

**Dickinson Independent School District**

**San Leon Elementary School**

**2024-2025 Campus Improvement Plan**



# Mission Statement

Dickenson ISD will equip and empower all learners with skills and experiences to achieve academic excellence and make meaningful contributions to our world.

## Vision

Inclusive of all, Dickinson ISD will cultivate excellence, producing confident, collaborative, goal-driven learners who become empowered citizens in a global society.

## 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

## Student Learning

### Student Learning Summary

Students are assessed through CLI, mCLASS, MAP, TELPAS, TELPAS-ALT, STAAR, STAAR-ALT, and district assessments. For the 2022-2023 school year, the current STAAR percentages for the Approaches level are 59% for STAAR Math and 66% for STAAR Reading. At the time this summary was written, the 2022-2023 STAAR data was not finalized. By the end of the 2022-2023 school year, 41% of 2nd graders, 63% of 3rd graders, and 44% of 4th graders met the growth index for the school year in MAP. 38% of the K-1 students met or fell below benchmark for growth in mCLASS.

### Student Learning Strengths

Tier 1 instruction is improving at San Leon Elementary. A significant amount of resources have gone to providing staff with professional development and collaborative time. Teachers are diving into the instructional standards and relearning how to get students to mastery of our essential standards in each grade level. Teachers also are becoming well-versed in the data disaggregation discussions to better inform instruction.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Student performance in Reading and Math STAAR fell below the state average. **Root Cause:** Tier 1 instruction needs significant strengthening.

**Problem Statement 2 (Prioritized):** The CNA revealed inconsistencies in student writing across grade levels. **Root Cause:** Inconsistent commitment to a composition strategy across the campus

**Problem Statement 3 (Prioritized):** As a whole, the staff's behavioral management abilities did not match the behavioral needs of the students. **Root Cause:** The discipline system was not effective in properly intervening and documenting student behavior or patterns of behavior while neglecting the foundational pillars of strong relationships and effective classroom management.

**Problem Statement 4 (Prioritized):** Across the campus, students do not consistently nor correctly use text evidence appropriately to confirm reading comprehension. **Root Cause:** Vertically and horizontally aligned T1 instruction in RLA

**Problem Statement 5 (Prioritized):** Optimum use of directly-aligned interventions and materials as provided through the technological programs has not served in student interventions like it can. **Root Cause:** Staff has limited time to learn the expanse of what each program offers for specific student growth paths.

**Problem Statement 6 (Prioritized):** The 2023-2024 average daily attendance for SLES is between 90-94%. **Root Cause:** Less students are transported to school on bad weather days, Mondays and Fridays.

**Problem Statement 7:** Staff saw a decline in student familiarity with academic vocabulary in math. **Root Cause:** Direct instruction of academic vocabulary was not overtly considered in the implementation of the HQIM curriculum.

# Priority Problem Statements

**Problem Statement 1:** The CNA revealed inconsistencies in student writing across grade levels.

**Root Cause 1:** Inconsistent commitment to a composition strategy across the campus

**Problem Statement 1 Areas:** Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Student Learning - School Processes & Programs

**Problem Statement 2:** As a whole, the staff's behavioral management abilities did not match the behavioral needs of the students.

**Root Cause 2:** The discipline system was not effective in properly intervening and documenting student behavior or patterns of behavior while neglecting the foundational pillars of strong relationships and effective classroom management.

**Problem Statement 2 Areas:** School Culture and Climate - Staff Quality, Recruitment, and Retention - School Context and Organization - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 3:** Across the campus, students do not consistently nor correctly use text evidence appropriately to confirm reading comprehension.

**Root Cause 3:** Vertically and horizontally aligned T1 instruction in RLA

**Problem Statement 3 Areas:** Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Student Learning

**Problem Statement 4:** Optimum use of directly-aligned interventions and materials as provided through the technological programs has not served in student interventions like it can.

**Root Cause 4:** Staff has limited time to learn the expanse of what each program offers for specific student growth paths.

