroll cost to maintain employment of highly effective personnel to help increase student academic performance		District Personnel, Administrators	State assessment results, turn over rate				
Problem Statements: Staff Quality, Recruitment, and Retention 3							
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 13) Faculty, Staff, Counselor, and Administrators will continue to be trained in research based best practices and to improve student success in all academic areas.	2.4, 2.5	Administrators ISPs ACs Teachers	Documentation of training provided. Evidence of practices being used in the classrooms through observations by campus administrators. Higher order thinking skills produced by students on benchmarks and STAAR.				
Problem Statements: Staff Quality, Recruitment, and Retention 3							
14) Provide staff development about effective inclusion models		Special Programs Director, Administrators	sign in sheets, walk throughs				
Problem Statements: Staff Quality, Recruitment, and Retention 3							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
15) Continue to train staff about Texas college and career readiness standards		Administrators, Counselor	Sign in sheets, agendas				
16) Provide staff development as needed and support for TEKS updates, differentiated strategies, ELA academies, total lesson and target math		Curriculum Specialist, Administrators, Academic Coaches,	Certificates, walk throughs				
Problem Statements: Staff Quality, Recruitment, and Retention 2							
Comprehensive Support Strategy Additional Targeted Support Strategy 17) Train teachers to use curriculum effectively in all subjects using the following resources (but not limited to): Data disaggregation 7 Steps strategies Math Interventions Reading Interventions Writing Strategies Professional Development in district and out of district for reading, ESL, Writing and Math Use of STAAR and DRA data MAP		Principal, Assistant Principal, Academic Coaches, Teachers, Dir. of Federal Programs, Dir. of Prof. Development, Dept. Supt. for Educational Services	Documentation of required trainings. Utilization of strategies in the classroom as documented by PDAS. Student progress measure in index 2 to improve based on student performance on STAAR. STAR Renaissance reading reports will chart student growth.				
Problem Statements: Staff Quality, Recruitment, and Retention 2							
Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00, IDEA B - 0.00, Special Programs - 0.00, Local Funding - 0.00							
Comprehensive Support Strategy Additional Targeted Support Strategy 18) Provide teachers with substitutes as needed for ELL, SPED, Math and Balanced Literacy training to be able to provide teachers with the proper enrichment training for teaching small groups based on individual needs and to make sure teachers have the foundations necessary to teach our learners using current strategies, specifically for ELL and SPED students.		Principal, Academic Coaches	Students individual reading levels will grow and show improvement throughout the year. Administrators will observe best ELL practices in the classroom. SEIDLETZ support through campus review and observations of ELL strategies in place.				
Problem Statements: Student Achievement 6							
Funding Sources: 211-Title IA - 0.00, Local Funding - 0.00							
19) Any teacher hired who is not certified will be provided with training opportunities, certification/ test prep practice, and district support.		Teacher Administration	Documentation of trainings Certifications list				
Problem Statements: Staff Quality, Recruitment, and Retention 1, 3							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
20) Administrators will encourage certified teachers to apply for ESL, GT, and SPED certifications so that all teachers are trained to meet the needs of our diverse learners.		Teachers	Retention of HQ staff Certification list				
21) Campus will continue to interview and hire certified teachers for our campus. Through the use of our Academic Coach model, we will work to make sure that no teacher has a "practice year" and that no teacher goes unsupported		Teachers Academic Coaches Administrators	Retention of HQ staff AC logs Lesson plans				
22) Campus will use DTAS as our teacher appraisal instrument. Teachers will set both professional growth and student growth goals that are aligned with district and campus goals		Teachers Administrators	SMART Goals Observation schedule DTAS Conference documentation				
23) Provide all information, requirements and deadlines for staff to complete trainings for Maltreatment, Child Sexual Abuse, Suicide, Sexual Harassment, Blood-borne Pathogens, Crisis Management, Texas Behavior Support Initiative (TBSI), Privacy rights/confidentiality (FERPA), discipline referral procedure, Behavior Intervention Plans (BIP), AED use		Principal, Assistant Principal, Nurse, Counselor, District Staff	Documentation in Eduphoria, Aware, agendas and sign in sheets				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 6: Our DRA EOY results show 44% of our all students reading below grade level and STAAR results show 29.5% at Meets Expectations for Reading and 46.5% for Math. Root Cause 6: A need to increase in quality effective TIER I instruction using Balanced Literacy and Guided Math.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Creating a campus climate that boosts staff morale and fosters a positive working environment.
Problem Statement 3: Training is needed to provide more effective delivery of instruction so student success can increase.
Problem Statement 2: Academic coaches to be in classrooms offering a greater level of support to teachers.

