Dickinson Independent School District

Calder Road Elementary School

2025-2026 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Calder Road Elementary is a PK-3 institution with a current enrollment of 534 students, comprising 268 males and 266 females. Our student body includes a significant portion, 64.04%, who are considered at risk, highlighting the importance of targeted interventions and support to ensure all students have the opportunity to succeed.

In terms of STAAR projected data for 2025, our math scores show promising growth. We anticipate that 81% of our students will reach the 'Approaches' level, marking a 3% increase. Additionally, 63% are expected to meet the standard, with a 1% gain, and 29% are projected to achieve the 'Masters' level, reflecting a substantial 6% improvement. These gains indicate our focused efforts in enhancing math instruction and student comprehension.

For reading, the projections are also encouraging, with 85% of students expected to reach the 'Approaches' level, a 1% gain. However, there is a slight decline in the 'Meets' category, with a 2% loss, bringing it to 58%. On a positive note, the 'Masters' level is projected to increase by 1%, reaching 29%. These figures suggest a need to address specific areas in reading to ensure consistent progress across all performance levels.

The MAP data for reading reveals that in Grade 2, 14% of students did not meet the expected standards, while 32.3% are approaching, 36.5% meet, and 16.7% master the standards. In Grade 3, the data shows improvement, with only 9.1% not meeting the standards, 27.3% approaching, 37.3% meeting, and 26.4% mastering the standards. Notably, our Grade 3 Spanish students have shown remarkable performance, with 0% not meeting the standards, and equal percentages of 37.5% in both the 'Approaches' and 'Meets' categories, and 25% mastering the standards. This data indicates that while we are above the grade level norm in reading for 3rd grade, there is room for growth in 2nd grade.

The MClass data for Kindergarten shows that 20% of students are well below the benchmark, 5% are below, 37% are at the benchmark, and 38% are above. In Grade 1, 25% are well below the benchmark, 15% are below, 28% are at the benchmark, and 32% are above. These figures highlight the need for early intervention and support to ensure that our youngest learners are on track to meet and exceed academic expectations as they progress through their educational journey.

Demographics Strengths

At CRES, we take pride in the diverse representation of all subpopulations within our school community. This inclusivity is a testament to our commitment to providing an equitable and welcoming environment for every student, regardless of their background. Our diverse student body enriches the learning experience, fostering a culture of understanding and respect among peers.

The engagement of our parents is another cornerstone of our school's success. Our parent engagement data, along with feedback from our end-of-year survey, indicates that parents from all backgrounds are actively involved in both school and out-of-school activities. This high level of engagement is crucial as it not only supports their children's educational journey but also strengthens the home-school connection, creating a collaborative community dedicated to student success.

We are also pleased to report a consistent increase in our attendance rates each year. This upward trend reflects the positive school climate and the value our students and families place on education. Regular attendance is vital for academic achievement, and our efforts to create an engaging and supportive learning environment are clearly resonating with our students.

Our academic performance, as evidenced by the rising STAAR scores over the past three years, is another area of strength. This improvement is a result of our dedicated staff, who work tirelessly to implement effective teaching strategies and provide targeted support to meet the needs of all learners. Our focus on academic excellence ensures that our students are well-prepared for future challenges.

Additionally, our English language learners have shown remarkable growth in their reading levels throughout the school year. Meeting long-term targets on the STAAR assessments is a significant achievement, highlighting the effectiveness of our language support programs and the hard work of both students and educators. This progress underscores our commitment to providing all students with the tools they need to succeed academically.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): WAIT
Root Cause: WAIT

Student Achievement

Student Achievement Summary

At Calder Road, we take immense pride in our students' academic achievements, as evidenced by our performance in the STAAR and TELPAS assessments over the past two years. Our students have consistently outperformed both regional and state averages, showcasing their dedication and the effectiveness of our educational strategies.

Furthermore, our commitment to fostering student growth is reflected in the continuous progress demonstrated through various assessments such as MAP, mClass, STAAR, and TELPAS. These results highlight the hard work of our students and the support of our dedicated staff, who strive to provide an enriching learning environment that encourages academic excellence.