**Problem Statement 4 Areas:** Curriculum, Instruction, and Assessment - Technology - Student Learning

**Problem Statement 5:** The 2023-2024 average daily attendance for SLES is between 90-94%.

**Root Cause 5:** Less students are transported to school on bad weather days, Mondays and Fridays.

**Problem Statement 5 Areas:** Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- 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

- Special education/non-special education population including discipline, progress and participation 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
- 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 leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback

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

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

# Goals

Revised/Approved: September 5, 2024

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





**Performance Objective 1:** Through explicit and specific Tier I instruction, SLES will ensure ALL students show a minimum of one (1) year's growth as evidenced by student results on CLI, mCLASS, MAP, and/or STAAR.

**High Priority**

**Evaluation Data Sources:** Walk-throughs, appraisals, local and state assessments, diagnostic and growth tracking assessments, reading levels

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Teachers, coaches, administrators, and service providers will monitor student growth through the respective diagnostic assessment for each grade level, identifying which students needs targeted support and what support is needed.  <b>Strategy's Expected Result/Impact:</b> Targeted support needs will be identified by data, pinpointing which students need intervention or extension. Teachers will make instructional adjustments based on data. Student will leave their current grade level prepared for the next grade/school. <b>Staff Responsible for Monitoring:</b> Teachers, Service Providers, Coaches, Administration  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy</b>	<b>Formative</b>			<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>	



Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will hold individual data conferences with students at least twice a 9 weeks to increase student self-efficacy and ownership in their growth. <b>Strategy's Expected Result/Impact:</b> Students have a driven focus and personal accountability in their own growth. <b>Staff Responsible for Monitoring:</b> Teachers, students, administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> SLES will systematically monitor student progress in the RTI process to ensure student success. <b>Strategy's Expected Result/Impact:</b> T2 interventions will fill in T1 academic and behavioral gaps to ensure ALL students grow a minimum of 1 year. <b>Staff Responsible for Monitoring:</b> Teachers, RTI Committee  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





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

**Performance Objective 2:** SLES Domain 1 will increase more than 10 percentage points in the 2024-2025 school year, with at least 60% of students performing at Meets or better and at least 25% of students performing at Masters or better in both RLA and Math.

**High Priority**

**Evaluation Data Sources:** STAAR RLA and Math 2025 Administration

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Teachers and students will set the standard of earning a minimum Meets Performance on all assignments and assessments is the expectation. <b>Strategy's Expected Result/Impact:</b> Teachers will condition students to accept nothing less than Meets, which will ensure high and increased performance across all measures. <b>Staff Responsible for Monitoring:</b> Teachers, Coaches, Administration  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Explicit STAAR practice aligned to currently-taught standards will take place in 3rd grade lessons, allowing for both teacher and student practice with items aligned to currently taught standards. <b>Strategy's Expected Result/Impact:</b> Students become familiar with the vocabulary, vernacular, and rigor of on-topic STAAR questions. Teachers will be able to see the level at which they must get students to master the standard. <b>Staff Responsible for Monitoring:</b> Teachers, Coaches, Administration  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> EB students will spend a minimum of 60 minutes in direct language acquisition intervention per week using the district-approved program, tracking their projected performance on TELPAS. <b>Strategy's Expected Result/Impact:</b> Dedicated, set-aside time in English only language practice will provide students the opportunity to develop clarity and consistency in their oral and written expression. <b>Staff Responsible for Monitoring:</b> Teachers, Coach, Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers will conduct learning walks, modeled lessons from coaches, and/or pod lessons taught by a "master" teachers to improve their own craft and ensure the best first instruction for all students. <b>Strategy's Expected Result/Impact:</b> Teacher collective efficacy will improve across grade levels. <b>Staff Responsible for Monitoring:</b> Administration and Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 1:** DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

**Performance Objective 3:** Individual performance on 2024 TELPAS will increase for 100% of EB students with a prior year's TELPAS score.

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

**Performance Objective 1:** SLES will ensure positive behavior interventions and supports are systematically implemented to improve the campus culture as evidenced by student and staff surveys, stakeholder feedback, and discipline referrals for the 24-25 school year will remain under 5%.

