

Dickinson Independent School District

San Leon Elementary School

2019-2020 CIP



Mission Statement

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

Vision

It is the vision of San Leon Elementary School to add value to the lives of our students by creating a learning environment where the curriculum is focused on rigor and relevance, and the instruction is driven by positive student and teacher relationships.

Value Statement

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

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

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

We can achieve more by working together.

Every teacher is a leader and every leader a teacher.

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Comprehensive Needs Assessment

Revised/Approved: May 17, 2019

Demographics

Demographics Summary

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

San Leon Elementary School serves 696 students in grades PK to 4. This is an increase from the 600 students enrolled when the school opened in August 2007.

The student population is 2.72% African-American, 31.76% Anglo, 2.15% Asian, 60.66% Hispanic, 52.5% male and 47.5% female with a low socioeconomic status of 77.68%. The staff population is 4.55% African-American, 65.91% Anglo, and 23.86% Hispanic, and 4.3% male and 95.7% female with an average of 11.1 years of experience.

The overall mobility rate for the campus is approximately 19%, with a drop-out rate of 0%. The average daily attendance rate for students is 95.44%. The average daily attendance rate for staff is 96.2%. The district goal is 98%. There are a total of 19 discipline referrals this year, which is a decrease from last year.

San Leon Elementary Campus serves 272 English Language Learner students (38.91%), 22 students in the Gifted and Talented program (3.15%), 18 (2.58%) students identified for 504 services, 85 students served through special education services (12.16%). We currently have 11 (1.57%) identified homeless families.

Demographics Strengths

- SLES serves a diverse population
- Discipline referrals have decreased
- SLES is a neighborhood school

- The enrollment has declined slightly over the past 3 years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: ELs are the lowest performing group on STAAR.

Problem Statement 2: Attendance for all students is low at 95.44%.

Problem Statement 3: Economically disadvantaged second grade students are not reading at grade level at the end of second grade.

Student Achievement

Student Achievement Summary

Student achievement data is disaggregated in Skyward and Eduphoria Aware. There is a strong comparison between the data for local benchmarks and state assessments. In order to monitor for Domain 2, we will focus on growth in all student groups. Our goal is for 80% of our EL students to achieve progress of 1 year or more. Our special education and inclusion programs have had an impact on student achievement as well as focusing on the ELPS. The data keeps us focused on our areas of weakness and helps us to meet individual student needs. As we continue to learn more about the STAAR accountability system, we will strive to stay above the state average, and strive to meet all federal and state system safeguards.

Student Achievement Summary

Mathematics – 3rd Grade (Approaches/Masters)

	All	Hispanic	Afr. Am.	White	Eco. Dis.	LEP	Sp. Ed.
State 2016	74/18	71/14	59/9	84/27	67/11	69/12	41/6
2017	76/25	73/20	63/14	85/33	70/18	72/19	43/9
2018	77/23	75/18	64/12	85/30	71/15	74/17	44/8
2019	78/24	75/19	65/13	86/33	72/16	75/18	46/9
SLES 2016	65/11	60/9	57/0	73/14	59/7	49/4	17/0
2017	70/14	65/13	50/0	77/14	68/14	57/3	33/13
2018	81/20	80/18	80/20	85/23	80/19	71/5	44/0
2019	79/20	73/12	-/-	88/37	76/14	68/8	42/8

Reading – 3rd Grade (Approaches/Masters)

	All	Hispanic	Afr. Am.	White	Eco. Dis.	LEP	Sp. Ed.
State 2016	72/23	67/18	60/14	83/34	63/15	62/15	37/7
2017	71/28	67/23	59/17	83/40	63/19	63/19	37/9
2018	76/24	72/18	64/14	86/35	69/15	69/13	43/8
2019	75/27	72/22	64/17	84/37	68/19	69/19	43/9
SLES 2016	67/15	64/10	71/14	76/24	60/8	47/0	44/0
2017	66/15	64/14	33/17	70/18	64/11	40/7	40/7
2018	74/23	65/19	80/01	90/28	71/18	49/0	44/0
2019	72/26	68/14	-/-	79/49	68/17	65/8	50/8

Mathematics – 4rd Grade (Approaches/Masters)

	All	Hispanic	Afr. Am.	White	Eco. Dis.	LEP	Sp. Ed.
State 2016	72/20	69/15	56/9	82/30	64/13	64/12	34/6
2017	74/26	71/22	58/14	83/36	67/18	68/18	36/7
2018	77/26	75/22	63/14	85/35	71/19	71/18	41/8
2019	74/24	71/22	59//14	82/37	67/19	69/20	38/9
SLES 2016	83/29	79/30	82/27	85/26	80/22	29/14	70/10
2017	73/15	69/10	73/0	82/29	68/12	35/0	17/0
2018	65/14	58/11	40/0	84/16	63/14	45/0	57/14
2019	75/30	70/30	-/-	84/27	73/28	58/13	59/0

Reading – 4th Grade (Approaches/Masters)

	All	Hispanic	Afr. Am.	White	Eco. Dis.	LEP	Sp. Ed.
State 2016	74/19	69/14	64/11	84/28	66/12	61/9	34/5
2017	69/23	64/17	55/14	81/35	60/14	56/11	31/7
2018	71/24	66/18	59/14	82/33	63/15	58/10	35/7
2019	73/21	70/16	60/12	83/31	66/14	64/12	36/6
SLES 2016	85/21	85/18	82/27	85/21	83/14	43/0	50/0
2017	64/17	61/13	73/9	71/22	58/12	26/0	17/0
2018	59/18	55/11	40/20	68/46	59/19	42/3	43/14
2019	75/21	71/23	-/-	81/19	72/20	58/3	53/0

Writing – 4th Grade (Approaches/Masters)