Curriculum, Instruction, and Assessment


Problem Statement 3: Teachers need to provide daily evidence of small group instruction that tracks student growth/performance in math and reading with the use of guided math/reading binders. (this includes running records as well) These will be monitored by administration and coaches.

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

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

Evaluation Data Source(s) 1: CIS, counseling program evaluations, parent sign in sheets at events,

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide school supplies, clothing and transportation for identified homeless students in order for them to attend school on a daily basis and meet federal and state standards on assessments.		Principal, Assistant Principal, and Counselor, CIS, District Social Worker	Students and parents have the tools they need to send/come to school and be successful				
	Problem Statements: Demographics 3 Funding Sources: 211-Title IA - 0.00						
2) Provide at-risk students and families with counseling services and support through Communities In Schools who provide outside counseling resources.		Principal, Assistant Principal, Counselor, CIS	Documented services provided by CIS provider to students and families. Reduce future dropout rate of students who are at-risk.				
	Problem Statements: Demographics 3						
3) Continue providing backpack buddies and Operation School Bell to identified students		CIS, Counselor	CIS records, Counselor records				
	Problem Statements: Demographics 3 Funding Sources: Local Funding - 0.00						
4) CIS maintains a mentor program for students that are at-risk. Mentors visit student once a week for thirty minutes.		CIS	Increased attendance Student performance increase				
							

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: Families need resources on topics such as mental health, behavior intervention, physical health, and college readiness. **Root Cause 3:** Due to the extremely low median household income.

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

Performance Objective 2: K.E. Little will implement strategies throughout the school year to promote a safe, positive learning environment.

Evaluation Data Source(s) 2: Raptor records, training records, Crisis Management Committee minutes, Discipline data, PBMAS Report, PEIMS Data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers and staff will be trained in research based restorative practices in order to ensure that the learning environments are well maintained and that relationships are built where physical and mental safety is a focus.		Teachers Administrators	Reduction in discipline referrals PEIMS data Observation of student engagement				
2) Maintain consistent discipline management policies that align with state legislative updates		Principal, Assistant Principal	Discipline reports in PIEMS				
Problem Statements: School Culture and Climate 2							
Funding Sources: No Funding Required - 0.00							
3) Implement a campus wide behavior plan		Principal, Assistant Principal, Counselor, Teachers	Decrease in student discipline referrals				
Problem Statements: School Culture and Climate 2							
4) Post discipline management plan in classrooms and hallways		Campus Administrators	Plans filed with principal				
Problem Statements: School Culture and Climate 2							
5) RTI Committee will monitor and address identified needs of referred students with frequent discipline referrals for implementation of behavior intervention		Counselor, Behavior Coach, RTI Committee	Discipline records, RTI records				
Problem Statements: School Culture and Climate 2							
6) Designate grade level and special area teachers as team leaders		Principal, Assistant Principal	Team leader lists, team leader minute meetings				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Use calendar shared in Google, emails, school messenger and team leaders to communicate expectations and information to faculty		Secretary, Principal, Assistant Principal, Team Leaders	Copy of monthly calendar				
8) All visitors will be signed in on raptor program and issued ID to wear. Anyone picking up a student MUST have ID scanned through rapture.		Campus Administrators, Front office staff	Raptor report				
9) Continue to have staff, substitutes and all regular visitors to campus wear ID badges.		Principal, Front Office Staff	Badges in use				
10) Provide walkie-talkies for safety to select personnel.		Secretary	Sign out sheet				
11) Continue to implement precautions for injured/ill students by calling the nurse. Do not move serious injuries.		Nurse and staff	Agenda and sign in sheet				
12) Continue implementation of safety drills which will include monthly fire drills, one shelter in place, one lock down and one tornado drill each semester. False alarms will be treated as emergency practice drills		Principal, Assistant Principal, Secretary	Drill schedule				
13) Provide representation for Student Health Advisory Committee (SHAC) who will provide input, suggestions and advice for district committee.		SHAC Committee	Agenda, meeting minutes				
14) Use vertical team planning, PLCs, Hospitality Committee and team building activities to improve staff morale/relationships.		Counselor, Principal, Assistant Principal, Team Leaders, Hospitality Committee	Staff survey				
15) Provide parents/ Guardians with car rider tags to ensure proper identification during student dismissal.		Teachers	Students get home safely				
16) Promote safe and secure schools by using Standard Response Protocols in emergency situations		Administrators	Common language and protocols between first responders and campus personnel				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
17) Provide monthly guidance lessons with the counselor		Counselor	Conflict resolution and Character lesson plans				

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 2: In regards to climate: We need more student clubs/activities, re-instate monthly birthday celebrations for staff and other things hospitality did in the past, utilize a hospitality survey when making decisions, make hospitality a separate committee.