**High Priority**

**Evaluation Data Sources:** Walk-throughs, appraisals, character education lessons, morning circles/meetings, behavior charting, discipline referrals, student surveys, staff surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Adults will shape student behavior with strong relationships and rewards based on goal-driven data <b>Strategy's Expected Result/Impact:</b> Students will be incentivized to meet behavior goals and will experience more consistent access to instruction <b>Staff Responsible for Monitoring:</b> Teachers, respective paraprofessionals, behavior coach (if applicable), counselor, administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Student Learning 3 - School Culture and Climate 1 - School Processes & Programs 1 - Staff Quality, Recruitment, and Retention 1 - Perceptions 1 - School Context and Organization 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will receive direct instruction in weekly SEL lessons through district SEL curriculum as a grade level and classroom-based character lessons. <b>Strategy's Expected Result/Impact:</b> Teachers and staff will directly instruct on social and emotional needs to create well-rounded, society-ready children <b>Staff Responsible for Monitoring:</b> Teachers, Counselor, Behavior Coach, CIS  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



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### Performance Objective 1 Problem Statements:

#### Student Learning

**Problem Statement 3:** As a whole, the staff's behavioral management abilities did not match the behavioral needs of the students. **Root Cause:** The discipline system was not effective in properly intervening and documenting student behavior or patterns of behavior while neglecting the foundational pillars of strong relationships and effective classroom management.

#### School Processes & Programs

**Problem Statement 1:** As a whole, the staff's behavioral management abilities did not match the behavioral needs of the students. **Root Cause:** The discipline system was not effective in properly intervening and documenting student behavior or patterns of behavior while neglecting the foundational pillars of strong relationships and effective classroom management.

#### Perceptions

**Problem Statement 1:** As a whole, the staff's behavioral management abilities did not match the behavioral needs of the students. **Root Cause:** The discipline system was not effective in properly intervening and documenting student behavior or patterns of behavior while neglecting the foundational pillars of strong relationships and effective classroom management.

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

**Performance Objective 2:** SLES will improve the daily attendance average to 95% or higher.

**Evaluation Data Sources:** Parent involvement in activities, call logs, parent meeting sign-in sheets, ClassDojo parent interaction reporting

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase the positive interactions between parents and the school <b>Strategy's Expected Result/Impact:</b> Parents will know when students are succeeding during the school day. Parents and teachers will build closer working relationships for the benefit of the students. <b>Staff Responsible for Monitoring:</b> Teachers  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Daily phone calls are made to the parent/guardian of all absent students. <b>Strategy's Expected Result/Impact:</b> Parents will know that the school is tracking the attendance daily. Parents will know how many absent days on are file and are left until truancy action is taken. Front office staff will have up-to-date tracking on all actions required prior to filing for truancy. <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 3:** DISD will make family and community partnerships a priority.

**Performance Objective 1:** Through Skyward, ClassDojo, and homeroom specific newsletters, teachers will maintain consistent, clear, and open communication with parents/guardians, improving the home-to-school connection.

**Evaluation Data Sources:** SLES will maintain a high percentage of family attendance at events/activities, especially those events focusing on academic achievement and cultural diversity.



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

**Performance Objective 2:** SLES will maintain a high percentage of family attendance (75% or higher) at events/activities, especially those events focusing on academic achievement and cultural diversity.

**Evaluation Data Sources:** Event sign-in sheets compared to grade level or school enrollment.

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

**Performance Objective 1:** In 2024-2025, SLES will retain staff at a 90% rate.

**High Priority**

**Evaluation Data Sources:** Candidate Selection for Interviews, Mentor/FYT Check-Ins, Data Conferences, In-house Campus Learning Walks to learn from our very own, Stay Interviews, Sunshine Committee, Staff Shout-Outs, Formative Assessments of Climate, Campus-wide reward system for students

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Principals will conduct stay interviews with all staff for the purpose of seeking feedback to create a campus culture where staff members willingly commit to our campus <b>Strategy's Expected Result/Impact:</b> To retain SLES staff, make improvements where needed, and to honor the voice of the staff <b>Staff Responsible for Monitoring:</b> Principal and AP  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

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

**Performance Objective 1:** SLES will model, practice, and evaluate PLC actions and expectations to become a model PLC campus by the 2026-2027 school year due to overall school improvement and fidelity of practices.

