

Dickinson Independent School District

Calder Road Elementary School

2024-2025 Campus Improvement Plan



Mission Statement

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

"At Calder Road Elementary all students will exhibit good character and be proficient or Advanced in Reading, Writing, and Math"

Vision

Calder Road Elementary is a learning institution where all adults and children feel free to take risks and we all learn something everyday from our successes and from our failures.

Table of Contents

.....	2
.....	2
.....	2
Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	7
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	11
Curriculum, Instruction, and Assessment	13
Parent and Community Engagement	15
School Context and Organization	17
Technology	19
Priority Problem Statements	21
Comprehensive Needs Assessment Data Documentation	22
Goals	24
Goal 1: CRES provide effective teaching and learning that will results in student mastery for successful college, career, and military readiness for all students and will ensure that all students grow academically.	24
Goal 2: CRES will provide a physically and emotionally safe, healthy, and equitable environment.	28
Goal 3: CRES will make family and community partnerships a priority. We will work with parents to encourage school attendance.	33
Goal 4: CRES will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.	36
Goal 5: DISD will provide operational services to support the success of student learning.	39
State Compensatory	41
Budget for Calder Road Elementary School	41
Personnel for Calder Road Elementary School	41
Title I Personnel	42
2024-2025 Campus Site-Based Committee	43
Campus Funding Summary	44

Comprehensive Needs Assessment

Demographics

Demographics Summary

Calder Road Elementary

Needs Assessment for 2024-2025

BASED ON 2023 DATA

Committees met in September of 2024 to review end-of-year MAP and from M-Class and STAAR, TELPAS, and STAAR-ALT scores. These were used for the needs assessment. Campus survey was sent out and parent survey was sent out. All information and results were used to analyze the data and create the needs assessment for 2024-2025

Our main areas of focus for the 2024-2025 will be:

1. Early Literacy for students in PK, K and 1st using learning from the Science of Teacher Reading.
2. Tier 3 and Special education supports in both reading and math using a system for identification and focusing on promised essential standards
3. Bilingualism, Biliteracy, and Biculturalism through a dual language program
4. Building new teachers and new teams through common supports and embedded professional development
5. Parent Engagement (Study skills, attendance, and academic engagement) Counselor

At Calder Road Elementary all of our students will exhibit good character and be proficient or advanced in Reading, Writing, and Math.

Calder Road Elementary Comprehensive Needs Assessment for the 2024-2025 School Year

School Demographics:

Calder Road Elementary is one of 17 campuses in Dickinson Independent School District. We opened the doors in August of 2010. Calder Road Elementary serves students in grades PK-3 including ESCSE 3-year-olds and the district elementary TIDES medical unit. For the 2024-2025 school year, our enrollment is currently 541 students.

Campus Programs

English Language Learners: Calder Road Elementary serves ELL students through ESL inclusion, Late Exit, and dual language one way programs. Students entering the 3rd grade began the dual language one way program in Pre-Kindergarten. All teachers at Calder Road Elementary are certified to teach students who are classified as English Language Learners except four new teachers, and all teachers at CRES have been trained in Seidlitz strategies including the 7 Steps to a Language Rich classroom environment. Additionally, each grade level has one teacher designated to instruct our students in the dual language program. We also have two bilingual paraprofessionals who provide support in all grade levels and a Bilingual Specialist. At Calder Road Elementary, the Assistant Principal, along with classroom teachers monitor the progress of our English learners along with the inclusion support teacher. Our ELL students participate in TELPAS, the state adopted language proficiency assessment. CRES now has a bilingual interventionist who will work with students classified as ELL with a disability. Students have been provided with extended tutoring services including after-school opportunities and Saturday school.

GT Program

Calder Road Elementary's Gifted and Talented program serves 7% of the students on our campus. These students are able to perform academically several grade levels above their enrolled grade level, are able to work independently on projects, and are motivated to learn at advanced levels. Identified students in grades 1-6 are served in designated cluster classrooms by teachers who have at least thirty hours of professional development in gifted and talented instructional strategies. In addition, Calder Road pulls gifted students daily for "WIN" (What I need) enrichment group which is designed to engage students at the higher cognitive levels and allow them time to work on project based learning.

504 Program

Section 504 is a part of the Federal Civil Rights Anti-Discrimination legislation of 1973. Discrimination is defined as "No qualified individual with a disability shall, solely by reason of his or her disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination, under any program or activity receiving federal financial assistance.