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





Performance Objective 3: Student attendance will increase to 97%.

Evaluation Data Source(s) 3: Attendance reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Acknowledge perfect attendance for the year at awards ceremonies		Administrators, Registrar, Teachers	Awards report				
2) Provide 9 weeks incentive program for perfect attendance		Administrators, CIS	Attendance report, incentive record				
3) Follow district procedures for excessive absences		Administrators, Truancy Officer, Registrar	student report				
4) Teachers will call home on 3rd consecutive absence		Teachers	Parent contact log				
Problem Statements: Parent and Community Engagement 3							
5) Use school messenger daily for calling school absences and tardies		PEIMS Administrator	report				
Problem Statements: Parent and Community Engagement 3							
6) Set an attendance goal equal or greater than state minimum		Administrators	Nine week report				
7) Improve staff attendance by 5% using incentives and recognition		Campus Administrators, All staff	Attendance reports each nine weeks				
Problem Statements: School Culture and Climate 1							
8) Increase staff accountability to improve attendance (student and teacher), student success and implementation of procedures and directions		Principal, Assistant Principal, All Staff	Skyward and Aesop Reports, Academic data, team leader meeting minutes				
9) Provide essential materials (clothing, school supplies, transportation) for identified homeless students in order for them to attend school on a daily basis.		Counselor CIS	Attendance records transportation log				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
10) Utilize the district truancy officer to help with students who have repeated attendance issues.		Teachers Data Entry Clerk Receptionist Administrators	Quarterly ADA reports				
11) Students will have the opportunity to participate in after school/ before school clubs (music, art, running, drama, garden). Students must maintain an attendance rate of 97% to be eligible to participate.		Teachers	Increase student attendance				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Performance Objective 3 Problem Statements:



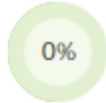

School Culture and Climate
Problem Statement 1: In regards to discipline: Guidelines for what constitutes a referral to the office. Root Cause 1: Staff turnover
Parent and Community Engagement
Problem Statement 3: We need to continue to improve communication with parents and community via social media and update the website on a regular basis.

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

Performance Objective 4: 100% of students will receive required instruction in areas such as bullying prevention, conflict resolution, drug, and violence prevention.

Evaluation Data Source(s) 4: Programs and trainings held on campus

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) K.E. Little will follow district guidelines and state guideline for identifying and investigating all allegations of bullying		Principal, Assistant Principal, Teachers, Counselors, Staff	Documentation of procedures during investigations				
Problem Statements: School Culture and Climate 2							
2) K.E. Little will continue a focus on Bully Prevention celebrating October as Bully Prevention Month, Kindness Counts, Unity Day, and Fostering Friendships		Principal, Assistant Principal, Counselor, Staff	Documented Bully Prevention Awareness Activities				
Problem Statements: School Culture and Climate 2							
Funding Sources: Local Funding - 0.00							
3) Continue implementation of character traits education to discourage bullying		Principal, Assistant Principal, Counselor, CIS, Teachers	Guidance lessons, CIS (caught red handed program), teacher assigned leaders, decreased bullying incidents				
Problem Statements: School Culture and Climate 2							
4) Use available resources to provide students information about being drug free.		Counselor	Calendar, lesson plans				
5) Promote "No Place for Hate" campus wide		Counselor	Prevention of student on student bullying				
6) Campus will participate in Red Ribbon Week		Counselor	Schedule of events Survey of students				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 4 Problem Statements:

School Culture and Climate

Problem Statement 2: In regards to climate: We need more student clubs/activities, re-instate monthly birthday celebrations for staff and other things hospitality did in the past, utilize a hospitality survey when making decisions, make hospitality a separate committee.