	All	Hispanic	Afr. Am.	White	Eco. Dis.	LEP	Sp. Ed.
State 2016	67/15	63/11	58/9	77/21	59/9	56/8	25/3
2017	63/10	59/7	52/5	72/15	55/6	54/5	23/2
2018	61/10	57/7	48/5	70/15	52/5	52/3	21/2
2019	65/10	62/8	52/5	74/14	57/6	58/7	25/2
SLES 2016	83/14	87/11	91/18	74/15	83/8	57/0	30/0
2017	54/8	52/5	36/0	65/17	50/6	13/0	8/0
2018	46/6	41/4	40/0	58/11	44/6	21/0	20/7
2019	57/4	56/5	-/-	59/0	53/4	40/0	18/0

17-18 Targets for Closing the Gaps:

San Leon Elementary School did not meet the State Targets for Academic Achievement in the following groups for math and reading: All Students, Hispanic, White, EL, and Continuously Enrolled. The State Targets were not met in reading for the same groups with the addition of Non-Continuously Enrolled. The Targets were met in math and reading for Economically Disadvantaged and Special Education. The target was also met in reading for Non-Continuously Enrolled Students.

San Leon Elementary School did not meet the State Targets for Growth Status in the following groups for math: All Students, Hispanic, White, EL, Economically Disadvantaged Non-Continuously Enrolled and Continuously Enrolled. The State Targets were not met in reading for the same groups with the exception of White who exceeded the Target. The Targets were met in math and reading for Special Education.

San Leon Elementary School exceeded the Target for English Language Proficiency Status.

Student Success Status Targets were not met by the following groups: All Students, Hispanic, White, EL, Continuously and Non-Continuously Enrolled. The Target was met by Economically Disadvantaged and Special Education.

2018-19 A-F Accountability Rating: B

Distinction Designations:

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

Student Achievement Strengths

Please see Addendum-2019 Accountability and 2017 TAPR for additional information

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

A-F Accountability Rating: B

Distinction Designations:

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

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: STAAR data needs to continue to improve due to the significant drop at the end of 2017 and 2018 in fourth grade.

Problem Statement 2: EL students are reading below grade level in English from 1st to 4th grades.

Problem Statement 3: EL and Special Education students need to increase their achievement in math, reading, and writing on state standards.

Problem Statement 4: Teachers need to focus on good first teaching and follow the curriculum guidelines consistently.

School Culture and Climate

School Culture and Climate Summary

Students enjoy being on campus and feel that it is a fun place to learn. The staff also feels it is a friendly and positive place to work. We work hard to create positive and respectful relationships across all grade levels. The high academic requirements and behavior expectations result in low discipline problems. Faculty and students feel a strong sense of security in the building. The staff has high expectations and students rise to meet those expectations. All students seem satisfied and student attendance is out of student control at this age. Attendance is low at 95.44%. The district goal of 98% was not met. Teacher attendance was 96.2% last year. The teachers do an excellent job of forming relationships and providing rigorous instruction which keeps students in the classrooms and successfully learning. San Leon Elementary School is a new and safe facility that provides a place where students feel safe and happy learning.

School Culture and Climate Strengths

- Safe, friendly, supportive and positive environment
- Relationship of trust and respect between teachers, students, and peers strengthen instruction
- Character education classes
- No Place For Hate
- Career presentation focus and planning
- Anti-bullying presentations
- Common planning time for grade levels
- Develop and organize Student Council
- Implement award ceremony at the end of the year
- Very few office referrals that result in removal to ISS or OSS
- AVID

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Attendance for all students is low at 95.44%.

Problem Statement 2: Parent engagement needs to increase.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers are fully certified and teaching within their certification limits. Weekly walk thrus as well as formal observations are conducted. Feedback is immediately shared with teachers through Eduphoria. As student achievement data is received, teacher strengths are matched with student needs. Walk thrus and evaluations also provide ongoing feedback for growth. Professional development surveys are conducted annually by the district upon completion of specific professional development events. Staff attended Math training, Reading training, Lead4Ward, 7 Steps training, Navigating the ELPS, GT, and Special Education training provided by the District. Implementation will be monitored by administrative walk thrus and ongoing campus staff development. In Addition, San Leon Elementary will be an AVID campus for the 2019-20 school year. Fifteen faculty members will attend AVID Summer Institute in June.

Staff Quality, Recruitment, and Retention Strengths

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Highly qualified bilingual teachers must be recruited and retained.

Problem Statement 2: All teachers will work together to find time to observe each other in order to provide ongoing professional learning.

Problem Statement 3: Tier 1 instruction needs to be well planned and provide higher rigor and relivance to deliver effective instruction.

Problem Statement 4: Academic Coaches continue to be a need on campus but they need guidance on how to be effective with students and mentoring teachers.

Problem Statement 5: Ongoing training is needed to provide more effective delivery of instruction.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Curriculum, Instruction, and Assessment Strengths

- Comprehensive district scope and sequence and planned units
- Data from MAP math and reading, STAAR, and CBAs, DRA ,TELPAS and Woodcock-Munoz testing.
- Weekly PLC meetings to discuss data and instruction
- Power PLCs following each CBA to discuss data and instruction
- Implementation and instruction provided to teachers on Balanced Literacy
- Data monitored on digital data wall
- Fast Forward will be used by ELL and low performing students PK-4

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: All students need to be reading at or above grade level at the end of second grade.

Problem Statement 2: Students need first instruction aligned to standards using planning guide.

Problem Statement 3: Instruction needs to be aligned with individual student needs.

Problem Statement 4: Implement an online reading program for students who are struggling to learn basic phonics needed to read.

Problem Statement 5: Ongoing training is needed to provide more effective delivery of instruction.

Problem Statement 6: A comprehensive writing and phonics program is needed for all students K-4.

Parent and Community Engagement

Parent and Community Engagement Summary

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

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

DISD maintains a district website as well as campus websites for all campuses. The DISD Educational Services Building (ESC) is where the community comes when they need assistance. Since the ESC is a known location throughout the community, we store documents such as the District Improvement Plan, Campus Improvement Plans, District and Campus Parent Engagement Policies and any other pertinent documents at this location. We have translation

services available at each campus, as well as the ESC for Spanish Speaking parents in the community since approximately 12% of our population speaks Spanish. We also offer translations services in other languages if a community member requests a district document to be translated. Those translation services are outsourced to a third party. Parents can also access their child's grades through Skyward Family and Student Access that is set up in the parents preferred language.