**High Priority**

**Evaluation Data Sources:** Norms, collective commitments, CTT agendas, Guiding Coalition agendas, data digs, student growth tracking, campus professional development plan, RTI system, CA development and CA student achievement

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Document all actions aligned with the PLC at Work process <b>Strategy's Expected Result/Impact:</b> Builds a case of evidence to become a PLC school <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continued professional development in PLC@Work, RTI@Work, and Assessment@Work <b>Staff Responsible for Monitoring:</b> Administration and cohort teams  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

## Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers, coaches, administrators, and service providers will monitor student growth through the respective diagnostic assessment for each grade level, identifying which students needs targeted support and what support is needed.
1	1	2	Teachers will hold individual data conferences with students at least twice a 9 weeks to increase student self-efficacy and ownership in their growth.
1	2	1	Teachers and students will set the standard of earning a minimum Meets Performance on all assignments and assessments is the expectation.
1	2	2	Explicit STAAR practice aligned to currently-taught standards will take place in 3rd grade lessons, allowing for both teacher and student practice with items aligned to currently taught standards.
1	2	3	EB students will spend a minimum of 60 minutes in direct language acquisition intervention per week using the district-approved program, tracking their projected performance on TELPAS.
1	2	4	Teachers will conduct learning walks, modeled lessons from coaches, and/or pod lessons taught by a "master" teachers to improve their own craft and ensure the best first instruction for all students.

# State Compensatory

## Budget for San Leon Elementary School

**Total SCE Funds:** \$23,477.00

**Total FTEs Funded by SCE:** 0

**Brief Description of SCE Services and/or Programs**

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# Title I

## **1.1: Comprehensive Needs Assessment**

CNA was conducted on May 18, 2023. The committee's work proposed 5 goals for the 2023-2024 academic year.

## **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Campus Improvement Plan was developed with and will be monitored with the CEIC (Guiding Coalition plus stakeholders).

## **2.2: Regular monitoring and revision**

Monitoring will occur quarterly.

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

Communication is available to parents and the community in multiple formats and in Spanish/English.

## **2.4: Opportunities for all children to meet State standards**

Tier 1 instruction is the primary academic focus for San Leon Elementary.

## **2.5: Increased learning time and well-rounded education**

The campus master schedule was completely developed around the protection of essential standards learning time and student services and supports.

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

The needs of all students are addressed through staff members and campus/district programs.

## **3.1: Annually evaluate the schoolwide plan**

The CIP is wholly evaluated at minimum of one time per school year.

## **4.1: Develop and distribute Parent and Family Engagement Policy**

The P/E policy was developed and submitted in Spanish and in English. Parents received a digital copy of this document.

## **4.2: Offer flexible number of parent involvement meetings**

Title I parent meetings were included in family nights at the beginning of the school year. Parent conferences are scheduled up to Parent Confernce Day to give flexibility for scheduling.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Burkhardt, C.	Instructional Specialist		1.0



# Plan Notes

## 2019-20 State Compensatory Education Program

### San Leon Elementary School

The District/Campuses use the state criteria for determining students 'at-risk'. A student "at-risk of dropping out of school" is under 26 years of age and who meets one or more the following criteria:

1. was not advanced from one grade level to the next for one or more school years; [excludes prekindergarten or kindergarten students who were not advanced as a result of a documented request by the student's parent under TEC 29.081 (d-1).]
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
7. has been expelled in accordance with TEC §37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by TEC §29.052;
11. is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11434 (a), and its subsequent amendments;
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation; or
14. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

or, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school

program under Section 29.259.

San Leon Elementary School will use \$287,264 in 2019-20 State Compensatory campus funds to:

- Provide supplemental Instructional Interventionists, Instructional Coaches, and Paraprofessionals to support identified students in core subjects on campus (\$252,249)
  - Provide Communities in School Program/Personnel on campus to support district dropout prevention program (\$27,500),
  - Provide supplemental funds for accelerated instruction (including Saturday and Summer Programs), transportation and instructional materials/programs for struggling students not meeting state standards (\$567),
  - Provide District Social Worker/Campus Counselor with additional funds for instructional training, student/teacher travel, and instructional supplies/ materials for at-risk students (\$6518).
  - Contracted Service Providers (\$250)
-

# Addendums

# AVID Schoolwide College Readiness Goals 2020-2021

## SAN LEON ELEMENTARY

### **I. Instruction**

*Promotes WICOR Strategies, 21<sup>st</sup> Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All*