Section 504 covers any person who has a physical or mental impairment which substantially limits one or more major life activities, or has had a record of such impairment, or is regarded as having such impairment. Major life activities include hearing, speaking, learning, working, performing manual tasks, caring for oneself, walking, seeing or breathing. Once students qualify for section 504, they will receive accommodations in the least restrictive environment (general education classroom) that the committee has agreed upon. The committee consists of an administrator, campus 504 coordinator, classroom teacher, parent and other possible candidates. The committee meets at least one time per year to discuss progress and monitor student's growth. The student continues to qualify as a student under 504 until he/she no longer needs the services or until it is decided further assistance is needed.

Special Education Program

Special program services at Calder Road Elementary are Life Skills, Resource, ECSE, and TIDES, as well as mainstream students with needs ranging from academic learning disabilities to students with deficiencies in fine/gross motor skills and other health impairments. Students with inclusion support and IEPs will be serviced by academic coaches in the general education classroom. The Life Skills program primarily focuses on students with a variety of disorders and the specific needs of those students to better integrate socially and behaviorally into the general education population. Additionally, Life Skills teachers assist students identified as intellectually disabled or severe ADHD learn appropriate social skills as well as providing academic support for grade level TEK(s). The TIDES classroom services Kindergarten through third grade students who are identified as intellectually disabled as well as severe physical disabilities which require intensive care throughout the day. The TIDES classroom focuses on pre-TEK skills as well as alertness and tactile learning including vocalization, eye contact and physical response to stimuli. Based on ongoing reading and STAAR data Reading scores with Special Education students remains a focus at

CRES.

OVERALL NEEDS

Based on the data reviewed, CRES shows immediate needs in the following areas:

- Special Education Math and Reading support for inclusion support
- Training for inclusion which includes all paraprofessionals
- A scripted program Reading by design or other reading intervention such as Foundations for students with inclusion support
- High supports for new teachers and coaches to Calder Road Elementary

Demographics Strengths

- All subpopulations are represented at CRES
- Our parent engagement data and parent feedback from our end of year survey tell us that parents of all backgrounds are represented at school and at our of school activities.
- English language learners continue to show growth throughout the school year in reading levels.
- Our projected Closing the Gaps percentage was 92%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): High-performing students are not performing at the Mastery Level according to 3rd Grade STAAR data for reading and math **Root Cause:** Teachers need training on depth of knowledge questioning and planned rigorous questioning and goal setting.

Student Achievement

Student Achievement Strengths

Calder Road is predicted to outperform the state and district for students who met or mastered Grade 3 STAAR Reading, Spanish Reading, and Math

Students taking TELPAS exceeded the projected 2038 long-term target for growth.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: STAAR scores for students with disabilities have decreased in all areas. **Root Cause:** Inclusion teachers and special education teachers need direct explicit teaching. WIN time needs to be targeted for students with an IEP.

School Culture and Climate

School Culture and Climate Summary

Committee #7 School Culture and Climate:

Members of the committee were:

Zammira Elizondo, Colleen Sparks, Marisha Ausmus

School Culture and Climate Summary: According to our staff survey, Calder Road faculty feels safe and supported by the administrators. Our parent surveys also indicate that parents are pleased with the procedures and protocols of our campus and that there is strong community support for our school. (see survey results)

Suggestions were made on how to improve parent communication. We will look at Title Meeting surveys to determine further actions that need to happen.

We include regular fire and lock-down drills into our schedule and review the process to ensure that all staff members are aware of campus procedures. “No Place for Hate” Student Committee, and The Gator Aides, students all contribute to a sense of pride and ownership in our campus culture. We also participate in the Kindness Challenge, Unity Day, and Multi-cultural Night

School Culture and Climate Strengths:

- There are measures and procedures in place to ensure the safety and well-being of students and staff. Students and staff report feeling safe while on campus. The staff, students, and community express that Calder Road is a safe and well-maintained campus that continues to expand our technology and support for teachers and students. Fire Drills, emails to parents, lock-downs, and shelter-in-place drills are all performed consistently. Share 911 and Panic Button training was given to the staff. Door safety audits are made at least once weekly. We will continue to look at survey results from the staff and all stakeholders.
- The campus provides several bullying prevention strategies each year. At the beginning of the year, students take a pledge not to bully. Additionally, we provide multicultural awareness programs, incorporate anti-bullying read-aloud, watch videos on bullying, and include Bullying Incident Reports to allow students to report any bullying they

experienced or witnessed. Every Incident Report is thoroughly investigated and an appropriate resolution is sought for each student and situation. Students have shown a positive response to the various anti-bullying strategies utilized at our campus. Calder Road is designated a “No Place for Hate” campus. Students participate in weekly character education through a school-wide program.