Parent and Community Engagement Strengths

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

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Teachers need to regularly communicate with parents.

Problem Statement 2: Social Media is underutilized for parent communication.

Problem Statement 3: Campus website is not updated regularly.

Problem Statement 4: Continue to improve and expand parent academic learning opportunities.

Problem Statement 5: Parent engagement needs to increase.

Problem Statement 6: Due to the high level of low socioeconomic status (77.68%), additional resources are needed to assist families.

School Context and Organization

School Context and Organization Summary

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

School Context and Organization Strengths

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

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Teachers need to be provided with staff development that allows them to meet their personal and student growth goals.

Problem Statement 2: Utilize District Instructional Specialists to provide clarification and guidance of TEKS/curriculum being taught each nine weeks so instruction delivered is focused and on target for student success.

Technology

Technology Summary

The campus is equipped with projectors, document cameras, computers, and Chromebook carts. We have a variety of technology available for teachers to use and all students have access to technology. The teachers like having technology to enhance their instruction. The district provides ongoing technology

training incorporated in core curriculum areas. Technology is used to support rigor and relevance in the curriculum for the 21st continue to add technology in order to stay current and keep technology updated in order to support current programming needs.

Technology Strengths

- The technology proficiency level of staff is appropriate
- Teachers are able to connect technology to support the TEKS
- Technology utilized in all subjects to introduce, reinforce, extend, enrich, and assess student mastery of curriculum targets
- The auxiliary schedule allows student to rotate through the lab at least once a week
- Fast ForWord program for all students

Problem Statements Identifying Technology Needs

Problem Statement 1: Difficulty scheduling student computer access to supplemental reading and math online programs so that students will show academic growth.

Problem Statement 2: More mobile devices are needed so that all students can have access to supplemental online reading and math programs, as well as online assessments.

Priority Problem Statements

Problem Statement 1: ELs are the lowest performing group on STAAR.

Root Cause 1:

Problem Statement 1 Areas: Demographics

Problem Statement 2: Attendance for all students is low at 95.44%.

Root Cause 2:

Problem Statement 2 Areas: Demographics

Problem Statement 3: STAAR data needs to continue to improve due to the significant drop at the end of 2017 and 2018 in fourth grade.

Root Cause 3:

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: EL students are reading below grade level in English from 1st to 4th grades.

Root Cause 4:

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Attendance for all students is low at 95.44%.

Root Cause 5:

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 7: Highly qualified bilingual teachers must be recruited and retained.

Root Cause 7:

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

Problem Statement 8: All teachers will work together to find time to observe each other in order to provide ongoing professional learning.

Root Cause 8:

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

Problem Statement 9: Teachers need to regularly communicate with parents.

Root Cause 9:

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 10: Social Media is underutilized for parent communication.

Root Cause 10:

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 11: Campus website is not updated regularly.

Root Cause 11:

Problem Statement 11 Areas: Parent and Community Engagement

Problem Statement 12: Difficulty scheduling student computer access to supplemental reading and math online programs so that students will show academic growth.

Root Cause 12:

Problem Statement 12 Areas: Technology

Problem Statement 13: EL and Special Education students need to increase their achievement in math, reading, and writing on state standards.

Root Cause 13:

Problem Statement 13 Areas: Student Achievement

Problem Statement 14: Teachers need to focus on good first teaching and follow the curriculum guidelines consistently.

Root Cause 14:

Problem Statement 14 Areas: Student Achievement

Problem Statement 15: Tier 1 instruction needs to be well planned and provide higher rigor and relivance to deliver effective instruction.

Root Cause 15:

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

Problem Statement 16: Academic Coaches continue to be a need on campus but they need guidance on how to be effective with students and mentoring teachers.

Root Cause 16:

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

Problem Statement 17: Students need first instruction aligned to standards using planning guide.

Root Cause 17:

Problem Statement 17 Areas: Curriculum, Instruction, and Assessment

Problem Statement 19: Instruction needs to be aligned with individual student needs.

Root Cause 19:

Problem Statement 19 Areas: Curriculum, Instruction, and Assessment

Problem Statement 20: Implement an online reading program for students who are struggling to learn basic phonics needed to read.

Root Cause 20:

Problem Statement 20 Areas: Curriculum, Instruction, and Assessment

Problem Statement 22: Continue to improve and expand parent academic learning opportunities.

Root Cause 22:

Problem Statement 22 Areas: Parent and Community Engagement

Problem Statement 23: Economically disadvantaged second grade students are not reading at grade level at the end of second grade.

Root Cause 23:

Problem Statement 23 Areas: Demographics

Problem Statement 24: Parent engagement needs to increase.

Root Cause 24:

Problem Statement 24 Areas: School Culture and Climate - Parent and Community Engagement

Problem Statement 25: Ongoing training is needed to provide more effective delivery of instruction.

Root Cause 25:

Problem Statement 25 Areas: Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment

Problem Statement 26: All students need to be reading at or above grade level at the end of second grade.

Root Cause 26:

Problem Statement 26 Areas: Curriculum, Instruction, and Assessment

Problem Statement 27: A comprehensive writing and phonics program is needed for all students K-4.

Root Cause 27:

Problem Statement 27 Areas: Curriculum, Instruction, and Assessment

Problem Statement 28: Due to the high level of low socioeconomic status (77.68%), additional resources are needed to assist families.

Root Cause 28:

Problem Statement 28 Areas: Parent and Community Engagement

Problem Statement 29: Teachers need to be provided with staff development that allows them to meet their personal and student growth goals.

Root Cause 29:

Problem Statement 29 Areas: School Context and Organization

Problem Statement 30: Utilize District Instructional Specialists to provide clarification and guidance of TEKS/curriculum being taught each nine weeks so instruction delivered is focused and on target for student success.