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

Performance Objective 5: 100% of students will participate in physical fitness activities

Evaluation Data Source(s) 5: FitnessGram, Lesson plans

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Yearly administration of fitness grams in PE.		PE Teacher, Principal	Completion of fitness gram by deadline				
2) Deliver instruction in a physical education and health program approved by the district SHAC committee.		PE Teacher, Principal	Lesson plans				
3) All PK-4 students will participate in daily recess		Teachers	Master Schedule				
4) Students will have the opportunity to participate in a running club.		Teachers	Increased attention during instruction				
5) All K-4 students will participate in the state required weekly minutes of physical education		Teachers	Master Schedule Fitness Gram				




100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue

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: 100% transparency of financial management policies/practices for state, federal and local funding for the year 2019-20.

Evaluation Data Source(s) 1: Apply fiscally sound management procedures on campus Principal Evaluation, March 2020.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Principal and campus secretary attend District Business Operations Training for budget managers in order to support and enforce policies and procedures for correct budget management procedures on campus.		Principal, School Secretary	Documented training sign in sheets. Good budget management procedures conducted on campus with local, state and federal funds.				
Funding Sources: No Funding Required - 0.00							
2) Review all budget issues with site- based decision making team.		Principal, School Secretary	Documentation on CIC agendas and budget approval meetings.				
Funding Sources: No Funding Required - 0.00							
3) Coordinate with district budget managers when planning Master Schedule, professional development, and support materials in order to meet needs of all students.		Principal, Dir. of Technology, Fed. Programs Supervisor, Curriculum Specialists	Documentation of A Team meetings, planning sessions for staffing and professional development coordination of funds.				
							

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 2: Maximize use of technology programs currently used in district by bringing trainings to campus with monitoring campus program usage reports.

Evaluation Data Source(s) 2: Campus training for technology documented throughout the year 2019-20 calendar.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) K.E. Little will schedule campus technology trainings throughout the school year to ensure teachers are properly trained on programs utilized with students for instruction and data review.		Technology, Principal, Assistant Principal	Documented trainings throughout the year				
	Problem Statements: Technology 3 Funding Sources: No Funding Required - 0.00						
Comprehensive Support Strategy Additional Targeted Support Strategy 2) Integrate the TEKS in reading and math with the use of technology by teachers and students using effective software.		Teachers, Administrators	Reports in MAP Reading and Math and other software reports for the year				
	Problem Statements: Technology 2 Funding Sources: Local Funding - 0.00						
Comprehensive Support Strategy Additional Targeted Support Strategy 3) Purchase additional hardware/ software to provide more access to math and reading online programs in order to help students meet state and federal passing standards.		Classroom Teachers, Principal, School Secretary	Purchase orders.				
	Problem Statements: Technology 1 Funding Sources: 211-Title IA - 0.00, Local Funding - 0.00						

Performance Objective 2 Problem Statements:

Technology
Problem Statement 3: Teachers need professional development on effective instructional use of available software and hardware.
Problem Statement 2: Additional quality instructional software is needed for all grades for ELA and Math.
Problem Statement 1: According to a staff questionnaire, technology available for classroom instruction does not meet the expectation for a 21st century classroom.

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

Evaluation Data Source(s) 1: Documentation of communication responses in notes, email, and phone messages, student/parent sign in sheet for summer library use, parent survey at the end of the year, parent contact logs, VIPS sign in sheets, CIS records and Resolve It documentation