Student Achievement Strengths

At Calder Road, we are proud to anticipate that our students will outperform both the state and district averages in Grade 3 STAAR Reading, Spanish Reading, and Math. This projection is a testament to the dedication of our educators and the hard work of our students. Our expected scaled score of 89 in Domain 1, an improvement from last year's score of 86, reflects our commitment to academic excellence and continuous growth.

Furthermore, our students taking the Texas English Language Proficiency Assessment System (TELPAS) have surpassed the projected 2038 long-term target for growth. This achievement highlights the effectiveness of our language development programs and the supportive learning environment we provide for our English language learners. It is a clear indication of the progress our students are making in their language proficiency, which is crucial for their overall academic success.

Additionally, we have seen a notable increase in the percentage of students mastering the STAAR assessments, with a 1% rise in Reading and a significant 6% increase in Math. These improvements underscore the strength of our curriculum and the innovative teaching strategies employed by our dedicated staff. We remain committed to fostering an educational environment where every student can achieve their full potential and are encouraged by these positive trends in student performance.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Student responses and scores on the STAAR ECR have decreased. We have multiple students who meet the standard and received less than a 5 on their ECR score.
Root Cause: Consistent and coherent literacy program with a writing focus.

School Culture and Climate

School Culture and Climate Summary

At Calder Road, we prioritize the safety and well-being of our students and staff, ensuring that everyone feels secure while on campus. Our stakeholders have consistently affirmed that Calder Road is a safe, well-maintained, and supportive environment. We conduct regular safety drills to maintain preparedness and have implemented systems such as sharing 911 and Panic Button protocols to enhance our emergency response capabilities. Additionally, we perform weekly door safety audits to ensure all entry points are secure.

We actively engage with our stakeholders through surveys to gather feedback and insights, which help us continuously improve our safety measures. Our bullying prevention strategies are robust, and we take every incident report seriously, conducting thorough investigations to seek appropriate resolutions for the students and situations involved. Calder Road is proud to be designated as a "No Place for Hate" campus, reflecting our commitment to fostering an inclusive and respectful community.

Character education is an integral part of our curriculum, with students participating in weekly sessions that promote positive values and behaviors. Our second and third graders have the opportunity to engage in UIL A+ Events, such as number sense and chess puzzles, which enhance their critical thinking and problem-solving skills.

We recognize the importance of keeping parents informed and involved in their children's education. To this end, we have increased communication through various channels, including social media, newsletters, and direct emails from the principal. These communications provide updates on classroom activities, campus events, curriculum focuses, and district news, ensuring that parents are well-informed and engaged.

Our campus-wide financial literacy system, centered around behavior expectations, has been a resounding success. The Gator Bucks General Store has motivated students to earn Gator Bucks, teaching them valuable lessons in financial literacy and responsibility while reinforcing positive behavior.

School Culture and Climate Strengths

At Calder Road, we have implemented comprehensive measures and procedures to ensure the safety and well-being of both students and staff. Stakeholders, including parents, students, and staff, consistently report feeling safe while on campus, which is a testament to our commitment to maintaining a secure environment. Our campus is recognized for being clean and well-maintained, with regular drills conducted to prepare everyone for emergencies. We have a single monitored point of entry, and all exterior and interior doors are kept locked to prevent unauthorized access. Our operational school camera system provides an additional layer of security, and we conduct weekly door audits to ensure all security measures are functioning properly. Any issues identified are promptly reported and addressed. Visitors are required to check in through the Raptor system, and they must return their badges before leaving, ensuring that we maintain a controlled and safe environment.

Our School Liaison Officer (SLO) frequently walks our campus, providing a visible security presence and fostering a sense of safety among students and staff. We are proud to partner with Calder to provide bullying prevention programs, which are integral to our school's culture. Students take a pledge to not engage in bullying

and participate in awareness programs that educate them on the importance of kindness and respect. They are also encouraged to fill out a bullying report if they experience or witness any bullying, empowering them to take an active role in maintaining a positive school environment. As a designated "NO PLACE FOR HATE CAMPUS," we are committed to fostering an inclusive and supportive community.