Root Cause 30:

Problem Statement 30 Areas: School Context and Organization

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Student Groups

- STEM/STEAM 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
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate

Support Systems and Other Data

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

Goals

Revised/Approved: August 21, 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 curriculum and implementing RtI with fidelity, students and groups will show an increase in scores in math, reading and writing.





Evaluation Data Source(s) 1: DRA, MAP, CBAs, Classroom Observations, STAAR results, PBMAS results, State and Federal System Safeguards

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy 1) Continue to provide supplemental Instructional Specialists and paraprofessional support to assist at-risk students. Academic Coaches will - plan, model, observe and evaluate lessons for students at-risk as well as provide interventions for at-risk students.		Teachers Instructional Specialists	Documentation of academic coach data. Professional Development videos of model lessons. Classroom teachers continuing modeled practices. STAAR scores of at-risk students .				
Problem Statements: Student Achievement 4 Funding Sources: 211-Title IA - 0.00, Local Funding - 0.00, 199-SCE - 0.00, Special Programs - 0.00, 263-Title IIIA - 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 2) Faculty, Staff, Counselor, and Administrators will continue to be trained in research based best practices and to improve student success in all academic subjects.		Principal Instructional Specialists Classroom Teachers Assistant Principal Counselor	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: Student Achievement 4 Funding Sources: 211-Title IA - 0.00, Outside Agency - 0.00, Special Programs - 0.00, 255-Title IIA - 0.00, 263-Title IIIA - 0.00						
Comprehensive Support Strategy Additional Targeted Support Strategy 3) Teachers will analyze and use student data to focus instruction. Instructional Specialists will assist teachers through weekly PLC meetings and Quarterly Power PLC meetings using Lead4Ward resources.		Classroom Teachers Instructional Specialists	Benchmark data conferences. AWARE data. STAAR results.				
	Problem Statements: Student Achievement 4 Funding Sources: No Funding Required - 0.00						
Comprehensive Support Strategy Additional Targeted Support Strategy 4) Principal and leadership team will attend professional development and train staff on best practices to be used in the classroom.		Team Leaders/Dept. Chair Principal Asst. Principal	Weekly academic coach meetings documented. Principal documentation of ongoing plan will be shared with teachers and updated during campus staff development and faculty meetings. We will continue to train all new staff as they are hired.				
	Problem Statements: Student Achievement 4 Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00, Local Funding - 0.00, Special Programs - 0.00, Outside Agency - 0.00						
Comprehensive Support Strategy Additional Targeted Support Strategy 5) Teachers will actively participate in PLC meetings that are focused on instruction, planning, professional development and student improvement.		Instructional Specialists Classroom Teachers	Schedule of PLC meetings, agendas, and sign in sheets. Lesson Plans are collaborative and aligned with TEKS and aligned with Common Assessments and CBAs.				
	Problem Statements: Curriculum, Instruction, and Assessment 3 Funding Sources: No Funding Required - 0.00						
Comprehensive Support Strategy Additional Targeted Support Strategy 6) Instructional staff will attend Reading, Math, Science, and Social Studies Focus trainings that model research based best practices in those content areas. Some training may require travel.		Instructional Specialists Classroom Teachers	Documented sign in sheets of trainings. Classroom environments, small guided groups, rigorous station activities and formative data binders				
	Problem Statements: Curriculum, Instruction, and Assessment 2, 3 Funding Sources: 211-Title IA - 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 7) 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.		Teachers Instructional Specialists Principal	Documented visits/time-sheets collected. Observation of practices occurring in the classroom. Improve scores on all tests.				
Comprehensive Support Strategy Additional Targeted Support Strategy 8) Teachers will receive professional development materials that support ongoing trainings. i.e., book studies, teacher resources to improve students academic success.		Teachers Instructional Specialists	Documented sign in sheets of trainings. Classroom environments, small guided groups, rigorous station activities and formative data binders				
Comprehensive Support Strategy Additional Targeted Support Strategy 9) Teachers will construct lesson plans and classroom instruction reflecting the most up to date district curriculum/Placemats at the correct level of rigor		Classroom Teachers	Students are able to communicate what they are learning using the noun, verb, and context in the student expectation				
Comprehensive Support Strategy Additional Targeted Support Strategy 10) Instructional Specialists will model rigorous lessons through peer observations and roll out feedback through reflective conversations.		Teachers	Systematic plan for documented peer observations, reviewed by teams and campus administration				
Comprehensive Support Strategy Additional Targeted Support Strategy 11) Teachers will collaborate for team planning utilizing data analysis in order to help all students meet state and federal standards.		Teachers	Eduphoria AWARE data, lesson plans, peer conference logs, reflection rubrics, summative STAAR data				
Comprehensive Support Strategy Additional Targeted Support Strategy 12) Collaborative teaching & coaching in which teachers model and share ideas will provide active feedback for quality instruction and assessments..		Teachers	Instructional strategies observed in classroom walk thrus, walk thru data sheets				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
13) SLES will promote well-rounded educational opportunities by providing ALL students (including At-Risk, GT, SpEd, EL) with supplies, materials, technology, hands-on learning opportunities (STEM/Robotics related field trips), and supporting of non-profit competitions related to STEM/Robotics in order to provide an enriched and accelerated curriculum.	2.5	Principal	Increase in state test scores and enrich students.				
14) We will purchase and utilize additional technology in the classroom to integrate technology into the curriculum.		Teacher Principal	Effective use of technology integrated into lessons. Increased number of students with access to online reading and math instructional programs.				
15) 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.		Administrators Teachers	Increase in college and career awareness and improved organizational skills.				
Problem Statements: Student Achievement 2, 3, 4							
16) Provide professional development in UDI/SDI to assist teachers and instructional specialists in differentiating instruction.		Principal Instructional Specialists Teachers	Increase students' access to the curriculum.				
17) MAP testing three times a year to assess students in reading and math.		Teachers Instructional Specialists Principal Asst. Principal	Documented student growth.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 4: Teachers need to focus on good first teaching and follow the curriculum guidelines consistently.

