

Dickinson Independent School District

Kenneth E. Little Elementary

2024-2025 Campus Improvement Plan

Accountability Rating: D



Mission Statement

K. E. Little Elementary

Home of the Mighty Little Gators

The mission of KELE is to ensure that ALL students grow academically, socially and emotionally to achieve at high levels and feel a sense of belonging.

Vision

The vision of KELE is driven by a commitment to continually increasing our effectiveness through a culture of collaboration and growth, thereby increasing student achievement. We will provide all students with quality learning opportunities to enhance their social, emotional, and academic growth.



Values and Goals

Goal:

The decisions we make and actions we take every day, support student learning and growth.

By the end of the 1st semester/year, provided direct instruction (T1) and targeted support (T2) students will make growth on reading and math as measured by multiple sources of data (mCLASS/MAP-BOY-MOY-EOY, Progress monitoring data, SBG, data collected on essential standards)

- ALL students demonstrate mastery of their content essential standards by the end of the school year.
- ALL students receive targeted “response/recovery” instruction in small groups inside the classroom based on CFA data during each unit.

Collective Commitments:

Focus on Learning

- We will hold ourselves accountable for providing grade level instructions with appropriate scaffolds by internalizing the lessons we teach and build instruction that targets student growth.
- We will set high expectations for students, for both academics and prosocial skills, in a way that uplifts them, helps them grow, and permits our students to reset and start over.

Culture of Collaboration

- We will use the language of “we.” We will share resources, skills, and methodology; foster a collaborative culture; and take ownership for the learning of ALL students on campus.
- We will use campus team time for our PLC to analyze ongoing student data and evidence of learning, make adjustments, identify small groups, reteach/intervene and guarantee mastery of essential standards.

Healthy School Culture

- We will be a positive, uplifting, and authentic role model for students and each other by consistently exhibiting MIGHTY (Motivated-Inspiring-Grit-Helper-Tolerant-You) Values and caring enough to hold each other accountable.
- We are committed to building a community atmosphere on our campus to make sure students, parents, and staff feel supported and safe.
- We will focus on students by greeting students at the door, celebrating student attendance and birthdays
- We will focus on what we CAN control - our level of instruction, our positive interactions with students via Restorative Practices, our mindset that all students are capable of mastering grade level content, and our commitment to their success.

WE are on time

WE are prepared

WE are kind

WE are clear

WE are collaborative

WE work smarter not harder

WE care enough to hold each other accountable

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Comprehensive Needs Assessment

Revised/Approved: September 23, 2024

Demographics

Demographics Summary

K.E. Little is one of 7 Elementary schools in Dickinson Independent School District. K.E. Little serves students in grades PK-3. We transitioned 4th grade off campus for the 23/24 school year to make room for full day PK requirements. Current data taken from On-Data Suite for Fall of 2024 school year.

Enrollment

School Population	Count	Percent
Student Total	500	100%
Early Education Grade	5	1.00%
Pre-Kindergarten Grade	54	10.80%
Kindergarten Grade	96	19.20%
1st Grade	112	22.40%
2nd Grade	122	24.40%
3rd Grade	111	22.20%

Ethnicity

Student Demographics	Count	Percent
Gender		
Female	238	47.60%
Male	262	52.40%
Ethnicity		
Hispanic-Latino	333	66.60%
Race		
American Indian - Alaskan Native	5	1.00%
Asian	9	1.80%
Black - African American	20	4.00%
Native Hawaiian - Pacific Islander	0	0.00%
White	118	23.60%
Two-or-More	15	3.00%

Programs

Student Programs	Count	Percent
Dyslexia	13	2.60%
Gifted and Talented	19	3.80%
Regional Day School Program for the Deaf	0	0.00%
Section 504	5	1.00%
Special Education (SPED)	77	15.40%
Bilingual/ESL		
Emergent Bilingual (EB)	174	34.80%
Bilingual	140	28.00%
English as a Second Language (ESL)	15	3.00%
Alternative Bilingual Language Program	15	3.00%
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	500	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators

Student Indicators	Count	Percent
At-Risk	262	52.40%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	34	6.80%
Intervention Indicator	0	0.00%
Migrant	0	0.00%
Military Connected	15	3.00%
Transfer In Students	1	0.2%
Unschooling Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	451	90.20%
Free Meals	421	84.20%
Reduced Price Meals	30	6.00%

Reduced-Price Meals	30	6.00%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	12	2.40%
Shelter	4	0.80%
Doubled Up	8	1.60%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	8	1.60%
Is Unaccompanied Youth	4	0.80%

Special Education

Special Education Services	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	6	7.79%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	2	2.60%
Emotional disturbance	3	3.90%
Learning disability	9	11.69%
Speech impairment	44	57.14%
Autism	9	11.69%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	4	5.19%
Instructional Settings		
Speech Therapy	40	51.95%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	0	0.00%
Resource Room	26	33.77%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%

State School	0	0.00%
Residential Care	0	0.00%
Self Contained	7	9.09%
Full-Time Early Childhood	4	5.19%
Nonpublic Day School	0	0.00%