- Third-grade students participate in the UIL A+ Events - including number sense, music memory, storytelling, etc.
- Calder Road faculty continues to increase parent communication about classroom, campus, and area events. We send our weekly newsletters to inform parents about curriculum focus, tips for helping students as well as other upcoming programs. Additionally, the Principal sends out school-wide emails to parents and the community to share updated information, school events, and district news with all our campus stakeholders.
- Our Positive Behavior Committee implemented a campus-wide financial literacy system that allows students to earn and save money based on Calder Road behavior expectations, effort, character traits, and attendance. Our Gator Bucks General Store has been very successful and has motivated our students to want to earn Gator Bucks throughout the day.

School Culture and Climate Needs:

- We will continue to refine our discipline and behavioral procedures and interventions. We will work to include more restorative discipline strategies into our code of conduct consequences.
- Our behavioral coach will continue to work with both teachers and students to help teach intervention strategies and appropriate behavior choices. We want all students to grow and learn the social skills needed to be successful in all situations.
- Our counselor as well as our Communities in School representative will seek out additional research-based programs to help teach and reinforce positive behavioral choices for students and aid in teaching problem-solving strategies and socially appropriate interpersonal relationship skills.

*SEE STAFF SURVEY**

School Culture and Climate Strengths

- There are measures and procedures in place to ensure the safety and well-being of students and staff. Students and staff report feeling safe while on campus. There is also an expressed belief that the school is beautiful, modern, clean, well maintained, and contains modern technology. Fire drills, emails to parents, lockdowns, and shelter-in-place drills are all performed regularly.
- One point of entry is monitored at all times, all exterior and interior doors are locked, and the school camera system is operational. Door audits of the building are performed weekly, data is kept, and any issues are reported immediately. All visitors must have a sticker badge to enter the building and these badges are taken before they leave. A school liaison officer walks our campus frequently.
- The campus provides several bullying prevention strategies each school year. Students take a pledge to not bully, participate in multicultural awareness programs, listen to read-aloud on bullying, watch videos on bullying, and are encouraged to fill out a bullying report to end any bullying they are experiencing or witnessing. We receive several bullying reports each week and they are thoroughly investigated and handled swiftly and appropriately. Students have shown a positive response to the various anti-bullying strategies utilized at our school. CRES is a designated "NO PLACE FOR HATE

CAMPUS". Students participate in weekly guidance lessons and weekly character lessons through a school-wide program. Social and emotional learning takes place during the students' rotations/CAMPS time.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student attendance rates have dropped over the last few years. **Root Cause:** The pandemic along with other factors have lead parents to believe that participating in a full school day is not essential.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Over 95% of our staff is highly qualified and our turnover rate is minimal. Teachers are leaving to become administrators and instructional coaches. It is important to retain excellent teachers through up-to-date training and ensuring they have autonomy.

We will continue to recruit and retain highly qualified teachers at Calder Road Elementary. Our main focus is to maintain our teachers. We will focus our teacher retention plan on providing relevant Professional Development that individual teachers have requested based on their needs. We will also provide real-time coaching and PD during the school day. At Calder Road Elementary we continue to use the mentors to support the new teachers. We also plan and schedule learning walks for all teachers every 9 weeks. First-year teachers are a part of the District Protege Program and second-year teachers are a part of the District group called "Navigators" which meets on an ongoing basis. As per our TAPR report, our years of experience in teachers indicate that we are retaining teachers.

Staff Quality, Recruitment, and Retention Strengths

Instructional coaches provide real-time coaching and feedback for teachers with less than 5 years of experience.

Mentors are assigned to first-year teachers.

We will continue to provide the baseline training for all new teachers.