Problem Statement 2: EL students are reading below grade level in English from 1st to 4th grades.

Problem Statement 3: EL and Special Education students need to increase their achievement in math, reading, and writing on state standards.

Staff Quality, Recruitment, and Retention

Problem Statement 4: Academic Coaches continue to be a need on campus but they need guidance on how to be effective with students and mentoring teachers.

Problem Statement 2: All teachers will work together to find time to observe each other in order to provide ongoing professional learning.

Curriculum, Instruction, and Assessment

Problem Statement 3: Instruction needs to be aligned with individual student needs.

Problem Statement 2: Students need first instruction aligned to standards using planning guide.

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 1 year's growth in reading as well as improve their meets/exceeds performance on the standards set for Reading STAAR.





Evaluation Data Source(s) 2: DRA, MAP, CBAs, Lesson Plans, and STAAR assessments.

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) Teachers will follow the district literacy plan in order to provide balanced literacy instruction in the classroom through the use of Level Literacy materials and attend professional development designed to increase student reading comprehension and fluency.		Instructional Specialists Teachers	DRA MAP STAAR TELPAS				
	Problem Statements: Curriculum, Instruction, and Assessment 2, 3 Funding Sources: 211-Title IA - 0.00						
Comprehensive Support Strategy Additional Targeted Support Strategy 2) Provide Instructional Specialists and Academic Coach aides to deliver Leveled Literacy Intervention instruction 5 days a week, 30 minute session per child identified as reading 2 years below current grade level.		Principal	DRA MAP Running Records				
	Problem Statements: Staff Quality, Recruitment, and Retention 4 Funding Sources: 211-Title IA - 0.00						
Comprehensive Support Strategy Additional Targeted Support Strategy 3) 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.		Teachers	DRA CBAs MAP STAAR Running Records Guided Reading Groups Teacher Sign In sheets				
	Funding Sources: 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 4) 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 Guiding 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 Funding Sources: 211-Title IA - 0.00, Local Funding - 0.00						
Comprehensive Support Strategy Additional Targeted Support Strategy 5) Instructional Specialists will model and coach teachers as needed with the implementation of balanced literacy, readers and writers workshop.		Academic Coaches	Small group instruction, classroom environment, student progress				
Comprehensive Support Strategy Additional Targeted Support Strategy 6) Teachers will review TELPAS proficiency levels from previous year in Reading, Listening and Speaking and monitor ELL progress throughout the year in all areas.		Teachers	Evidence of student growth on common assessments, CBAs, TELPAS and STAAR.				
Comprehensive Support Strategy Additional Targeted Support Strategy 7) Teachers will work with outside highly qualified consultants to implement an effective balanced literacy program.		Teachers Principal	DRA levels increase MAP reading levels increase STAAR Reading scores increase				
	Funding Sources: 211-Title IA - 0.00						
Comprehensive Support Strategy 8) Teachers will be given opportunities to attend research based training supporting our reading programs. Some training will require travel.		Teachers	DRA levels increase STAR reading levels increase STAAR math and reading scores increase				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
9) ELA Curriculum Leadership Team members will actively participate and accurately disseminate information regarding the following district non-negotiable standards and the proficiency levels of the standards: Strand 1: Vocabulary (B) Strand 2: Comprehension (G) Strand 3: Response Skills (C) Strand 4: Multi-Genres (Diii) Strand 5: Literacy Elements (C) Strand 6: Author's Purpose and Craft (B) Strand 7: Writing Process (Di)		CLT Team Principal Teachers	Teachers will remain current on the district's expectations. Students will continue to show growth.				
10) GT enrichment will be provided to identified students throughout the instructional day.		GT Teachers Principal Asst. Principal GT Coordinator	Rigor will be increased for identified students. Hands on opportunities and field experiences will be provided.				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Performance Objective 2 Problem Statements:


Student Achievement
Problem Statement 1: STAAR data needs to continue to improve due to the significant drop at the end of 2017 and 2018 in fourth grade.
Staff Quality, Recruitment, and Retention
Problem Statement 4: Academic Coaches continue to be a need on campus but they need guidance on how to be effective with students and mentoring teachers.
Curriculum, Instruction, and Assessment
Problem Statement 2: Students need first instruction aligned to standards using planning guide.
Problem Statement 3: Instruction needs to be aligned with individual student needs.

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 improve their meets/exceeds performance on the standards set for Math STAAR.

Evaluation Data Source(s) 3: CBAs, MAP, Classroom Observations, STAAR and MAP Math assessments, state and federal system safeguards met, improved PBMAS results for ELL and SPED.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy 1) Teachers will implement both whole and small group math instruction.		Instructional Specialists Teachers	CBAs, MAP, STAAR Classroom environment				
	Problem Statements: Curriculum, Instruction, and Assessment 3						
2) Instructional Specialists will model and coach teachers as needed with the implementation of math TEKS		Teachers	Classroom environment, student progress, STAR Math and STAAR Assessment results				
	Problem Statements: Curriculum, Instruction, and Assessment 2 Funding Sources: No Funding Required - 0.00						
Comprehensive Support Strategy Additional Targeted Support Strategy 3) Continue to increase students access to use Lone Star Problem Solving and Countdown to STAAR in order to provide teachers with a resource that embed the Process Standards with Readiness/Supporting Standards and increases rigor and provides ongoing spiraling of the TEKS.		Principal Instructional Specialists Classroom Teachers	STAAR test results, CBA and benchmark data.				
	Problem Statements: Student Achievement 1 Funding Sources: 199-SCE - 0.00, 211-Title IA - 0.00						
4) Teachers will be given opportunities to attend research based training supporting our math curriculum and instruction.		Principal Teachers	Quality of planning and instruction will increase. Assessment scores will improve.				
							