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to use parent communication/concern forms and have available in the front office and return all calls within a 24 hour business day.		Front Office Staff, Principals, Counselor and Teachers	Parent and community survey in May, 2017.				
	Problem Statements: Parent and Community Engagement 3 Funding Sources: No Funding Required - 0.00						
2) Utilize parent, community and business input/involvement in decision making regarding review and approval of Campus Improvement Plan		Principal, Assistant Principal, Team Leaders, CIC	Documentation of campus distribution of assessment information, school web page, school Facebook page, meeting agendas, sign in sheets and invitations and announcements.				
	Funding Sources: No Funding Required - 0.00						
3) Increase parent and community involvement through the VIPS program		Principal, Assistant Principal, Counselor, Teachers, CIS	Sign in sheets will be provided and a list will be kept of all volunteers.				
	Funding Sources: No Funding Required - 0.00						
4) Parent workshops will be held with refreshments served on the various nights.		Principal, Assistant Principal, Counselor and Teachers	Sign In sheets, Handouts				
	Problem Statements: Parent and Community Engagement 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Provide staff with time for parent conferencing to increase parent involvement and inform parents of our new PK-Grade 3 math and reading online platforms for parents to access, plus review child's current level of success in core subjects.		Teachers	Documented conference sheets, Parent Communication logs throughout the year.				
Problem Statements: Parent and Community Engagement 3 Funding Sources: 211-Title IA - 0.00							
6) Conduct Title I meeting to provide information about participation and requirements		Principal	Title I meeting sign in sheets and agendas for documentation				
Funding Sources: No Funding Required - 0.00							
7) Communicate school information to parents in both English and Spanish using newsletters, school messenger, marquee, fliers, take home folders, social media, and campus website.		Principal	Documentation of letters and communications that go to parents				
Problem Statements: Parent and Community Engagement 3 Funding Sources: No Funding Required - 0.00							
8) Inform parents/guardians of third and fourth grade students their STAAR test results		Principal	Documentation of letters sent to parents in Spanish and English				
Funding Sources: No Funding Required - 0.00							
9) Provide a PREK/K round up for parents and students to prepare for transition from home/school to PK or kindergarten		Academic Coaches/Principal/Teachers	Planning and implementation of PREK/Kinder round up/agenda and sign in sheet of PREK/Kinder round up event.				
Funding Sources: Local Funding - 0.00							
10) Provide opportunity for parents and students of 4th grade to prepare for transition to 5th grade by working with Barber and Dunbar on scheduling a campus visit for 4th grade and discussing necessary classes for students who are not successful on STAAR.		Administrators, Counselors and Teachers	Schedule with Dunbar/Barber for campus visit, communications counselors and teachers.				
Funding Sources: Local Funding - 0.00							
11) Veterans Day Activities to include local Veterans/community in school recognition of Veterans Day with music program		Counselor, Administrators, Music Teacher	Media, Agenda, Invitations				
12) Hold a Career Day with local and area businesses and colleges		Counselor and Administrators	Media, Agenda, Invitations				
13) Campus will provide parent timely information about their child's academic progress throughout the school year.		Classroom teachers	Report cards and results of child's test results documented.				
Problem Statements: Parent and Community Engagement 3							
14) Utilize Communities in School to provide assistance with clothing, food, health supplies, etc.		CIS, Principal	CIS records				
Problem Statements: Parent and Community Engagement 2							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
15) Revise jointly with parents the school-parent compact and parental involvement policy		Principal, PTA officers	Agenda and minutes				
16) Revise the CIP with the involvement of parents, teachers and community members that includes the CNA and addresses the 10 components of a Title I school wide program		Campus Administrators, PTA officers, CIC	CNA, Updated CIP, Agenda and Minutes				
17) Provide activities to recognize Texas Public School week		Principal, Counselor, CIS	Fliers, calendar and sign in sheets				
18) Provide incentives for nighttime events such as homework passes, door prizes, etc.		Leadership Team	Sign in sheets				
19) Solicit parents to serve on district committees		Principal, District Personnel	Roster				
20) Administer parent and teacher surveys to solicit confidential input from parents and students for campus suggestions		Principal, Academic Coaches	Returned surveys, survey data analysis				
21) Provide training about the importance and value of parental involvement		Assistant Principal	Agenda and meeting minutes				
22) Provide training for LEP parents on assisting their children to be successful in school		Principal, Bilingual Academic Coach, Bilingual Teachers	Agenda, sign in sheets, plans				
23) Inform parents of "Right to Know" regarding teacher/paraprofessional qualifications		HR Director, Principal	Certification documentation				
24) Require each teacher to maintain a parent contact log per every nine weeks		Teachers	Contact Logs				
Problem Statements: Parent and Community Engagement 3							
25) Continued use of Skyward by teachers and parents to access student information		Principal, Teachers, PEIMS Clerk	Agenda, meeting minutes, documentation of use				
Problem Statements: Parent and Community Engagement 3							
26) Provide Spanish interpretation during programs and meetings		Assistant Principal, Bilingual Staff	Interpreter documented				
Problem Statements: Parent and Community Engagement 3							
27) Clearly communicate student involvement in special programs (RTI, SPED etc.) to parents		Principal, Academic Coaches, Teachers, Counselor	Parent contact logs, minutes of meetings				
Problem Statements: Parent and Community Engagement 3							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
28) Communicate to parents school wide reading and math incentive programs (Schlitterbahn, Book It)		Principal, Teachers, Academic Coaches	Fliers, Student participation logs/bulletin board				
	Problem Statements: Parent and Community Engagement 3						
29) Parents will receive academic progress reports on each student every 4.5 weeks		Teachers, Campus Administrators	Progress reports, report cards, contact logs				
	Problem Statements: Parent and Community Engagement 3						
30) Use take home folders as a form of communication with parents		Teachers	Parent Signature page				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
31) The campus will offer a variety of parent and family engagement meetings during the school year in order to strengthen involvement between home and school. Meet your teacher night- August 15, 2019 from 5:30-6:30 PM Parent Orientation/ Title I Presentation- August 27, 2019 at 5:30-6:30 PM Title I Presentation/ Meet with the Principal- September 18th from 7:30 AM- 8:15 AM Homework Help/ AVID binders- September 23, 2019 6:00-7:00 PM Reading Night- October 23, 2019 from 6:30-7:30 PM Veteran's Day Program- November 11, 2019 9:00 am and 6:30 pm Field Day- November 22, 2019 8:35 am-3:55 PM Science night and Fourth Grade Music Program- December 11, 2019 5:00-7:00 pm Bedtime Story Hour- January 21, 2020 at 6:30-7:30 pm Spring Open House and 2nd Grade Music Program- February 25, 2020 from 4:45-6:00pm Family Fitness Night- March 25, 2020 from 5:30-6:30 Art Night and 1st Grade Music Program- April 21, 2020 at 4:45-6:00pm Cinco de mayo night- May 5, 2020 from 5:30-7:00pm		teachers, principal	increased parent engagement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
32) 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, Campus Secretary	Increase in Parent Engagement				
Problem Statements: Parent and Community Engagement 1, 3							
33) The campus will make available the English version of the Campus Needs Assessment and Campus Improvement Plan by posting is on our district website, as well as the campus library in an effort to build parent engagement. Spanish translation is available upon request.		Principal Campus Secretary	Higher parental involvement				
34) A Campus Engagement COordinator will be in charge of coordinating all parent engagement activities on campus with a primary focus on bilingual/ ESL parental engagement. They will organize the following three types of activities in conjunction with the community: 1.) Parent outreach and trainings for bilingual/ESL parents 2.) Family literacy services and/ or family outreach and trainings for bilingual/ ESL parents 3.) Community participation programs for bilingual/ ESL parents		Parent Engagement Coordinator Administrators	Increased parental engagement				
							