Curriculum supports training

Balanced Literacy training (CAMPUS based training)

LEAD4WARD

Number talks

Restorative Practices/PBIS

Seidlitz Training (7 steps)

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Calder is always searching for staff of quality with the same work ethic, values and sense of urgency. New teachers do not always understand the high levels

of expectation. **Root Cause:** New and returning teachers have not always had the same types of mentor opportunities

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

A committee of teachers and specialists developed the curriculum used throughout Dickinson ISD. These professionals use the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and the College Career Readiness Standards (CCRS) as an outline when writing curriculum. In addition to the curriculum, this committee also provides teachers with a year-at-a-glance outline and pacing guide for instruction. Team leaders and academic coaches collaborate with both the specialists and their teams of teachers to plan daily lessons and common assessments based on the TEKS and data from daily activities, common assessments, Unit Tests, MAP, and MCLASS data.

Gifted and Talented students also complete a Texas Performance Standards project each year and the GT-certified teachers enrich students through a variety of differentiated activities and lessons. Our GT model is the GT class cluster model.

Calder Road Elementary's grade-level teachers, administrators, and instructional coaches meet once a week to plan engaging lessons based on the District scope and sequence and once per week for Collaborative Team Time. They use data and LEAD4WARD resources to plan lessons for the upcoming week. They also meet during the week to change lessons based on formative data. The 7 steps of Language instruction and instructional playlist (LEAD4WARD) are embedded into lessons.

Teams use digital data walls on an ongoing basis to plan WIN (daily intervention) literacy and specific resources are used. Below is a list of specific interventions used in our RTI program.

Dyslexia- Reading by Design

Amplify/ Boost

Reading readiness

IReady

Learning Ally

Foundations- Intervention

ST Math

The teams ensure that all standards are being addressed including process and readiness standards.

Curriculum, Instruction, and Assessment Strengths

Teachers analyze previous data at every lesson planning time. Our focus this year is to explicitly teach the process standards. Teachers are using LEAD4WARD field guides and Student Learning reports to guide their planning and to reflect on engaging lessons. Academic vocabulary is taught through the engaging lesson through the LEAD4 WARD format. We participate in the LEAD4WARD webinars to increase the productivity of planning times with Professional Learning Communities. Teachers share the data and ask teachers with higher scores how they taught specific skills and they discuss how to improve on instruction. Teachers of all grade levels and experiences go on "Learning Walks" where they watch other teachers teach skills relevant to their instruction. Professional Learning time is dedicated to teachers to look over formative data (common assessment) make instructional changes and regroup

students for interventions and enrichment.

Teachers have a designated time once a week to meet as Collaborative Team Time to look over common assessments and data. Students are pulled during "WIN (What I Need) time" by academic coaches while the classroom teachers are providing intervention and enrichment. All students receive enrichment once per week. Data is collected from the intervention groups which run on a 3-week cycle and that data is used for progress monitoring and to plan instruction for the next 3 weeks.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Data at the "Masters Grade level" has remained stagnant over the past 3 years. **Root Cause:** Teachers need more differentiation at the higher level of student performance. Students need more enrichment opportunities in the classroom and school setting.

Parent and Community Engagement

Parent and Community Engagement Summary

Throughout the year, Calder Road hosts many meaningful activities which support student learning and community involvement. Some of the activities include Meet the Teacher, Open House, Multicultural Night, College and Career Day, College Tailgate Night, Community Resource Fair, Hispanic Heritage grade-level music programs, and Field Day.

Our counselor provides support and services for our Calder Road families throughout the year. Her programs include providing information about UTMB TCHAT and other mental health supports, clothing donations, school supplies, counseling groups targeting specific needs, financial literacy programs through the Gator Store, and character education guidance lessons.

Additionally, our PTO has worked to include more opportunities for parents to volunteer during the school day. Our monthly Popcorn Fridays, Spring Picnic, WATCHDOGS and PTO meetings allow parents to be actively involved throughout the year. Our goal is to continue to increase our communication with our parents and the Calder Road community. We want each event to help create partnerships for student academic achievement. Each parent should have a voice in their student's education and help to create individual academic success.

DISD maintains a district website. Calder maintains their campus website, Facebook page, Twitter/X page along with School Messaging. Teachers use either the REMIND app or the ClassDojo app to communicate with parents.

Parent and Community Engagement Strengths

- Parents and the community feel safe and welcomed according to surveys
- Parents voice their concerns and give feedback for improvement and celebrations
- Parent involvement is high at all events and during the school day (At least 75 % of each class is represented)
- Multicultural Night
- Tailgating Night
- Various grade-level musical programs
- Career Day
- Open House and Parent Orientation
 - Campus events throughout the year which encourage parent and community participation.
 - Family support services provided through our counselor
 - Parent surveys to provide opportunities to voice concerns and feedback for improvement
 - Community partnerships with local businesses and organizations.