STAFF

Total Staff= 62			
Administrators=2	2 Female	1 Bilingual	2 new
Teachers=32	3 Male/29 Female	10 Bilingual	7 new
Support/Student Services =11	1 Male/10 Female	2 Bilingual	3 new
Paraprofessionals=13	13 Female	4 Bilingual	1 new
Office staff=4	4 Female	4 Bilingual	0 new

Demographics Strengths

- K.E. Little Elementary serves a diverse community in the Bacliff area and has a steady enrollment.
- K.E. Little staff is committed to attending professional development on campus and in the district to better assist the needs of all learners.
- K.E. Little Elementary strives to provide a strong communication with parents/guardians and the community. Teachers and staff communicate using various platforms to reach the divers community we serve, such as the district website, Class dojo, newsletters, call outs, social media, personal conferences, and through our PTO.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Low attendance rate **Root Cause:** A lack of parent understanding of the importance of daily school attendance causing gaps in instruction.

Student Achievement

Student Achievement Summary

Our overall student achievement on 2024 STAAR is as follows

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight Weighted	Weighted Points	Overall Score	2024 Overall Rating
(084901101) - Kenneth E Little EL							
Student Achievement	62	69	69	70%	48.3	67	D
School Progress, Part A							
School Progress, Part B	69						
Closing the Gaps	63			30%	18.9		

Depending on the grade level, KE Little uses CLI, mCLASS and MAP screeners along with district curriculum based assessments and formative assessments to measure students learning. Students have scored consistently below grade level on reading achievement as seen on MAP and mCLASS.

READING Beginning of the year (BOY) results for 24/25

mCLASS (Amplify) BOY Reading K 31% well below 12% below 29% at benchmark 28% above benchmark	MAP Reading BOY 2nd Gr 38% well below 26% below 11% approaching 10% meets 15% above	MAP Reading Spanish BOY 2nd Gr 6% well below 6% below 30% approaching 28% meets 30% above
mCLASS (Amplify) BOY Reading 1st Gr 38% well below 15% below 25% at benchmark 22% above benchmark	MAP Reading BOY 3rd Gr 35% well below 16% below 25% approaching 14% meets 10% above	MAP Reading Spanish BOY 3rd Gr 25% well below 14% below 23% approaching 13% meets 25% above

MATH BOY results 24/25

MAP BOY Math 2nd Gr 27% well below 24% below 20% approaching 18% meets 11% above
MAP BOY Math 3rd Gr 30% well below 22% below 21% approaching 17% meets 10% above

Student Achievement Strengths

KE Little CTT has been revamped this year. Targeting 2 questions; 1) What do the students need to know? and 2) How will we know they get it? Teachers have new curriculum for math, science and social studies. Adjustments are being made to the RLA curriculum. Teachers are led by the instructional coaches on how to internalize the lessons and dissect the data to drive adjustments, spiraling, and small group intervention. Teachers are mapping the data to determine who is getting it and who has not gotten it, yet. Specific data tracking is used to monitor reading and math using essential standards, quintile reports, rubrics, standards based grading, error analysis, etc.

Teachers are targeting T2 during WIN time that has been carefully scheduled to allow for additional time and support. Using the data that has been tracked and dissected, teachers are targeting students based on their needs in reading and math. Instructional coaches are modeling, coaching and pushing in to work with groups during WIN time.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Explicit and targeted instruction using research based methods and materials must be implemented with fidelity to address foundational reading skills. **Root Cause:** Teachers have had autonomy with instructional methods and materials which results in a scattered instruction and lack of data. Instruction should be focused around the TEKS with the materials and methods targeted for grade level reading instruction (T1) and small groups to address intervention (T2).

Problem Statement 2 (Prioritized): Conceptualizing math and understanding the process, not just the answer, has been a challenge. Students are not able to extend the math skills to use in multiple ways to solve problems. **Root Cause:** Students do not have math concepts established at the concrete level and thus are not able to take it to the abstract level. Need: Teachers will implement Eureka math to internalize instruction and guide students through conceptualizing the math.

Problem Statement 3 (Prioritized): Curriculum must be internalized and used to plan instruction. **Root Cause:** Teachers are not familiar with the internalization process and though the lessons are written they must be planned and prepared with the specific students in mind (T1) and with targeted methods for gathering progress monitoring data.

School Culture and Climate

School Culture and Climate Summary

KE Little population majority is low income. Students are often in need of supplies for school as well as basic needs. We provide support for our students so that they have what they need at school. With partnerships within the community, through Gator Wellness and CIS we support our families as well.

We are purposeful in teaching pro-social skills and character values for our students using Character Strong, Second Step, restorative practices, and positive behavior supports. Students are taught healthy and safe practices using No Place for Hate and Kelso's Choices. We also provide opportunities after school with clubs throughout the year. With partnerships in the community we work to provide incentives for students to earn throughout the year to promote attendance and reading growth. We celebrate pro-social skills through the use of Gator Bucks and the Gator Store and we celebrate attendance with beat the bell, spot checks, @-10-Dance, and other rewards.