Our students benefit from weekly guidance and character lessons, which are essential components of their personal development. These lessons are designed to instill values such as empathy, integrity, and responsibility. Additionally, social and emotional learning is integrated into the students' rotations and CAMPS, providing them with the skills they need to navigate their emotions and relationships effectively. Through these programs, we aim to equip our students with the tools they need to succeed both academically and personally, creating a well-rounded educational experience.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We are not meeting our attendance goal of 95% for the year.
Root Cause: Multiple factors have led parents to believe that participating in a full school day is not essential.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Calder Road Elementary, we take immense pride in the fact that over 100% of our staff is highly qualified, and our turnover rate remains minimal. This is a testament to the dedication and expertise of our educators. However, we recognize that some teachers choose to leave for personal reasons, such as staying at home or relocating out of the area. To address this, we are committed to retaining our excellent teachers by providing them with the most current training and resources available.

Our recruitment and retention strategy is centered around maintaining a team of highly qualified teachers. To achieve this, we have developed a teacher retention plan that emphasizes the importance of relevant Professional Development. We actively seek input from our teachers to tailor these opportunities to their specific needs, ensuring that they receive the support necessary to thrive in their roles. Additionally, we offer real-time coaching and professional development during the school day, allowing teachers to apply new skills and strategies immediately.

Mentorship plays a crucial role in supporting our new teachers at Calder Road Elementary. We continue to utilize experienced mentors to guide and assist our novice educators, fostering a supportive and collaborative environment. Furthermore, we have implemented a schedule of learning walks every nine weeks, providing all teachers with the opportunity to observe and learn from their peers. This initiative encourages the sharing of best practices and continuous improvement.

For our first-year teachers, we offer participation in the District FYT Academy, which provides them with essential resources and support as they begin their teaching careers. Second-year teachers are part of the District group called "Navigators," which meets regularly to address the unique challenges and opportunities they face. These programs are designed to ensure that our teachers receive ongoing professional development and support, enabling them to grow and excel in their profession.

Staff Quality, Recruitment, and Retention Strengths

Our instructional coaches play a pivotal role in the professional development of our teachers, particularly those with less than five years of experience. By offering real-time coaching and feedback, these coaches help teachers refine their instructional strategies and classroom management skills. This immediate support allows teachers to implement new techniques and receive constructive feedback, fostering a dynamic and responsive learning environment for both educators and students.

In addition to the support from instructional coaches, we assign mentors to our first-year teachers. These mentors, who are experienced educators themselves, provide guidance and support as new teachers navigate the challenges of their initial year in the classroom. This mentorship program is designed to help first-year teachers build confidence, develop effective teaching practices, and integrate smoothly into our school community.

Furthermore, we are committed to providing tiered support tailored to each teacher's skill set, needs, and data. By analyzing individual teacher performance and requirements, we can offer personalized professional development opportunities (learning walks, coaching, district resources) that address specific areas for growth. This targeted approach ensures that all teachers receive the support they need to enhance their instructional capabilities and contribute positively to our school's educational goals.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Wait
Root Cause: WAIT

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At Calder Road Elementary, our grade-level teachers, administrators, and instructional coaches are committed to delivering high-quality education by meeting weekly to plan engaging lessons. These sessions are guided by the District's scope and sequence, ensuring that our curriculum is both comprehensive and aligned with educational standards. Additionally, our Collaborative Team Time meetings provide an opportunity for educators to work together, sharing insights and strategies to enhance the learning experience for all students.

Our lesson planning process is data-driven, utilizing High-Quality materials and resources to inform our instructional strategies for the upcoming week. By analyzing formative data, our teams can make necessary adjustments to lessons throughout the week, ensuring that instruction is responsive to student needs. The integration of the 7 steps of Language instruction and the instructional playlist from LEAD4WARD into our lessons further supports our goal of fostering an engaging and effective learning environment.