- PTO involvement in our campus activities.
- Administration call outs and emails

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents state on the campus survey that they would like to see varying types of communication. **Root Cause:** Parents don't always understand how to access digital platforms or where to look for information.

School Context and Organization

School Context and Organization Summary

Dickinson ISD has organized the curriculum into a district-wide scope and sequence- UPG (Unit planning guide) which allows students who move between campuses within the the district to be at the same objective of study in the core subject areas. At Calder Road, we stagger both school day and extracurricular events in such a manner that allows parents to attend several events in a day if they have more than one student on campus.

Teacher leaders are also involved at the district level in collaborating and planning the district curriculum guide and yearly scope and sequence. Grade-level teams use the district scope and sequence to plan instruction every week. In addition, campus administration and grade level representatives meet continuously to ensure curriculum and strategies are vertically aligned from one grade level to another.

As a campus, we strive to create and implement schedules at the beginning of the year, giving each subject the appropriate amount of instructional minutes. We also alternate reading and mathematic cycles during WIN Time, our designated enrichment/intervention time. This allows our campus to add STEM extensions and strategic TEKS-based interventions at each grade level (K-3). Pre-Kindergarten is now a full day following CLI assessments and Circle curriculum.

The master schedule reflects WIN time, in-class support, and appropriate instructional minutes for each grade level. These are outlined prior to the school year and supports are adjusted according to student needs.

During our weekly CTT - Collaborative Team Time grade level teachers work together to look at students' data to plan interventions along with creating common assessments and reviewing TEKS which correlate to the DISD scope and sequence.

At Calder Road, each decision-making committee consists of teachers, administrators, support staff, paraprofessionals, and parents to ensure the best decisions are made for each situation.

Our campus works to build pride in the local community as well as provide opportunities for our students to learn more about global cultures and events. Our underlying goal is to create the expectation that all students will attend college, career ready, after high school. To that end, our mission is that “All students will be proficient or advanced in reading, math, and writing.”

School Context and Organization Strengths

- Calder Road has high academic expectations for students and staff. Our campus goal is that 90 % of all students will be on grade level and 30% will be above grade level

- Targeted achievement goals include the expectation that all students will make one year's growth in reading and math, ninety percent of third grade students will pass the STAAR exam at "Approaching grade level" and 100 % of all our students will show growth
- 30% of our students will "MASTER GRADE LEVEL" on CBA and STAAR
- Schedules and announcements are clear and concise (Schedules include planning and CTT time)
- Students and staff feel safe and the campus is well-maintained and systematic (surveys and Safety protocol/handbook)
- Survey is sent out yearly

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Student have not been able to accurately and consistently articulate their academic goals. These goals have not consistently been used to drive instruction or interventions. **Root Cause:** Although this is an expectation, some teachers may feel there are time constraints with implementation. Administrators and coaches had not followed through with checking and having goal chats with students.

Technology

Technology Summary

Committee #5 Campus Technology Needs:

Members of the committee were:

Jennifer Heard, Principal

Vicky Beck, 2nd Grade

Audrey Owens, Instructional Coach

Technology Summary:

Throughout the year, data showed: All instructional technology is directly aligned to the TEKS curriculum. Students and staff effectively utilized Chromebooks for assessment (STAR), instructional practice (IREADY, Amplify, ST Math), and planning and data analysis. As a campus, we continue to need additional personal devices for student use to provide more interactive technological lessons.

Campus Technology Strengths:

- Classroom technology includes teacher-designated computers, 1-1 student computers, a projector, Lumen document camera. Kindergarten uses interactive white board pens.
- Multiple network printers are located on the campus as a resource for staff.
- Teachers and students routinely utilize Classlink to access educational websites such as ST Math, IReady, Reading Ally Amplify.
- To increase student engagement, teachers use PowerPoint presentations, electronic randomization selectors, and educational videos aligned to the current TEK(s).
- The teacher's designated computer is utilized to input grades, email communication with parents and staff, data analysis review, and live collaboration through Google Drive.
- Students use the classroom computers for STAR early literacy, STAR reading assessment, and implement interventions using ST Math, IReady, Reading Ally and Amplify.
- Students attend a technology enrichment class weekly where they are taught to be proficient at the TEKs designated for their grade level.

- Staff at Calder Road report an overall satisfaction with the technology available on campus.