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: STAAR data needs to continue to improve due to the significant drop at the end of 2017 and 2018 in fourth grade.
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Curriculum, Instruction, and Assessment
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Problem Statement 3: Instruction needs to be aligned with individual student needs.
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Problem Statement 2: Students need first instruction aligned to standards using planning guide.
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Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 4: All student groups will improve their meets/masters standards set for Writing STAAR.

Evaluation Data Source(s) 4: STAAR Results, TELPAS Composite, PBMAS results, System Safeguards

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) Teachers will review their students' TELPAS proficiency levels from previous year in Writing and monitor ELL progress throughout the year in Writing.		Teachers	Evidence of student growth on common assessments, CBAs, TELPAS and STAAR.				
Problem Statements: Demographics 1 - Student Achievement 2, 3							
Additional Targeted Support Strategy 2) 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				
Comprehensive Support Strategy Additional Targeted Support Strategy 3) Instructional Specialists will model and coach teachers as needed with the implementation writers workshop.		Teachers	Small group instruction, classroom environment, student progress				
Additional Targeted Support Strategy 4) Students will create Writing Portfolio's to document growth in writing.		Teachers	Writing Folders CBA STAAR Writing				
Additional Targeted Support Strategy 5) Teachers will work with highly qualified consultants/teachers to help them in perfecting the teaching of the writing craft, as well as revising and editing and focus on writing calibration and portfolios.		Teachers	Improvement on STAAR Writing tests, CBAs, and benchmarks.				
6) Teachers will be given opportunities to attend research based training supporting writing programs.		Teacher	Improvement on STAAR Writing Scores				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) K-4 Teachers will be trained in and use Lucy Calkins Units of Study to supplement the HMH curriculum in writing.		Teachers	Increase in STAAR writing scores.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: ELs are the lowest performing group on STAAR.
Student Achievement
Problem Statement 2: EL students are reading below grade level in English from 1st to 4th grades.
Problem Statement 3: EL and Special Education students need to increase their achievement in math, reading, and writing on state standards.

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 ELL student and help them advance their English language acquisition so that each ELL student advances at least one TELPAS level each year and meets minimum STAAR standards.

Evaluation Data Source(s) 5: TELPAS
STAAR

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy 1) All EL teachers will implement the strategies learned in research based training for working with English language learners.		Teachers	TELPAS STAAR Woodcock Munoz Lesson plans				
	Problem Statements: Demographics 1 - Student Achievement 1, 2, 3						
Comprehensive Support Strategy Additional Targeted Support Strategy 2) All teachers of ELL students will work to increase student language mastery and academic vocabulary acquisition through sheltered instruction techniques and dual language.		Teachers	TELPAS STAAR Woodcock Munoz Lesson plans with ELPS				
	Problem Statements: Student Achievement 2, 3						
Additional Targeted Support Strategy 3) Purchase additional technology for classroom use and monitor student programs.		Principal	TELPAS STAAR Math and Reading Integration of technology used in the classroom				
	Problem Statements: Technology 1 Funding Sources: 211-Title IA - 0.00, Local Funding - 0.00						
Comprehensive Support Strategy 4) Evidence of ELPS implementation will be in lesson plans, in room, and demonstrated daily.		Teacher	Increase in TELPAS, STAAR ELL results, PBMAS				
	Problem Statements: Student Achievement 3						
5) ESL, M1, M2, and parent denial students will be monitored for academic progress.		Teachers	TELPAS STAAR CBA LiAG				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Implement dual language in PK and K. 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.				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: ELs are the lowest performing group on STAAR.
Student Achievement
Problem Statement 1: STAAR data needs to continue to improve due to the significant drop at the end of 2017 and 2018 in fourth grade.
Problem Statement 2: EL students are reading below grade level in English from 1st to 4th grades.
Problem Statement 3: EL and Special Education students need to increase their achievement in math, reading, and writing on state standards.
Technology
Problem Statement 1: Difficulty scheduling student computer access to supplemental reading and math online programs so that students will show academic growth.

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 and staff development and increase hiring strategies for highly qualified personnel.

Evaluation Data Source(s) 1: Staff Retention Rate, Classroom observations, DTAS, CBAs, DRA at the end of the school year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Administrators will provide tiered interventions designed to assist teachers who experience difficulty in meeting district and state standards in the classroom.		Teacher Administrators	DTAS Feedback. Scheduled walk thrus.				
	Problem Statements: Staff Quality, Recruitment, and Retention 3 Funding Sources: Local Funding - 0.00						
2) Any new teacher will participate in the "First Year Teacher Academy" provided by the district with support from a mentor teacher located on that campus. Second year teachers join the district's NaviGator program for additional support.		Teacher	Documented meetings, trainings, and classroom observations, STAAR, DRA, STAR, CBAs.				
	Problem Statements: Demographics 1 Funding Sources: 255-Title IIA - 0.00, Local Funding - 0.00						
3) Any teacher hired who is not certified will be provided with training opportunities, certification/test prep practice, and district support.		Teacher	Documentation of trainings and achievement of certification in a timely manner				
	Funding Sources: 255-Title IIA - 0.00						
Additional Targeted Support Strategy 4) Principal will encourage certified teachers to apply for ESL and SPED certification so that all teachers are trained to meet the needs of diverse learners.		Teachers Administrators	Increased # of teachers with ESL and SPED certifications.				
	Funding Sources: Local Funding - 0.00, 255-Title IIA - 0.00, IDEA B - 0.00						
5) 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	Retention of highly qualified staff				
	Problem Statements: Staff Quality, Recruitment, and Retention 1, 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Campus will use DTAS as our teacher appraisal instrument. Teachers will set both professional growth and student growth goals that are aligned to district and campus goals		Administrators Teachers	SMART Goals Observation Schedules Teacher Conference Documentation				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: ELs are the lowest performing group on STAAR.
Staff Quality, Recruitment, and Retention
Problem Statement 3: Tier 1 instruction needs to be well planned and provide higher rigor and relevance to deliver effective instruction.
Problem Statement 1: Highly qualified bilingual teachers must be recruited and retained.
Problem Statement 2: All teachers will work together to find time to observe each other in order to provide ongoing professional learning.