### **II. Systems**

*Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis*

### **III. Leadership**

*Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.*

### **IV. Culture**

*Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment*

# AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: San Leon Elementary

Date: 2020-2021

## Site Team Members:

INSTRUCTION							
<i>Promotes WICOR Strategies, 21<sup>st</sup> Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>							
GOAL	<b>A. Writing Process (2):</b> Ensure AE students in grades 2, 3 and 4 routinely spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing, or editing, and publishing) and produce a final product at least 1x each nine weeks.						
	Progress						
	Actions					Responsible	Evidence
	1) Provide PD to ensure common understandings and expectations in grades 3 and 4.						
	2) Ensure Writing Products/Process lessons and experiences are modeled and planned within grade level PLC each nine weeks.						
	3) Display student products each 9 weeks.						
	4) Implement plan to celebrate student authors in each grade level (publishing parties, learning walks, show and tell, etc.).						

Progress Measures: (○) Not Started; (□) In Progress; (▢) Good Progress; (☑) Completed

# AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: San Leon Elementary

Date: 2020-2021

INSTRUCTION							
<i>Promotes WICOR Strategies, 21<sup>st</sup> Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>							
GOAL	<b>B. Higher Level Thinking (4):</b> AVID Elementary students in 1 grade level actively participate in questioning using Costa's Levels of Thinking during class lessons, discussions, and problem-solving.						
	Progress						
	Actions				Responsible		Evidence
	1) Ensure inquiry strategies according to Costa's Levels are modeled and planned within lessons within the PLC.						
	2) Establish professional learning walks—real time or virtual—to provide feedback for implementation and to model inquiry and Costa's Levels of questioning within lessons and planning.						

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

# AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: San Leon Elementary

Date: 2020-2021

INSTRUCTION							
<i>Promotes WICOR Strategies, 21<sup>st</sup> Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>							
GOAL	<b>C. Collaboration (7):</b> AE Students in grades 3 and 4 routinely use ICT resources as a tool for collaboration both synchronously and/or asynchronously (e.g., Google Classroom, Flip Grid, Near Pod, Kahoot, etc.)						
					Progress		
	Actions					Responsible	Evidence
	1) PD for teachers on student ICT collaboration tools and strategies to ensure common understandings and expectations						
	2) Ensure ICT Collaboration strategies are planned within lessons within the PLC.						
	3) Establish professional learning walks—real time or virtual—to provide feedback for implementation.						

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

# AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: San Leon Elementary

Date: 2020-2021

INSTRUCTION							
<i>Promotes WICOR Strategies, 21<sup>st</sup> Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>							
GOAL	<b>D. Collaboration (8):</b> AE Students routinely use structures for collaboration and are provided opportunities to work collaboratively (e.g.....)						
	Progress						
	Actions					Responsible	Evidence
	1) Create a vertical articulation of collaboration expectations and models for grades PK-4.						
	2) Ensure Collaboration strategies are modeled and planned within lessons at each grade level within the PLC.						
	3) Establish professional learning walks—real time or virtual—to provide feedback for implementation.						

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed



# AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: San Leon Elementary

Date: 2020-2021

INSTRUCTION							
<i>Promotes WICOR Strategies, 21<sup>st</sup> Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>							
GOAL	E. <b>WICOR (12):</b> The AVID Site Team routinely uses WICOR strategies in the AVID Elementary classroom, and collaborates with grade level PLCs in the design of lessons that engage students in rigorous curriculum.						
	Progress				Responsible	Evidence	
	Actions						
	1) Site Team Collaboration on WICOR framework and strategies to ensure common understandings and expectations						
	2) Establish connection within PD between current practice/instructional strategies and connection to WICOR.						
	3) Create visuals/displays/anchor charts to enforce connection between current practice and connection to WICOR through the campus, in PLC Conf Room, common spaces.						
	4) Ensure WICOR strategies are modeled and planned within lessons with the PLC.						
	5) Establish professional learning walks—real time or virtual—to provide feedback for implementation and to model WICORized lessons and planning.						

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

# AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: San Leon Elementary

Date: 2020-2021

INSTRUCTION						
<i>Promotes WICOR Strategies, 21<sup>st</sup> Century Skills, Student Leadership Skills, Goal-Setting/Monitoring And Rigor For All</i>						
GOAL	<b>F. Organization (9,10):</b> AVID Elementary students routinely use organization and planning tools such as binders and planners/agendas to track academic coursework, organize their thinking and learning, and monitor their academic success					
	Progress					
	Actions				Responsible	Evidence
	1. Ensure all students have AVID binders and planners/agendas for daily use.					
	2. Create a vertical articulation of organization and planning expectations for AE Students in all grades.					
	3. Implement process for regular monitoring of binder and planner use.					