Campus Technology Needs: *INCREASE STUDENT/DEVICE RATIO TO PREPARE FOR INTERRUPTIONS IN THE SCHOOL YEAR***

- Maintenance on all student chromebooks (for example: broken headphone jacks, missing keys, etc.)
- We continue to seek out professional development opportunities to assist teachers in effective planning and utilization of technology within the classroom.
- Spanish intervention program
- Imagine Learning, Reading A-Z, Amplify Electura, ST Math, IReady and Learning Ally

Technology Strengths

Calder Road has numerous technology resources. Within each classroom is a teacher-designated computer, 1-1 student computers, a projector, and a lumen, Kindergarten classrooms use interactive whiteboard pens. Several network printers are located on campus as a resource for staff. Teachers routinely utilize websites such as ST Math, IReady, Learning Ally, and Amplify. As a means of engaging students teachers use Google slides and educational videos aligned to the current TEK(s). In addition to using the teacher's designated computer for student learning it is utilized for inputting student grades, email communication with parents and co-workers, and as a means of reviewing data from curriculum-based assessments and benchmarks. Students are exposed to, and utilize, technology daily. School-wide instructional technology includes:

ST Math, IReady, Learning Ally, Amplify, Epic

Bilingual- Imagine Learning, Reading A-Z, Amplify Electura

Students attend a technology enrichment class weekly where they are taught to be proficient at the TEKS designed for their grade level.

Problem Statements Identifying Technology Needs

Problem Statement 1: Smart boards or accessible features are needed for learning in all areas of the school **Root Cause:** Learning should be accessible in any area of the school

Priority Problem Statements

Problem Statement 1: High-performing students are not performing at the Mastery Level according to 3rd Grade STAAR data for reading and math

Root Cause 1: Teachers need training on depth of knowledge questioning and planned rigorous questioning and goal setting.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Data at the "Masters Grade level" has remained stagnant over the past 3 years.

Root Cause 2: Teachers need more differentiation at the higher level of student performance. Students need more enrichment opportunities in the classroom and school setting.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

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)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: CRES provide effective teaching and learning that will results in student mastery for successful college, career, and military readiness for all students and will ensure that all students grow academically.





Performance Objective 1: Every student, including those in specific student group areas such as students at risk and high achieving, will show at least one year's growth in MAP and MCLASS.

High Priority

Evaluation Data Sources: STAAR , MCLASS and MAP data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use the following to teach and plan Lead4ward resources and high yield strategis SEidletz Strategy's Expected Result/Impact: All students will make one year growth in their reading level (MAP growth measure) and all students will demonstrate growth on Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize contracted service providers, as well as attend professional development to receive training in and out of state in best practices for At-Risk students, GT, ELL, Special Ed, or any other sub population requiring assistance. Strategy's Expected Result/Impact: All students will make one year growth in their reading level (MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading, and CRES overall domain score in domain 1 will rise about 90. Students at the masters level will be at least at 30% in all areas. Staff Responsible for Monitoring: Administrators Additional Targeted Support Strategy Funding Sources: - 211-Title IA, - IDEA B, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: The instructional interventionists and coaches will -provide high quality PD for all teachers and coach them to build capacity -provide intervention in and out of the classroom -Teachers and Academic Coaches will provide research based interventions effectively for all students including those that are at-risk, ELL, Special Ed, GT, or any other sub population requiring assistance. Instructional Coach will also work with teaching staff to provide instruction through strategic professional development in literacy and provide support with district approved resources Strategy's Expected Result/Impact: All students will make one year growth in their reading level (MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading, and CRES overall domain score in domain 1 will rise about 90. Staff Responsible for Monitoring: Teachers Academic Coaches Administrators Additional Targeted Support Strategy Funding Sources: - 211-Title IA, - 199-SCE, - 263-Title IIIA		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Teachers, administrators, and all critical staff will attend Professional Development sessions in and out of state in order to enhance their knowledge of reading and writing best practices. Strategy's Expected Result/Impact: Improved student achievement in all areas Staff Responsible for Monitoring: Campus Administrators Funding Sources: Travel - 255-Title IIA, Travel - 211-Title IA, Travel - Local Funding, Travel (EL) - 263-Title IIIA		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: Review TELPAS proficiency levels from previous year in Reading and Writing. Monitor all students reading levels and monitor writing portfolios throughout the year to target growth. Strategy's Expected Result/Impact: All students will make one year growth in their reading level (MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading, and CRES overall domain score in domain 1 will rise about 90. At least 30% of Calder Students will master grade level in all areas of the STAAR test. Staff Responsible for Monitoring: Campus Administrators Academic Coaches TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Strengthen the dual language program as it moves into the 3rd grade. Provide all teachers and parents with training, any necessary supplies and resources, as well as continuous monitoring and problem solving until one-way dual language is systemic 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. Students will graduate as bilingual ready to enter the work force. in all subjects will increase. Staff Responsible for Monitoring: Administrators - TEA Priorities: Build a foundation of reading and math Funding Sources: Supplies, training - 263-Title IIIA, Bilingual Allotment Funding - State Funds	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: ELA Curriculum Leadership Team members will actively participate and accurately disseminate information regarding the following district non-negotiable standards and the proficiency levels of the standards: Strand 1: Vocabulary (B) Strand 2: Comprehension (G) Strand 3: Response Skills (C) Strand 4: Multi-Genres (Diii) Strand 5: Literary Elements (C) Strand 6: Author's purpose and Craft (B) Strand 7: Writing Process (Di) Strategy's Expected Result/Impact: All students will make one year growth in their reading level (MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading, and CRES overall domain score in domain 1 will rise about 89. Writing Scores in Approaches, Meets, and Masters will increase by 3-5 points. Staff Responsible for Monitoring: Principal and Educational Services Department - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211-Title IA, - 255-Title IIA, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: CRES provide effective teaching and learning that will results in student mastery for successful college, career, and military readiness for all students and will ensure that all students grow academically.