As a staff we have family meetings monthly to discuss happenings, gain information and have time to socialize. We celebrate the staff by "noticing" and writing a quick card, as well as celebrating birthdays, and call outs of recognition. Staff are able to share their opinions and ideas as the new administration has an open door policy. Staff have voiced that they have never felt so supported and happy to come to work.

School Culture and Climate Strengths

- Positive campus climate and culture
- Teams are collaborative
- Families are active at school events
- The staff and families interact through social media related to campus events and programs
- KE Little PTO was established and gaining traction to support the students and staff
- We provide character development lessons daily and the counselor provides class, group and individual support
- CIS is on our campus to assist with the needs of our students and families
- Bilingual program is one way and is able to meet the needs of our English Language Learners

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): KELE must provide timely and applicable professional development and feedback to teachers. **Root Cause:** Walk throughs must be used to inform instruction and provide feedback to teachers on their instruction and management and goals along with coaching and professional development to support their growth and goals.

Problem Statement 2 (Prioritized): Staff must feel supported and part of the community while having enough time to get it done. **Root Cause:** A schedule must support teacher planning and collaborative team time where teachers are able to work together and not in silos and build stronger collective efficacy with the support of campus instructional coaches, interventionists, case managers, team leaders and administrators

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At KE Little Elementary we will continue to recruit and retain highly qualified teachers. All teachers except 1 on staff for the 24/25 school year are certified for their position. For the teacher who is not certified for the position, she has completed a 4 year education program and is in the process of passing her exams. We work with DISD Human Resources and the Director of Professional Development to obtain appropriate certification. We will focus our teacher retention plan on providing relevant professional development based on campus and teacher needs. We will also provide real time coaching and professional development during the school day. In addition, first year teachers will continue to participate in the district's first year teacher academy and second year teachers continue with Navigators.

Staff Quality, Recruitment, and Retention Strengths

K. E. Little strives to identify and provide needed and intentional campus/district staff development where teachers can improve their craft for a greater impact on student learning outcomes. CTT meetings are held weekly, in addition to teachers' planning times, to collaborate, learn and to disaggregate data. Instructional coaches are in classrooms supporting teachers with instruction. Interventionists are pulling the T3 students for prescriptive targeted support.

All grade levels K-3 have at least one Gifted-Talented certified teacher, an ESL teacher and Bilingual teachers. Teachers are required to take and complete the Reading Academy as well.

TIA offers financial incentives from the state for high growth classrooms and we have 2 bilingual teachers who have met the requirements and are receiving TIA.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): KELES needs to increase its teacher retention rate. **Root Cause:** Teachers move away or want to teach in a school closer to their home or at a campus that is not Title I. **Need:** a culture that promotes teacher retention and student success.

Problem Statement 2 (Prioritized): KELE must provide timely and applicable professional development and feedback to teachers. **Root Cause:** Walk throughs must be used to inform instruction and provide feedback to teachers on their instruction and management and goals along with coaching and professional development to support their growth and goals.

Problem Statement 3 (Prioritized): Staff must feel supported and part of the community while having enough time to get it done. **Root Cause:** A schedule must support teacher planning and collaborative team time where teachers are able to work together and not in silos and build stronger collective efficacy with the support of campus instructional coaches, interventionists, case managers, team leaders and administrators

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum

Is provided by the curriculum department and adoptions in the district. This year we have new curriculum for math using Eureka, Science and Social Studies. RLA and SRLA are developed by district curriculum specialists and selected staff. Curriculum unit planning guides and resources are easily accessible in the Curriculum Playbook. Additional support regarding curriculum is provided by the curriculum specialists during campus visits, district PD, and on call as needed. Unit Planning Guides are created by Curriculum Specialists and Instructional Coaches with links to classroom resources and tools to enhance student lesson delivery.

Instruction

Grade levels are provided CTT Time for reading and a second time for math, in addition to planning. During CTT each grade level meets with the instructional coaches and bilingual interventionist to internalize the curriculum. Focusing on 2 questions, "What do the students need to know?" and "How will we know if they get it?" This time is spent diving into key areas, clarifying questions, modeling instruction, reviewing data and planning accordingly. Teachers have planning time throughout the week to further plan instruction, using the TEKS, Lead4ward resources, DISD curriculum documents and resources available in Eduphoria. Additional resources to support instruction are provided through Summit K/12 and Imagine Learning for our bilingual students, ST Math for math, and Amplify Boost for reading.

Assessment

All grade level students are evaluated in Math and Reading at the beginning of the school year to determine their strengths and areas for support using CLI for PK, mCLASS for K/1 and MAP for 2/3. This provides the teacher with meaningful information to direct instruction. This is monitored and assessed throughout the year to determine student growth. In addition, Curriculum Specialists, plan and create Common Assessments for each grade level in the district. The data from the common assessments are used to form instruction. Reading and Math Instructional Coaches work with teachers during CTT to review the data, make adjustments and develop instructional plans along with intervention plans for students in need during small groups and WIN time (including re-teach, intervention and enrichment). State testing includes TELPAS for 2nd and 3rd grade along with STAAR/STAAR Alt for 3rd grade reading and math.