To support our students' academic development, we employ digital data walls as a tool for ongoing planning of our WIN (What I Need) daily intervention sessions. This approach allows us to tailor interventions to meet the specific needs of our students, using targeted resources to address areas of improvement. Our RTI (Response to Intervention) program is strengthened by a list of specific interventions, ensuring that each student receives the support necessary to succeed academically.

Curriculum, Instruction, and Assessment Strengths

At our school, grade levels convene on a monthly basis to analyze student data during progress monitoring sessions, with a laser focus on the essential promised standards we have committed to uphold. These discussions are instrumental in shaping our intervention cycles, ensuring that each student's unique needs are addressed effectively. Our "WIN (What I Need) time" is a collaborative effort involving academic coaches, paraprofessional staff, and teachers, all working in unison to provide targeted support and enrichment.

In addition to these monthly meetings, teachers are allocated a dedicated time each week for Collaborative Team Time. During these sessions, educators come together to review common assessments and data, fostering a culture of shared learning and continuous improvement. Teachers openly share their data and engage in meaningful dialogue, seeking insights from colleagues who have achieved higher scores. This collaborative approach allows for the exchange of effective teaching strategies and the refinement of instructional practices.

Furthermore, our commitment to professional growth is exemplified through "Learning Walks," where teachers of all grade levels and experiences have the opportunity to observe their peers in action. These observations are tailored to address specific learning and professional needs, providing invaluable insights into effective teaching methodologies. By witnessing firsthand the application of various skills, teachers can enhance their own instructional techniques and contribute to a culture of excellence.

Data serves as the cornerstone of our decision-making process, guiding changes in instructional, intervention, and enrichment groups. By leveraging data-driven

insights, we are able to make informed adjustments that optimize student learning outcomes. This commitment to data-informed practices ensures that our educational strategies remain responsive and effective, ultimately fostering an environment where every student can thrive.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): WAIT
Root Cause: WAIT

Family and Community Engagement

Family and Community Engagement Summary

At our school, we prioritize meaningful activities that not only enhance student learning but also foster community involvement. Events such as Meet the Teacher and Open House provide opportunities for parents and students to engage with educators and understand the learning environment. Multicultural Night celebrates the diverse backgrounds of our students, promoting inclusivity and cultural awareness. College and Career Day, along with College Tailgate Night, are designed to inspire students to think about their future educational and career paths. The Community Resource Fair connects families with local resources, while Hispanic Heritage grade-level music programs and Field Day offer students a chance to showcase their talents and enjoy physical activities, respectively.

We also have partnerships with local churches and organizations to provide needed supplies, books, and read-alouds to our students.

Our school counselor plays a crucial role in supporting families throughout the year by offering a range of services and programs. These include providing information about mental health resources such as UTMB TCHATT, which is vital for student well-being. Additionally, the counselor organizes clothing donations and school supplies for families in need and facilitates counseling groups that address specific issues. Financial literacy is promoted through the Gator Store, equipping students with essential life skills. Character education guidance lessons are also provided to help students develop strong moral and ethical values.

The Parent-Teacher Organization (PTO) is instrumental in creating opportunities for parental involvement during the school day. Monthly events like Popcorn Fridays and the Spring Picnic, along with initiatives such as WATCHDOGS Dads at the Door, encourage parents to participate actively in school activities. Regular PTO meetings serve as a platform for parents to engage with school staff and contribute to decision-making processes. Our overarching goal is to enhance communication and strengthen the involvement of parents and the community in our school, fostering a collaborative environment that benefits all stakeholders.

Family and Community Engagement Strengths

Our school has cultivated an environment where parents and the community feel both safe and welcomed, as evidenced by our survey results. This sense of security and belonging is foundational to our school's ethos, ensuring that every family feels part of our educational journey.

We actively encourage parents to voice their concerns and provide feedback, which is crucial for our continuous improvement and for celebrating our successes. This open line of communication ensures that we remain responsive to the needs of our community and can adapt to better serve our students.