Performance Objective 2: CRES Domain 1 will increase to 90 or above in the 2024-2025 school year. Students at the MASTERY LEVEL will be at 30% in all areas.

High Priority





Evaluation Data Sources: STAAR Data

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

Performance Objective 1: 100% of students will participate in various awareness activities including Red Ribbon Week, Unity Day, Say Something Week, Start with Hello Week, etc.

Evaluation Data Sources: Reduction of office referrals and an increase in positive teacher, parent, and community staff surveys. Increase in parental engagement.

Strategy 1 Details	Reviews			
Strategy 1: Students will have weekly lessons through Second Step on 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, PIEMS data, observation of student engagement, incident report data Staff Responsible for Monitoring: Counselor Behavior Coaching Staff Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to provide a school wide Unity Day and anti-bullying campaign Strategy's Expected Result/Impact: Parent surveys, 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 3 Details	Reviews			
Strategy 3: Implement "No Place for Hate" program campus wide into our current Character Education programs. 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 counseling, materials, clothing and transportation to identified homeless students so they are able to attend school on a daily basis. All teachers are trained in Suicide Prevention and abuse. Strategy's Expected Result/Impact: Increase in student attendance and student achievement for students identified as homeless. Staff Responsible for Monitoring: School Counselor and District social worker Funding Sources: - 211-Title IA, - Local Funding, - Outside Agency	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 vigorous physical activity during their P.E. art/music classes and social-emotional learning. As a campus, we also participate in 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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: All staff members will continue to receive campus-based training in PBIS and 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, counselors, behavior coach staff	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: All students will participate in Social Emotional Learning Class to directly teach problem-solving skills using methods such as Kelso's Choice and Second Step

Evaluation Data Sources: Master Schedule and a reduction in student office referrals

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

Performance Objective 3: The behavior coach, counselor, and administrators will review data each month to determine trends and make coaching and intervention plans accordingly.

Evaluation Data Sources: We have scheduled monthly progress monitoring data information.

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

Performance Objective 4: Calder Road's overall attendance rate will increase to 96%

Evaluation Data Sources: Attendance data

Goal 3: CRES will make family and community partnerships a priority. We will work with parents to encourage school attendance.

Performance Objective 1: CRES will provide parents/families with information about school activities through newsletters and information using various social media platforms and digital resources.

Evaluation Data Sources: Data saved from School messenger and other samples of parent communication

Goal 3: CRES will make family and community partnerships a priority. We will work with parents to encourage school attendance.

Performance Objective 2: CRES will provide parents with information regarding student attendance.

Evaluation Data Sources: Samples of parent letters and communications

Goal 3: CRES will make family and community partnerships a priority. We will work with parents to encourage school attendance.

Performance Objective 3: After-school activities and programs are being scheduled together to make them more accessible to everyone.