Curriculum, Instruction, and Assessment Strengths

Using CLE, mCLASS and MAP, Eureka math module assessments, quick phonics screeners, Summit K/12 and Imagine Learning screeners allows for teachers to plan, monitor and adjust T1, T2 and T3 reading and math instruction and interventions.

With the redesigned CTT schedule it allows for teachers to improve their craft collectively through collaboration on the planning, monitoring the data and progress, and intervening to support student learning.

Using curriculum, instruction and assessment, we have developed a stronger system to provide and monitor Response to Intervention

consistently to drive T2 and T3 interventions.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Curriculum must be internalized and used to plan instruction. **Root Cause:** Teachers are not familiar with the internalization process and though the lessons are written they must be planned and prepared with the specific students in mind (T1) and with targeted methods for gathering progress monitoring data.

Problem Statement 2 (Prioritized): Explicit and targeted instruction using research based methods and materials must be implemented with fidelity to address foundational reading skills. **Root Cause:** Teachers have had autonomy with instructional methods and materials which results in a scattered instruction and lack of data. Instruction should be focused around the TEKS with the materials and methods targeted for grade level reading instruction (T1) and small groups to address intervention (T2).

Problem Statement 3: Teachers need to assess learning and disaggregate data to determine if students are getting it and/or if adjustments need to be made. **Root Cause:** Not using targeted methods of assessment; mCLASS/MAP/ CLI at BOY, MOY and EOY for T3 and other screeners, CFAs or unit assessments to progress monitor and address T2 more frequently, the data is lacking. Data must be reviewed after each assessment and response T1/recovery T2 will be addressed for each student.

Parent and Community Engagement

Parent and Community Engagement Summary

- Families are invited to attend school events such as meet the teacher, orientation, book fairs, and music programs.
- We offer reservations for family to eat lunch with their child, on a limited basis.
- We send monthly newsletters to families with updates and the calendar. We also update the website and calendar and send call outs to inform families.
- Families are able to access their students teachers through class dojo and their student's grades through Skyward.
- PTO has established and started to gain momentum. They provide many opportunities for families to participate such as Donuts with Grownups and Trunk or Treat.
- We have staff available to provide translation to the families and our school information goes out in both English and Spanish.
- We provide clubs for students to participate in after school which provides families a safe place for their child and encourages attendance.

Parent and Community Engagement Strengths

- PTO
- Student Clubs
- School Events for Families to attend
- CIS, Gator Clinic, UTMB and Lighthouse for outside resources for parents and students
- Feed back taken from parents and students
- Use of English, Spanish and bilingual speaking teachers
- Notifications sent home in both languages

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: The campus must build relationships and partnerships with parents. **Root Cause:** Parents may feel unwelcome at the campus or that there is lack of communication.

Problem Statement 2: The campus must build relationships and partnerships with the community. **Root Cause:** The students needs must be met and the needs are greater based on socio-economic status.

School Context and Organization

School Context and Organization Summary

KE Little has a guiding coalition made up staff who help lead the campus. The campus also has several smaller teacher teams including grade level teams, committees, departments and team leaders. All grade level teams have common planning and lunch to support collaboration and team building. Instructional specialists support teachers through curriculum, instruction and assessment by modeling, coaching and supporting. Interventionists support students who need prescriptive Tier 3 intervention. Special Education team provide students' services and support teachers with understanding how to accommodate as well as support behavior and implement BIPs. Students are strategically assigned to each class based on academic data and teacher input from the previous school year. A master schedule is updated every year to maximize PLC/Planning time. Teachers in PK-2nd are self-contained and 3rd grade team teaches. KE Little is a community school in an unincorporated area so it serves as a pillar to parents and the community it serves.

School Context and Organization Strengths

- Common planning times and lunch provide plenty of opportunity for collaboration.
- The guiding coalition is critical in their role to help lead the campus and communicate with administrators.
- Instructional specialists working with teams and individuals to ensure campus instructional expectations are being met.
- Interventionists support students with prescriptive targeted Tier 3 support based on data
- All KE Little staff is focused on student learning and growth

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): KELE must provide timely and applicable professional development and feedback to teachers. **Root Cause:** Walk throughs must be used to inform instruction and provide feedback to teachers on their instruction and management and goals along with coaching and professional development to support their growth and goals.