Performance Objective 1 Problem Statements:

Parent and Community Engagement

Problem Statement 3: We need to continue to improve communication with parents and community via social media and update the website on a regular basis.

Problem Statement 1: Parents indicate a desire for parenting workshops covering topics such as information in all subject areas, homework help, how to talk so kids will listen, understanding STAAR, ESL information, bully awareness, college, and computers.

Problem Statement 2: Due to high percentage of low socioeconomic status (80%), we need to provide additional assistance for families that the school cannot meet.

State Compensatory

Personnel for Kenneth E. Little Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Guillory, S.	Instructional Support Paraprofessional		1.0
Gustke, L.	Instructional Support		.25
Hong, J.	Instructional Support		.25
LeBlanc, J.	Instructional Support		.50
Monson, A.	Instructional Support Paraprofessional		1.0
Pineda, W.	Instructional Support		.50
Pope, A.	Instructional Support Paraprofessional		1.0
Taylor, L.	Instructional Support Paraprofessional		1.0
Williams, A.	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>
Antley, M.	Instructional Coach		1.0
McNair, R.	Instructional Coach		1.0

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Brooke Newell	Principal
Administrator	Hayde Lopez	Assistant Principal
Classroom Teacher	Daniela Monroy	Kindergarten
Classroom Teacher	Vilma Vazquez-Martinez	First Grade
Classroom Teacher	Ashley Sanchez	Third Grade
Classroom Teacher	Carolyn May	Third Grade
Classroom Teacher	Amy Francen	Fourth Grade
Classroom Teacher	Tyler McCord	Specials Teacher
Classroom Teacher	Elissa Cox	Special Ed
Non-classroom Professional	Anne Monson	Fourth Grade Para
Parent	Laila Braunm	Parent
Parent	Ruby Templeton	Parent
Parent	Rebecca Leake	Parent
Parent	Karina Puentes	Parent
Parent	Marina Lopez	Parent
Parent	Sabrina Garza	Parent
Parent	Jade Burger	Parent
Community Representative	Dana Alvarado	Community Representative