Evaluation Data Sources: School calendar of events and parent communication

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

Performance Objective 1: Retain staff through coaching, offering appropriate staff development based on individual needs, and providing leadership opportunities for interested staff.

Evaluation Data Sources: Minimal staff change

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 - ESF Levers: Lever 2: Strategic Staffing Funding Sources: - 255-Title IIA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Any new teacher will participate in the "First Year Teacher Academy" provided by the district with support from a mentor teacher located on that campus. Strategy's Expected Result/Impact: Increase in retention of new teachers. Staff Responsible for Monitoring: Teacher Mentors and Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 211-Title IA, - Local Funding, - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for campus administrators, counselors, and librarians to attend research-based training in order to build capacity and meet their professional needs. Strategy's Expected Result/Impact: Documentation of attendance. Travel forms completed and submitted. Implementation on campus during meetings Number of Highly Qualified Teachers Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Travel - 255-Title IIA, - Local Funding, Travel - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide opportunities for physical education, Science, Social Studies, and Fine Arts teachers to attend research-based training in order to build capacity and meet their professional needs. Strategy's Expected Result/Impact: Increase in staff moral and student achievement. Staff Responsible for Monitoring: Campus Administrators Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Continue to provide professional learning and growth for campus principals, assistant principals, and leadership teams through training and development by contracted service providers. Strategy's Expected Result/Impact: Growth and development of campus leaders Staff Responsible for Monitoring: Principal, District Leaders TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Contracted Service Providers - 255-Title IIA, Contracted Service Providers - 211-Title IA	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: CRES will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.





Performance Objective 2: The principals will conduct stay interviews to determine how to support our staff best.

Evaluation Data Sources: Samples of interviews

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

Performance Objective 1: Comply with 100 % of all financial management policies/practices for state, federal and local funding.

Evaluation Data Sources: 100 % Accurate Audits and 100% compliance with the business office.

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 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	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Students will have one-to-one district devices and classrooms will use digital resources.

Evaluation Data Sources: TTESS walk-throughs noting use of digital resources, PD provided to teachers regarding new technology resources

State Compensatory

Budget for Calder Road Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3.37

Brief Description of SCE Services and/or Programs

Personnel for Calder Road Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allen, J	Social Worker	0.07
Allen, R.	Instructional Support Paraprofessional	1
Gibb, R.	Instructional Support	0.3
Gomez, K	Instructional Support Paraprofessional	1
Heard, J	Instructional Support	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Desiree Rodriquez	Parent and Family Engagement Coordinator	DIP Problem 1, Goal 3; Strategy 6	Extra Duty
Terry Ausmus	Instructional Interventionist	DIP Problem 1; Goal 1; Strategy 14	1.0

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Parent	Laura Adams	Parent
Community Member	Kaitlyn Ridens	Community Member
District Representative	Maggie Burk	District Representative
Non-classroom Professional	Kim Jackson	Counselor
Paraprofessional	Vonda Johnson	Paraprofessional
CAMPS Teacher	Ashley Endler	Music
Classroom Teacher	Audrey Owens	In Class Support Teacher
Classroom Teacher	Amy Diehl	Teacher
Classroom Teacher	Meagan Zermino	Teacher
Classroom Teacher	Jessica Vanhorn	Teacher
Classroom Teacher	Bailey Penny	Teacher
Classroom Teacher	Leann Huston	ECSE
Administrator	Jordan Arbuckle	Assistant Principal
Administrator	Jennifer Heard	Principal

Campus Funding Summary

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4	Travel		\$0.00
1	1	7			\$0.00
2	1	4			\$0.00
4	1	2			\$0.00
4	1	3	Travel		\$0.00
4	1	5	Contracted Service Providers		\$0.00
Sub-Total					\$0.00
255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Travel		\$0.00
1	1	7			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3	Travel		\$0.00
4	1	5	Contracted Service Providers		\$0.00
Sub-Total					\$0.00
199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
Sub-Total					\$0.00
Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	4	Travel		\$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	4			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
5	1	1			\$0.00
Sub-Total					\$0.00
State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Bilingual Allotment Funding		\$0.00
Sub-Total					\$0.00
263-Title IIIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	4	Travel (EL)		\$0.00
1	1	6	Supplies, training		\$0.00
1	1	7			\$0.00
Sub-Total					\$0.00
IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
Sub-Total					\$0.00
No Funding Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2			\$0.00
Sub-Total					\$0.00

Outside Agency					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$0.00
Sub-Total					\$0.00