Problem Statement 2 (Prioritized): Staff must feel supported and part of the community while having enough time to get it done. **Root Cause:** A schedule must support teacher planning and collaborative team time where teachers are able to work together and not in silos and build stronger collective efficacy with the support of campus instructional coaches, interventionists, case managers, team leaders and administrators

Technology

Technology Summary

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

- Classroom projectors (mostly ceiling mounted),
- Document cameras
- 1 smart board
- each teacher has a lap top and desk top (though old)
- each class has a chrome book cart
- 2-way radios for specific campus staff and locations
- 1 computer lab

Technology Strengths

Strength's of technology at KE Little are that we are a 1 to 1 campus. Each classroom has a projector and document camera to assist teachers in lessons. All teachers and students access schoology for assignments and lessons. Students K-3rd grade rotate through the computer lab for specials every 6 days. Several online resources are available to support student learning and growth through technology such as Amplify-Boost for reading, ST math, Summit K/12, and more.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Teacher technology is outdated. **Root Cause:** Funding for technology

Priority Problem Statements

Problem Statement 1: Explicit and targeted instruction using research based methods and materials must be implemented with fidelity to address foundational reading skills.

Root Cause 1: Teachers have had autonomy with instructional methods and materials which results in a scattered instruction and lack of data. Instruction should be focused around the TEKS with the materials and methods targeted for grade level reading instruction (T1) and small groups to address intervention (T2).

Problem Statement 1 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 2: Curriculum must be internalized and used to plan instruction.

Root Cause 2: Teachers are not familiar with the internalization process and though the lessons are written they must be planned and prepared with the specific students in mind (T1) and with targeted methods for gathering progress monitoring data.

Problem Statement 2 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 3: Conceptualizing math and understanding the process, not just the answer, has been a challenge. Students are not able to extend the math skills to use in multiple ways to solve problems.

Root Cause 3: Students do not have math concepts established at the concrete level and thus are not able to take it to the abstract level. Need: Teachers will implement Eureka math to internalize instruction and guide students through conceptualizing the math.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: KELES needs to increase its teacher retention rate.

Root Cause 4: Teachers move away or want to teach in a school closer to their home or at a campus that is not Title I. Need: a culture that promotes teacher retention and student success.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: KELE must provide timely and applicable professional development and feedback to teachers.

Root Cause 5: Walk throughs must be used to inform instruction and provide feedback to teachers on their instruction and management and goals along with coaching and professional development to support their growth and goals.

Problem Statement 5 Areas: School Culture and Climate - Staff Quality, Recruitment, and Retention - School Context and Organization

Problem Statement 6: Staff must feel supported and part of the community while having enough time to get it done.

Root Cause 6: A schedule must support teacher planning and collaborative team time where teachers are able to work together and not in silos and build stronger collective efficacy with the support of campus instructional coaches, interventionists, case managers, team leaders and administrators

Problem Statement 6 Areas: School Culture and Climate - Staff Quality, Recruitment, and Retention - School Context and Organization

Problem Statement 7: Teacher technology is outdated.

Root Cause 7: Funding for technology
Problem Statement 7 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: DISD will provide effective teaching and learning experiences for all students that will result in continuous success.

Performance Objective 1: Every student will increase their reading and math by at least 1 grade level from BOY to EOY

High Priority

HB3 Goal





Evaluation Data Sources: CLI, mCLASS, MAP scores in reading and math for BOY, MOY and EOY will be monitored

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use CTT time to internalize lessons, analyze data, and plan for all students so that they can monitor and adjust instruction and intervention based on student progress. Strategy's Expected Result/Impact: All students will make progress by at least one year growth. Staff Responsible for Monitoring: Teachers Coaches Interventionists TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: The Instructional Interventionist and Coaches will -Provide high quality support in CTT with internalization, data tracking, and answering the 4 Questions -Provide support and coaching for teams and individuals to assist in increasing student outcomes through curriculum and instruction Strategy's Expected Result/Impact: Increased percentage of students making meets and masters on STAAAR and making a years growth on district screeners in Reading and Math. Staff Responsible for Monitoring: Instructional Interventionists and Coaches Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: All students will receive small group intervention for Reading and Math. Strategy's Expected Result/Impact: All students will make one year growth. (Reading level, MClass/MAP growth measure) Staff Responsible for Monitoring: Teachers Instructional Interventionists Coaches Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Continue one-way dual language program for students in PreK-3rd. Provide all teachers with training, any necessary supplies and resources, as well as continuous monitoring and problem solving making it systematic throughout the campus. Strategy's Expected Result/Impact: Promote bi-literacy and multiculturalism in all students. Student achievement data will indicate faster growth in English Language Learners. Staff Responsible for Monitoring: Bilingual Teachers Bilingual Interventionist Bilingual Paraprofessionals Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Disaggregate data by grade level, discipline and assessment objectives by stake holders in order to drive instruction for individual students, classes and grade levels. Strategy's Expected Result/Impact: All students will make one year growth. (Reading level, MClass/MAP growth measure, and STAAR) Staff Responsible for Monitoring: Teachers Coaches Admin Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Ensure master schedule provides adequate focused instructional time. Strategy's Expected Result/Impact: Increased instructional time resulting in student progress Staff Responsible for Monitoring: Administrators, Instructional Coaches, Team Leaders and Teachers Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide supplemental paraprofessionals to assist In-Class Support Teacher and teachers in classrooms, SPED classrooms, and bilingual classrooms. Strategy's Expected Result/Impact: Increased student progress Staff Responsible for Monitoring: Administrators, Academic Coaches, and Teachers Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Teachers will review and implement the processes for placement referrals and monitoring of GT, Dyslexic, SPED, 504 and RTI students. Strategy's Expected Result/Impact: Student support services and progress Staff Responsible for Monitoring: Administrators CCF Teachers Special Education Teachers Paras Behavior Coach Interventionists Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 1: DISD will provide effective teaching and learning experiences for all students that will result in continuous success.