The high level of parent involvement, with at least 75% representation from each class at events, is a testament to the strong partnership we have with our families. This engagement is vital for fostering a supportive and collaborative school environment.

Our school hosts a variety of events such as Multicultural Night, Tailgating Night, and various grade-level musical programs, which serve as platforms for cultural exchange and community building. These events not only showcase our students' talents but also strengthen the bonds within our school community.

Career Day, Open House, and Parent Orientation are integral parts of our calendar, providing opportunities for parents to engage with the school and understand the educational pathways available to their children. These events are designed to keep parents informed and involved in their child's education.

Throughout the year, we organize numerous campus events that encourage participation from both parents and the community. These events are essential for building a vibrant school culture and fostering a sense of belonging among all stakeholders.

Our counselor provides family support services, ensuring that our students and their families have access to the resources they need. This support is crucial for addressing any challenges that may arise and for promoting the well-being of our school community.

We conduct parent surveys to gather valuable insights and feedback, which guide our efforts in making informed decisions for school improvement. This process ensures that we remain aligned with the expectations and needs of our families.

Our community partnerships with local businesses and organizations enhance the educational experience for our students. These collaborations provide additional resources and opportunities, enriching the learning environment and connecting our school with the wider community.

The Parent-Teacher Organization (PTO) plays a significant role in our campus activities, contributing to the planning and execution of events that benefit our students and families. Their involvement is a cornerstone of our community engagement efforts.

Finally, our administration maintains regular communication with parents through social media outlets, the district website, and emails, ensuring that they are kept informed about school news, events, and important updates. This consistent communication is key to maintaining transparency and trust between the school and our families.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: WAIT
Root Cause: WAIT

School Organization

School Organization Summary

> At Dickinson ISD, we have meticulously crafted a high-quality curriculum that is both consistent and coherent across all grade levels. This ensures that every student receives a comprehensive education that builds on previous knowledge and prepares them for future academic challenges. Our curriculum is designed to meet the diverse needs of our students while maintaining rigorous academic standards.
>
> Our grade-level teams diligently utilize the district's scope and sequence to plan and internalize content on a weekly basis. This collaborative approach allows teachers to align their instruction with district expectations, ensuring that all students receive a high-quality education that is both challenging and supportive. Campus leadership plays a crucial role in this process by ensuring that the curriculum and instructional strategies are of the highest quality and aligned with grade-level standards.
>
> We have developed a schedule that is closely aligned with the district's instructional minutes document, ensuring that each subject receives the appropriate amount of instructional time. This careful planning allows us to maximize learning opportunities for our students and ensure that they receive a well-rounded education. Additionally, we provide content-specific cycles during WIN Time, allowing students to focus on areas where they need additional support or enrichment.
>
> Our master schedule is thoughtfully designed to include WIN Time, in-class support, and appropriate instructional minutes for each grade level. This structure allows us to provide targeted support to students based on their individual needs, ensuring that every student has the opportunity to succeed. We continuously adjust our supports to meet the evolving needs of our students, ensuring that they receive the assistance they need to thrive academically.
>
> During Collaborative Team Time, grade-level teachers come together to analyze student data, plan interventions, and review instructional strategies. This collaborative approach allows teachers to share insights and develop effective strategies to support student learning. By focusing on data-driven decision-making, we are able to provide targeted interventions that address the specific needs of our students.
>
> We are committed to building pride in our local community and providing our students with unique and engaging learning experiences. By fostering a strong sense of community and offering diverse opportunities for learning, we aim to inspire our students to become active, engaged citizens who are proud of their school and community. Through these efforts, we strive to create a positive and supportive learning environment where every student can succeed.

School Organization Strengths

At Calder Road, we maintain high academic expectations for both our students and staff, setting a rigorous standard that challenges everyone to excel. Our ambitious campus goal is for 90% of all students to perform at grade level, with 30% surpassing these benchmarks to achieve above-grade-level performance. This commitment to academic excellence is a testament to our dedication to fostering an environment where every student can thrive.