Progress Measures: (○) Not Started; (□) In Progress; (▢) Good Progress; (☑) Completed

# AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: San Leon Elementary

Date: 2020-2021

SYSTEMS						
Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.						
GOAL	<b>A. SITE TEAM + PLAN (1, 2, 3):</b> The AE Site Team will collaborate to develop, write and implement AVID Site Goals that address AVID Implementation, and will meet regularly to collaborate and advocate on issues of planning, logistics, and awareness of AE strategies to ensure effective implementation.					
	Progress					
	Actions				Responsible	Evidence
	1) Establish AE Site Team membership that includes campus representation from all grade levels and leadership positions.					
	2) AE Site Team will collaborate and develop Site Plan for implementation.					
	3) AE Site Team will create a calendar to ensure meetings at least quarterly to review implementation progress and set action goals for future work.				Jillian Anderson	

Progress Measures: (○) Not Started; (□) In Progress; (▢) Good Progress; (☑) Completed

# AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: San Leon Elementary

Date: 2020-2021

SYSTEMS						
Support AVID Site/District Teams, Professional Learning, Secondary AVID Elective Classes, Equity and Access to Rigorous Courses, Data Collection/Analysis.						
GOAL	B. Instructional Methods (12): The AVID Site Team collaborates to increase awareness and receive professional learning about AVID Instructional Methodologies for other faculty and staff.					
		Progress				
	Actions					Responsible
	1) Develop plan for instructional PD to support instruction in Collaboration, ICT for Collaboration, WICORized lessons, and Inquiry strategies.					Evidence
	2) AVID Site Team participates in AVID Communities of Practice through the year to continue AVID learning.					
	3) AVID Site Team cultivates resources to support instruction implementation made available to whole campus. <ul style="list-style-type: none"> <li>a. Writing To Learn</li> <li>b. Inquiry</li> <li>c. Collaboration</li> <li>d. Organization</li> <li>e. Reading to Learn</li> <li>f. AVID Weekly</li> <li>g. Learning Walks</li> <li>h. College &amp; Career Awareness</li> <li>i. College-Going Culture</li> </ul>					

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

# AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: San Leon Elementary

Date: 2020-2021

LEADERSHIP							
<i>Ensures Strategic Planning, Modeling of Expectations, College Readiness Mission and Vision, Career Readiness, Distributed Leadership Approach.</i>							
GOAL	A. SLT + AVID SITE TEAM (5): The SLT and the AVID Site Team collaborate to create a cohesive vision for student instruction and student success through careful implementation of AVID.						
	Progress						
	Actions					Responsible	Evidence
	1) AVID Site Team and SLT collaborate on AVID Site Plan development and implementation.						
	2) Ensure AVID Site Team composition includes SLT Representation.						
	3) Plan regular meetings between AVID Site Team and SLT to discuss implementation progress (at least 3x per year).						

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed

# AVID Schoolwide College Readiness Plan

District: Dickinson ISD

Campus: San Leon Elementary

Date: 2020-2021

CULTURE							
Fosters College Awareness and Preparation, Common Belief in Student Success, Family and Community Involvement, High Expectations for All, Positive and Safe Learning Environment							
GOAL	A. <b>COLLEGE DISPLAYS + TALK (5, 6):</b> The campus promotes a college-going culture through displays in classrooms and public spaces throughout campus and routinely engaging AE students in college talk.						
		Progress					
	Actions					Responsible	Evidence
	1) Create public displays throughout the campus that promote college-going culture and opportunity awareness for all students.						
	2) Organize HS guest speakers/virtual college field trip opportunities for students to promote opportunity awareness.						
	3) Implement College Shirt Day						
	4) Provide college promotion/opportunity awareness through weekly/daily announcements and thematic days/events.						
	5) Provide opportunities for career exploration for all students.						

Progress Measures: (O) Not Started; (□) In Progress; (□) Good Progress; (☑) Completed