Performance Objective 2: Student attendance will increase by 1% for overall attendance for 2025 compared to 2024

Evaluation Data Sources: Daily attendance percentage, spot checks, beat the bell





Strategy 1 Details	Reviews			
Strategy 1: Attendance will be a focus on announcements and on display daily. Strategy's Expected Result/Impact: Increased student performance on skills Staff Responsible for Monitoring: Registrar Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Incentives will be used for students to earn for perfect attendance Strategy's Expected Result/Impact: Student attendance will be at 94% Staff Responsible for Monitoring: Registrar Administrator Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div></div><div>Continue/Modify</div></div> <div><div></div><div>Discontinue</div></div>				

Goal 1: DISD will provide effective teaching and learning experiences for all students that will result in continuous success.

Performance Objective 3: All Emergent Bilingual students will increase one indicator on TELPAS as see on 2025 results.

High Priority
HB3 Goal
Evaluation Data Sources: TELPAS 2025

Strategy 1 Details	Reviews			
Strategy 1: Continue one-way dual language program for students in PreK-3rd. Provide all teachers with training, any necessary supplies and resources, as well as continuous monitoring and problem solving making it systematic throughout the campus. Strategy's Expected Result/Impact: Promote bi-literacy and multiculturalism in all students. Student achievement data will indicate faster growth in English Language Learners. Staff Responsible for Monitoring: Bilingual Teachers Bilingual Interventionist Bilingual Paraprofessionals Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Students will practice language skills through technology tools such as Summit K/12. Strategy's Expected Result/Impact: Increased language acquisition Staff Responsible for Monitoring: Bilingual Teachers Bilingual Paras Bilingual Interventionist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 1: KELE will be purposeful in teaching students pro-social skills and character values resulting in positive school environment.

Evaluation Data Sources: Use of Second Step, Character Strong and positive behavior supports.

Strategy 1 Details	Reviews			
Strategy 1: Continue to provide a school wide Unity Day and anti-bullying campaign and implement School Ambassadors for new students and visitors. Strategy's Expected Result/Impact: Parent Surveys, Reduction in discipline referrals, PEIMS data, observation of student engagement. Staff Responsible for Monitoring: School counselor and Administrator. ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All students will receive weekly lessons on Character Strong and Second Steps, how to make good choices, and what bullying is and what it is not. The school wide positive behavior management system is a financial literacy program where students can earn currency for demonstrating good character. The counselor will also provide targeted monthly lessons. Strategy's Expected Result/Impact: Reduction in discipline referrals, PEIMS data, Observations of student engagement. Staff Responsible for Monitoring: Counselor Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Continue "No Place for Hate" program campus wide into our school-wide PBIS system. Adhere to the guidelines and the responsibilities of having this distinction. Strategy's Expected Result/Impact: Reduction in discipline referrals, PIEMS data observation of student engagement Staff Responsible for Monitoring: School Counselor and Administrator. Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Provide resources, incentives, and inventory for student safety. (i.e. Walkie-talkies, furniture for added special programs, student incentives for improving behavior and attendance.) Strategy's Expected Result/Impact: Increased safety. Equitable learning environment Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Through our master schedule we will ensure that each student participates in moderate to rigorous physical activity during their P.E. classes. We will also have District participation in the District SHAC committee as well as the fitness gram. Strategy's Expected Result/Impact: Increase in student achievement on the fitness gram and increase in overall student achievement. Staff Responsible for Monitoring: P.E. teachers, Administrators, and SHAC representative ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: All staff members will be trained and will implement Restorative Practices Strategy's Expected Result/Impact: Decrease in discipline referrals and student incident reports as well as an increase in overall student achievement. Staff Responsible for Monitoring: Administrators Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Students will participate in Red Ribbon Week activities Strategy's Expected Result/Impact: 100% of students will understand the importance of remaining drug free Staff Responsible for Monitoring: Teachers, Counselor Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 2: All students will be taught healthy living and anti-bullying strategies.

Evaluation Data Sources: Use of No Place for Hate Campaign and Kelso's Choice

Strategy 1 Details	Reviews			
Strategy 1: All campus and district staff will be trained on restorative practices. Some staff will also attend trainings to build knowledge and expertise at the campus in order to build capacity in using restorative practices. Strategy's Expected Result/Impact: Lower the number of discipline referrals and increase time in the instructional setting. Staff Responsible for Monitoring: Teachers Coaches Admin Funding Sources: - 211-Title IA, - 255-Title IIA, - 287-Title IV, - IDEA A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Align all staff with PBIS and levels of student behavior to help all understand what to do in different situations Strategy's Expected Result/Impact: Reduced number of office referrals/ maintaining positive relationships between teachers and students Staff Responsible for Monitoring: Teachers Counselor Administrators TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 3: All student attendance will be tracked, celebrated and communicated to parents/guardians resulting in an increase of daily attendance for the 24-25 school year.