We have established targeted achievement goals to ensure that all students experience significant academic growth. We expect each student to make at least one

year's progress in reading and math, reflecting our commitment to continuous improvement. Additionally, we aim for ninety percent of our third-grade students to pass the STAAR exam at the "Approaching grade level" standard, while ensuring that 100% of our students demonstrate measurable growth. Furthermore, we strive for 30% of our students to "MASTER GRADE LEVEL" on both the CBA and STAAR assessments, underscoring our focus on high achievement.

Our schedules and announcements are designed to be clear and concise, facilitating effective communication and planning. This includes dedicated time for planning and Collaborative Teacher Teams (CTT), ensuring that our staff can work together efficiently to support student success. By maintaining a structured and organized approach, we create an environment conducive to learning and collaboration.

The safety and well-being of our students and staff are paramount, and we take pride in maintaining a campus that is both secure and well-organized. Through regular surveys and adherence to a comprehensive safety protocol and handbook, we ensure that everyone feels safe and supported. Our campus is systematically maintained to provide a positive and conducive learning environment.

To continually assess and improve our practices, we conduct an annual survey. This allows us to gather valuable feedback from our community, ensuring that we remain responsive to the needs of our students, staff, and families. By actively seeking input, we demonstrate our commitment to ongoing improvement and excellence in education.

Problem Statements Identifying School Organization Needs

Problem Statement 1: Wait
Root Cause: WAIT

Technology

Technology Summary

At our school, we ensure that all instructional technology is meticulously aligned with the Texas Essential Knowledge and Skills (TEKS) curriculum. This alignment allows both students and staff to effectively utilize Chromebooks for various purposes, including assessments such as the State of Texas Assessments of Academic Readiness (STAAR), instructional practices through platforms like IREADY, Amplify, and ST Math, as well as for planning and data analysis. This strategic use of technology supports our educational goals and enhances the learning experience.

Our classrooms are equipped with a range of technology tools to support teaching and learning. Each classroom includes teacher-designated computers, one-to-one student computers, projectors, and Lumen document cameras. In addition, our kindergarten classrooms benefit from the use of interactive whiteboard pens, which engage young learners in a dynamic and interactive manner. This comprehensive suite of technology resources ensures that both teachers and students have the tools they need to succeed.

Classlink is routinely utilized by both teachers and students, providing a seamless and efficient way to access educational resources and applications. This platform supports instructional activities and enhances the overall learning environment by streamlining access to necessary digital tools.

Students are encouraged to use classroom computers as instructional supports, which aids in reinforcing their learning and understanding of the curriculum. This access to technology empowers students to take charge of their learning and develop essential digital skills.

To further enhance our students' technological proficiency, they attend a weekly technology enrichment class. In this class, they are taught to become proficient in the TEKS designated for their grade level, ensuring that they are well-prepared for future academic and career endeavors.

Feedback from the staff at Calder Road indicates a high level of satisfaction with the technology available on campus. This positive response reflects our commitment to providing the necessary resources and support to facilitate effective teaching and learning.

We are committed to the continuous professional development of our teachers, seeking out opportunities that assist them in effective planning and utilization of technology within the classroom. By investing in our teachers' growth, we ensure that they are equipped with the latest strategies and skills to integrate technology into their teaching practices effectively.

Technology Strengths

Our school is proud to offer numerous technology resources that enhance both teaching and learning experiences. Each classroom is equipped with a teacher-designated computer, ensuring that educators have the tools necessary for effective instruction and communication. Additionally, we provide a 1-1 student-to-computer ratio, allowing each student to have personal access to technology, which is crucial for individualized learning. Classrooms are also outfitted with projectors and lumens, and our Kindergarten classrooms benefit from interactive whiteboard pens, fostering an engaging and interactive learning environment from an early age. To support our staff, several network printers are strategically located on campus, facilitating efficient document management and resource sharing.