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 student success in all areas.

Evaluation Data Source(s) 1: Increased student, parent and community participation in school activities, sign-in sheets at activities planned.

Summative Evaluation 1:

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, and physical and mental safety is a focus.		Classroom Teachers	Reduction in discipline referrals, PEIMS data, observation of student engagement				
	Funding Sources: IDEA A - 0.00, 211-Title IA - 0.00, Outside Agency - 0.00						
2) Provide parents with car rider tags to ensure proper identification during student release at the end of the day.		Principal	Given to parents at registration for those picking up students daily. Students are delivered home safely.				
	Funding Sources: Outside Agency - 750.00						
3) Through our programs, parent communication, and community business relationships, we will form highly effective relationships that support student success in all areas.		Counselors Principal Assistant Principal Classroom Teachers Special Education Teachers	Increased student, parent and community participation in school activities.				
	Funding Sources: 211-Title IA - 0.00, Local Funding - 0.00						
4) Through a variety of required online trainings, the teachers will meet the drug and violence prevention requirements.		Teachers Administrators	Online Training Records				
5) Promote safe and secure schools by using Standard Response Protocols in emergency situations.		Principal	Common language and protocol between first responders and campus personnel.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Provide monthly guidance lessons with the counselor.		Teachers Counselor	Teach character education and conflict resolution.				
7) Staff, Faculty, Counselor, and Administrators will receive training in Restorative Practices in order to promote a safe and healthy learning environment.		Teachers Instructional Specialists Principal Asst. Principal Counselor	Reduction in office referrals. Increase in relationships between all staff and all students.				
8) Promote "No Place for Hate" campus wide.		Counselor	Prevention of student on student bullying.				



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

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

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

Evaluation Data Source(s) 2: Student attendance reports will indicate students have a 98% attendance rate.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Attendance incentives will be offered each month and rewards given to students who meet the campus goal.		Principal Team Leaders Teachers	Records of students who met the goal, lists of incentives and rewards.				
	Problem Statements: Demographics 2						
Comprehensive Support Strategy 2) Provide essential materials, clothing, and transportation to identified homeless students in order for them to attend school on a daily basis.		Counselor Social Worker	Attendance and discipline records, transportation logs. Maintain student at home campus resulting in improved academic performance.				
	Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1						
3) We will continue to monitor student attendance through parent phone calls, home visits, and incentive programs to increase our ADA to 97%. We will utilize truancy officers to help with students who have repeated attendance issues. We will also discuss with students the importance of staying in school in order to promote dropout reduction.		Teachers Data Clerk Receptionist Administrators	Quarterly ADA Reports				
	Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Attendance for all students is low at 95.44%.
School Culture and Climate
Problem Statement 1: Attendance for all students is low at 95.44%.

Parent and Community Engagement

Problem Statement 1: Teachers need to regularly communicate with parents.


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

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


Evaluation Data Source(s) 3: Evidence of trainings held.

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to promote Anti-Bullying program campus wide. Along with our character education programs we will address the following: Violence Prevention Bullying Character Traits		Counselor	Documentation of students trained as Ambassadors for the program, reduction in documented bullying incidents, students and staff wearing shirts in support of the program and participation in Unity Day.				
2) Campus will participate in Red Ribbon Week.		Counselor	Schedule of Events Survey of Students				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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 participate in physical fitness activities.


Evaluation Data Source(s) 4: Evidence of improved student physical fitness through Fitness Gram conducted in the spring and PE attendance records.

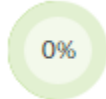
Summative Evaluation 4:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All K-4 students will will participate in physical education class.		Physical Education Teacher	Documentation of student schedule; Fitness Gram results.				
2) All PK students will participate in daily recess.		Teachers	Master Schedule				
3) Students will have the opportunity to participate in The Daily Mile and The Mile Club.		Teachers PE Teacher	Increased attention during instruction. Improved physical fitness.				



 = Accomplished

 = Continue/Modify

 = No Progress


 = 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: Provide 100% transparency of financial management policies/practices for state, federal and local funding.

Evaluation Data Source(s) 1: Budget audits and balanced campus budget audit reports.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Office staff and administrators will be trained by district business director on district policies and procedures for correct management of budgets.		School Secretary Principal Dir. of Bus. Operations	Sign in sheet from training, compliance with district policies regarding budget management.				
Funding Sources: No Funding Required - 0.00							
2) Coordinate use of funds and programs with district budget managers in planning Master Schedule, professional development and supplemental materials for campus.		Principal A-Team	Documentation of meetings, communication with budget managers, and CIP. Appropriate use of funds to improve student success.				
Funding Sources: Local Funding - 0.00, 211-Title IA - 0.00, 263-Title IIIA - 0.00, 199-SCE - 0.00, IDEA B - 0.00, IDEA - 0.00							
							

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, and business partners).