High Priority

Evaluation Data Sources: Daily and weekly attendance, notification to parents with calls, emails and home visits

Goal 3: DISD will make family and community partnerships a priority.

Performance Objective 1: KELE will build supportive community atmosphere with students, parents and the community through ongoing communication that promotes and supports student learning.





High Priority

Evaluation Data Sources: Use of district web site, class dojo, newsletters and call outs

Strategy 1 Details		Reviews			
Strategy 1: Provide parent involvement supplies and incentives during Math and Literacy Nights in Reading/ Math, Title IA programs: Meet the Teacher, Open house, Parent/Teacher conferences, Literacy Night, Math Night, Multicultural Night, Grade level Performances, and Parent mentoring program, "Gator Aide" Strategy's Expected Result/Impact: Sign-in sheets of parent attendance at programs. Positive responses from parent surveys conducted during the year. Staff Responsible for Monitoring: Administrators Teachers Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211-Title IA, - Local Funding		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for potential Pre-Kindergarten students and their families to visit school, meet with counselors and attend meetings and pre-registration for school during the month of May. Strategy's Expected Result/Impact: Documented flyers distributed to businesses, apartments and sent home with current students. Sign-in sheets at meetings. Registration documentation. Staff Responsible for Monitoring: Administrators, Counselor Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Communicate via calendars and required local, state and federal information via meetings, social media and/or print in a language format that parents and community can understand. Use a different clear font for Spanish translations. Strategy's Expected Result/Impact: Parents of diverse backgrounds will have easy access to all communication Staff Responsible for Monitoring: Administrators Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: The campus will provide transition activities for students. Principal will coordinate transition activities with middle school Principals to assist 3rd graders moving to Middle School. Strategy's Expected Result/Impact: Students will transition easily to the next grade level and parents will have an understanding of the curriculum and safety. Staff Responsible for Monitoring: Campus Administrator Teachers Counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Local Funding, - 211-Title IA		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: The campus will make available the English version of the Parent and Family's Engagements Policy by posting it in the Student Handbook and making it available in the campus library, and the District Administration Building in an effort to build parent Engagement. Spanish translation of all documents are available upon request. Strategy's Expected Result/Impact: Parents of diverse backgrounds will have an easy access to all communication and campus events. Staff Responsible for Monitoring: Principal Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211-Title IA		Formative			Summative
		Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Faculty and staff will offer after school activities for second and third grade students. Club include music, garden, UIL A+, art, and drama clubs. Strategy's Expected Result/Impact: Increased attendance Staff Responsible for Monitoring: Teachers Admin TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 3: DISD will make family and community partnerships a priority.

Performance Objective 2: KELE will provide opportunities throughout the year to promote parent/guardian participation at school

Evaluation Data Sources: School Programs, Math/Literacy Nights, Donuts with Grown ups and PTO events

Goal 3: DISD will make family and community partnerships a priority.

Performance Objective 3: KELE will continue the partnership with HEB and Lighthouse Ministries providing school supplies and snacks to the campus and extend partnerships to share resources to support students and families.





Evaluation Data Sources: Gator Wellness, TCHATT, community relations

Goal 4: KELES will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 1: KELE will provide intentional and ongoing professional learning throughout the year to continue improving teachers' craft for a greater impact on student learning and success

Evaluation Data Sources: Goal setting, instructional strategies, data disaggregation, subject specific, behavior and targeted tiered support

Strategy 1 Details	Reviews			
Strategy 1: First year and 2nd year Teacher Academy will be supplemented and supported at the campus level through mentors, administrators, and academic coaches. Strategy's Expected Result/Impact: Increase in teacher retention for proteges Staff Responsible for Monitoring: Campus administrators TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Funding Sources: - 255-Title IIA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for campus administrators, teachers, counselors, paraprofessionals and librarians to attend research based training in order to build capacity and meet their professional needs. Strategy's Expected Result/Impact: Increased number of highly qualified staff members. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 255-Title IIA, - 211-Title IA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide appropriate training opportunities on how to access and use district curriculum resources in order to promote effective and targeted lesson planning. Strategy's Expected Result/Impact: Teachers' knowledge of instructional resources available to collaborate with the team during planning. Staff Responsible for Monitoring: Curriculum Specialists Academic Coaches Teachers Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Utilize contracted service providers, as well as attend professional development for all staff to receive training in best practices for At-Risk students, GT, ELL, Special Ed., or any other populations our school represents. Strategy's Expected Result/Impact: All students will make one year growth. (Reading level, MClass/MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading and Math. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 4: KELES will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 2: KELE teachers will have a opportunities to provide feedback about the strengths and opportunities for improvement on the campus.