Our teachers are adept at integrating technology into their curriculum, routinely utilizing educational websites such as ST Math, IReady, Learning Ally, and Amplify. These platforms are instrumental in providing differentiated instruction and supporting diverse learning needs. Google Slides and educational videos are frequently used to align with the current TEKS, ensuring that our students are engaged and that the content is relevant and accessible. The teacher's designated computer serves multiple purposes beyond instruction; it is a vital tool for inputting student grades, maintaining communication with parents and colleagues, and reviewing data from curriculum-based assessments and benchmarks. This comprehensive use of technology ensures that students are not only exposed to but also actively utilize technology on a daily basis.

In addition to the resources available in the classroom, our students benefit from a weekly technology enrichment class. This class is designed to ensure that students become proficient in the TEKS specific to their grade level, equipping them with the necessary skills to navigate and succeed in an increasingly digital world. For our bilingual students, programs such as Imagine Learning, Reading A-Z, and Amplify Electura are employed to support language acquisition and literacy development, further demonstrating our commitment to leveraging technology to meet the needs of all learners.

Problem Statements Identifying Technology Needs

Problem Statement 1: Our campus has outdated teacher laptops and desktops that need to be replaced.
Root Cause: Operating costs and slow shipping has caused delays in obtaining new devices

Priority Problem Statements

Problem Statement 1: WAIT
Root Cause 1: WAIT
Problem Statement 1 Areas: Demographics

Problem Statement 2: WAIT
Root Cause 2: WAIT
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	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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				

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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				

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	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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				

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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				

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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				

Strategy 6 Details					Reviews			
Strategy 6: Strengthen the dual language program as it moves into the 3rd grade.					**Formative**			**Summative**
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.					**Nov**	**Jan**	**Mar**	**June**
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								

Strategy 7 Details					Reviews			
Strategy 7: ELA Curriculum Leadership Team members will actively participate and accurately disseminate information					**Formative**			**Summative**
regarding the following district non-negotiable standards and the proficiency levels of the standards: Strand 1: Vocabulary (B)					**Nov**	**Jan**	**Mar**	**June**
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								

No Progress   Accomplished   Continue/Modify   Discontinue

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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				

Strategy 2 Details	Reviews			
Strategy 2: Continue to provide a school wide Unity Day and anti-bullying campaign	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parent surveys, reduction in discipline referrals, PIEMS data, observation of student engagement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Counselor and Administrator **Funding Sources:** - Local Funding				

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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				

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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
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					

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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
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					

Strategy 6 Details		Reviews			
Strategy 6: All staff members will continue to receive campus-based training in PBIS and Restorative Practices		**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in discipline referrals and student incident reports as well as an increase in overall student achievement.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, counselors, behavior coach staff					

No Progress   Accomplished   Continue/Modify   Discontinue

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 consistently share student attendance information with parents through newsletters, parent meetings, and phone calls, ensuring additional communication and support for families of students with attendance concerns.

    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: CRES will retain staff by providing individualized coaching, targeted professional development aligned to staff needs, and leadership opportunities for those interested in expanding their roles.

    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	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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				

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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				

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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				

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in staff moral and student achievement. **Staff Responsible for Monitoring:** Campus Administrators **Funding Sources:** - Local Funding				

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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				

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

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: Principals will conduct stay interviews to identify ways to best support staff, and administer surveys to assess school climate, gather feedback on operations and systems, and address additional staff needs.

Evaluation Data Sources: Samples of interviews, surveys

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	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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				
Strategy 2 Details	Reviews			
Strategy 2: All business and money handled on campus will be documented and receipts will be provided	**Formative**			**Summative**
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	**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	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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				

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 2: All students will have one-to-one devices, and technology will be incorporated into instruction in 100% of the classrooms at CRES

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

Plan Notes

2025-2026 State Compensatory Education Program

Calder Road 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.

Calder Road Elementary School was allocated $277,617 of the 2019-20 State Compensatory funds to use serving students though:

- Provide supplemental Instructional Interventionists, Instrutional Coaches and instructional paraprofessional to support identified at-risk students in core subjects on campus ($270,532),
- Provide supplemental funds for accelerated instruction (Summer Programs), transportation and instructional materials/programs for struggling students not meeting state standards ($567),
- Provide District Social Worker for students ($6,518).

2025-2026 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