Evaluation Data Source(s) 1: Parent Community Survey results, increased parent attendance at school events, sign-in sheets, communication logs, Facebook posts, parent-community surveys.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase parent communication and the home/school connection through social media and web page, teacher communication logs, and flyers.		Principal Assistant Principal	Weekly reports of activity obtained through social media network				
	Funding Sources: Local Funding - 0.00						
2) Recruit teachers, parents, community and business members to be a part of the CIC and DIC.		Principal	Documentation of meetings. Completed and updated CIP.				
	Funding Sources: No Funding Required - 0.00						
3) Provide parents, in the language they understand, with timely information regarding the district and campus, information on their child's assessment results, and opportunities to participate in various campus activities.		Principal	Documentation of information released and sent home to parents. Meeting agendas, sign-in sheets. Increased positive parent surveys.				
	Funding Sources: Local Funding - 0.00, 211-Title IA - 0.00						
4) Provide high quality and timely customer service addressing community and parental questions at the campus level.		Principal Campus Staff	Documentation of communication responses in notes, emails, and phone msg. Teacher communication logs. Positive community and parent communication surveys.				
	Problem Statements: Parent and Community Engagement 1, 2, 3, 4						
	Funding Sources: No Funding Required - 0.00						
5) Provide opportunities for potential Kindergarten students and their families to pre-register, visit the campus and meet with staff to assist with transition into school for the coming year. We will follow the same plan with our 4th Graders as they move to Barber Middle School.		Principal Counselor Teachers Barber Middle School Staff	Documentation of flyers, invitations, meetings, open house provided. Number of Kindergarten students registered prior to August. Participation in BMS tours and pod talks.				
	Funding Sources: Local Funding - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) The campus will participate in ongoing events such as college days and career fairs in order to promote career and college readiness. We will discuss with students and parents the importance of staying in school in order to be prepared for a future career or college path.		Teachers Counselor Administrators	Participation by the school and community in career fairs and college days.				
7) We will provide families with instructional materials and tips that parents can easily use at home in order to provide both intervention and enrichment to all of our students, but especially those that are low achieving.		Teachers Academic Coaches Administrators	Increase student achievement data Parent Surveys				
Problem Statements: Parent and Community Engagement 4							
Funding Sources: 211-Title IA - 0.00							
8) In November we will provide individual parent- teacher conferences. We will share with parents the grade level standards and how their child is performing in comparison to those grade level standards.		Teachers Academic Coaches	Conference logs Increased parent involvement Increased student achievement				
Problem Statements: Parent and Community Engagement 1, 4							
9) Preschool registration will be open to new students with a variety of opportunities for parents to visit the school, classrooms and ready their child for the start of school.		District and Campus Administrators	Attendance at meetings. Parent surveys. Parent complaints.				
Funding Sources: Local Funding - 0.00							
10) Provide parents with training on how to access online reading and math tools. Parents will be able to engage their children in learning wherever they have internet access.		Administrators Teachers	Increased student success Increased parent engagement				
Problem Statements: Parent and Community Engagement 4							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>11) The campus will make available the English and Spanish version of the Parent and Family Engagement Policy by posting it in the Student Handbook and making it available in the Campus Library. The campus needs assessment and campus improvement plan can be found on the campus website, as well as the campus library, and the District Administration Building in an effort to build parent engagement. Spanish translation of all documents are available upon request.</p> <p>These will include: PK/K Play Date 8/13/19 Meet the Teacher 8/15/19 Parent Orientation 9/17/19 2nd Grade Music Program 10/24/19 Book Character Parade 10/31/19 Parent Conferences 11/1/19 K-2 Field Day 11/7/19 3rd Grade Music Program 11/14/19 3-4 Field Day 11/8/19 Thanksgiving Luncheon 11/15/19 Literacy Night 11/21/19 4th Grade Music Program 12/19/19 2nd Grade Music Program 2/13/20 Open House 3/5/20 1st Grade Music Program 3/26/20 Kindergarten Music Program 5/30/20</p>		Administrators	Increased Parent Engagement.				
<p>12) The campus will offer a variety of parent and family engagement meetings during the school year in order to strengthen involvement between home and school.</p>		Administrators, Teachers, Counselor, Academic Coaches	Increased Parent Engagement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
13) A Campus Parent Engagement Coordinator will be in charge of coordinating all parent engagement activities on campus with a primary focus on Bilingual/ESL parent engagement. They will organize the following 3 types of activities in conjunction with the community: 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		Principal Parent Engagement Coordinator	Increase Parent Engagement				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Teachers need to regularly communicate with parents.
Problem Statement 2: Social Media is underutilized for parent communication.
Problem Statement 3: Campus website is not updated regularly.
Problem Statement 4: Continue to improve and expand parent academic learning opportunities.

State Compensatory

Personnel for San Leon Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Black, L.	Instructional Support		1.0
Daniel, D.	Instructional Support		.40
Gomez, S.	Instructional Coach		.40
Jarmack, C.	Instructional Support Paraprofessional		1.0
Legrand, C.	Instructional Support Paraprofessional		1.0
Maierson, S.	Instructional Support		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>
Burkhardt, C.	Instructional Specialist		1.0
Dill, C.	Instructional Specialist		1.0

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Behavior Coach	Kim Atchison	Behavior Coach
Administrator	Sherri Blackburn	Principal
Administrator	Deanna Goodlet	Assistant Principal
Business Representative	Joe Sullivan	Business Owner
Classroom Teacher	Michelle Black	Academic Coach
Classroom Teacher	Christina Burkhardt	Academic Coach
Classroom Teacher	Denise Daniel	Academic Coach
Classroom Teacher	Karina Alvarado	PE Coach
Parent	Heather Putnam	Parent
Counselor	Jennifer Lorenzo	Counselor
Paraprofessional	Diana Medina	Secretary
Classroom Teacher	Bethel Landeros	Teacher
Classroom Teacher	Sandi Baskin	Classroom Teacher
Classroom Teacher	Cassidy Dill	Academic Coach
Classroom Teacher	Roxanne Fernandez	Classroom Teacher
Classroom Teacher	Jillian Goldhahn	Classroom Teacher
Classroom Teacher	Francesca Grice	Classroom Teacher
Classroom Teacher	Angela Guidry	Music Teacher
Classroom Teacher	Delores Hopper	Classroom Teacher
Classroom Teacher	Sarah Wyne	Classroom Teacher
Classroom Teacher	Diana Lobato	Classroom Teacher
Classroom Teacher	Shari Maierson	Academic Coach

Committee Role	Name	Position
Classroom Teacher	Sky Maldonado	Classroom Teacher
Classroom Teacher	John McLane	Classroom Teacher
Classroom Teacher	Karli Peterson	Classroom Teacher
Classroom Teacher	Brittany Pittman	Classroom Teacher
Classroom Teacher	Carla Vazquez	Classroom Teacher
Classroom Teacher	Kayleigh Cobb	Classroom Teacher
Classroom Teacher	Christie Bucchino	Classroom Teacher
Community Representative	Frances Jurisich	Community Representative
Parent	Ellen Berrones	Parent