Evaluation Data Sources: Surveys (some anonymous), open door policy, and dialogue during family meetings (faculty meetings)

Goal 4: KELES will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 3: KELE teachers and staff will participate in campus celebrations, collaboratives and forums to share support, ideas, concerns and solution to improve the culture and commitments to the staff.





Evaluation Data Sources: Sunshine Committee, surveys, discussions during family meetings (faculty meetings), highlight birthdays, luncheons, culture s, connect breaks during PD and family meetings.

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 1: KELE will work with other district departments to maintain all aspects of our campus such as maintenance, technology, transportation, nutrition and other services.

Evaluation Data Sources: Requests and tickets turned in accurately. Information shared and documentation recorded. Communication professional, collaborative and ongoing.

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

Strategy 4 Details	Reviews			
Strategy 4: Purchase instructional based materials and technology resources/software for student use in order to assess and enhance Reading, Writing and Math, Science and Social Studies skills through the use of technology. (Continue the use of the technology resources we have - Amplify, ST Math, Imagine Learning, SummitK12, and Razplus.) Strategy's Expected Result/Impact: All students will make one year growth. (Reading level, MClass/MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading and Math. Staff Responsible for Monitoring: Administrators Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 2: KELE will contribute the initiatives of the district such as the energy conservation.

Evaluation Data Sources: Shut downs are accurate and compliant

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 3: KELE will contribute to the maintenance of materials, furniture and facilities and be accountable for their part (classroom, storage, textbook kits, lap tops, chrome carts, etc).

Evaluation Data Sources: Assigned furniture log, technology log and materials log

Title I

1.1: Comprehensive Needs Assessment

Please see CNA printed at the beginning of the Campus Improvement Plan.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Vertical teams that include all staff members, including paraprofessionals and district level personnel attend meetings four times a year to review, revise, and develop the CIP. Meetings are held in August, November, January, March, and May of each school year.

2.2: Regular monitoring and revision

Vertical teams that include all staff members, including paraprofessionals and district level personnel attend meetings four times a year to review, revise, and develop the CIP. Meetings are held in August, November, January, March, and May of each school year.

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

CIP is available upon request in the native language of the requestee.

4.1: Develop and distribute Parent and Family Engagement Policy

Parents and staff review, revise, and develop the Parent and Family Engagement policy in June of each school year after reviewing the survey data from students, staff, and parents. It is then distributed at Meet the Teacher night in August, and at each parent/ teacher conference throughout the school year.

4.2: Offer flexible number of parent involvement meetings

All parent involvement meetings are offered multiple days at different times.

2024-2025 PBIS Committee

Committee Role	Name	Position
Special Education	Jennifer Hong	Dyslexia Specialist
Teacher	Tyler McCord	Specials
Teacher	Steven Reynoso	3rd
Teacher	Victoria Nixon	2nd
Teacher	Rochelle Murray	1st
Teacher	Courtney Junemann	K
Teacher	Karla Guerra	PK
Behavior Coach	Derek Benton	Behavior Coach
Administrator	MJ Aceituno	Assistant Principal

Campus Leadership Team

Committee Role	Name	Position
Assistant	Mariah Salas	Executive Assistant
Librarian	Jessica Delacruz	Librarian
Campus Compliance	Jenny Leblanc	CCF
Counselor	Holly Casey	Counselor
Administrator	Kimberly Davidson	Principal
Administrator	MJ Aceituno	Assistant Principal
Instructional Interventionist	Kimberly Hardy	Interventionist
RLA Instructional Specialist	Amy Pierson	Coach
Bilingual Dyslexia Specialist	Ashley Sanchez	Interventionist
Math Instructional Specialist	Erin Grasha	Coach

2024-2025 Campus Education Improvement Committee

Committee Role	Name	Position
Community	Crystal Matthews	Lighthouse Ministries
Parent	Vienna Julien	Parent
District Representative	Kim Kelley	Director of Leadership
Classroom Teacher	Sandra Faries	Special Education
Classroom Teacher	Amber Heryford	3rd Grade
Classroom Teacher	Stacey Volesky	2nd Grade
Classroom Teacher	Kaylie Law	1st Grade
Classroom Teacher	Tasha Rehm	Kinder
Teacher	Katelyn Cole	PK
Non-classroom Paraprofessional	Mariah Salas	Executive Assistant
Administrator	MJ Aceituno	Administrator
Administrator	Kimberly Davidson	Administrator

Campus Funding Summary

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
2	2	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
4	1	2			\$0.00
Sub-Total					\$0.00
255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
Sub-Total					\$0.00
Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
2	2	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	4			\$0.00

Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$0.00
4	1	2			\$0.00
5	1	1			\$0.00
Sub-Total					\$0.00
IDEA A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
Sub-Total					\$0.00
No Funding Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2			\$0.00
5	1	3			\$0.00
Sub-Total					\$0.00
287-Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
Sub-Total					\$0.00