Dickinson Independent School District

Kenneth E. Little Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: C

Distinction Designation
Academic Achievement in Mathematics

Mission Statement

K. E. Little Elementary

Home of the Mighty Little Gators

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

Vision

KELE Vision:
The vision of KELE is driven by a commitment to continually increase our effectiveness through a culture of collaboration and growth, thereby increasing student achievement and success through quality learning opportunities.

Value Statement

Campus Goal(s):

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

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

- Teachers will collaboratively internalize/align resources and instructional components within their collaborative team time and planning, weekly.
- By May 2026, targeted Tier 1 instruction will increase student performance by 1 level as measured by grade level/subject screener (CLI, mCLASS, MAP).

Collective Commitments (Values):

Focus on Learning

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

Culture of Collaboration

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

Healthy School Culture

- We will be a positive, uplifting, and authentic role model for students and each other by consistently exhibiting MIGHTY (Motivated-Inspiring-Grit-Helper-Tolerant-You) Values and caring enough to hold each other accountable.
- We are committed to building a community atmosphere on our campus to make sure students, parents, and staff feel supported and safe.

WE are on time

WE are prepared

WE are kind

WE are clear

WE are collaborative

WE work smarter not harder

WE care enough to hold each other accountable

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Comprehensive Needs Assessment

Demographics

Demographics Summary

K.E. Little is one of seven elementary campuses in DISD. K.E. Little currently serves 505 students in Pre-K through 3rd grade under Title 1 Part A.   K.E. Little services a diverse population of students with specific supports in place for EB (Emergent Bilinguals), Gifted & Talented, students receiving Special Education Services, and Economically Disadvantaged students with the support of Community in Schools..

KE Little serves:

- 236 (46.73%) girls
- 269 (53.27%) boys
- 335 (66.34%) Hispanic-Latino in ethnicity
- 121 (23.96%) White
- 20 (3.96%) Black-African American
- 8(1.58%) Asian
- 5 (.99%) American Indian
- 16 (3.17%) two-or-more in Race.

KE Little has identified:

- 87 (17.23%) of the students identified under Special Education,
- 7 (1.39%) in Section 504,
- 19 (3.76%) as Gifted & Talented, and
- 18 (3.56%) having Dyslexia.

In the Bilingual/ESL area, KE Little services:

- 213 (42.18%) Emergent Bilinguals (EB),
- 168 (33.27%) Bilingual,
- 9 (1.78%) English as a Second Language (ESL),

- 21 (4.16%) Alternative Methods for Bilingual Education, and
- 8 (1.58%) Alternative Methods for ESL.

We serve the following student Indicators:

- 357 (70.69%) At-Risk,
- 37 (7.33%) Immigrant,
- 35 (6.93%) Intervention,
- 30 (5.94%) Military Connected, and
- 5 (.9901%) Transfer In Students.
- 10 (1.98%) Homeless Status

Our staff consist of 12 (19.35%) Administrative Support, 37 (59.68%) Teachers, and 13 (20.97%) Educational Aid.

K.E. Little services a diverse population of students with specific supports in place for EB (Emergent Bilinguals), Gifted & Talented, students receiving Special Education Services, and Economically Disadvantaged students with the support of Community in Schools.

Parent input stated that the community is definitely growing in all aspects along with different cultures as well. The expectation for most parents and the community in the future is to go to work, or college whatever the student would like to do to end up growing and expanding the community.

Demographics Strengths

Campus strengths:

- Attendance/Behavior Incentives created to help increase attendance in school.
- K.E. Little Elementary teachers and staff communicate with parents through phone calls, social media, personal conferences, newsletters, and websites. There are multiple family events provided throughout the school year.
- Teachers and staff continue to attend professional development and maintain ESL and GT certifications to better assist the needs of all students at K.E. Little.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We see lower attendance when there is bad weather across campus, and a more consistent trend in Pre-K.
Root Cause: Pre-K parents keep their children at home more often due to not understanding or considering the importance of early stages in education/social opportunities. Students with bus transportation, missing their ride.

Student Achievement

Student Achievement Summary

State Testing results are as follows:

TELPAS-51% gaining 3 points out of 4 compared to 38% with 0 points out of 4 in 2024.

STAAR-Domain 1 scaled score was 70 compared to a 62 in 2024 (based on all tests meets and masters)

   -Domain 2b scaled score is 76 compared to 69 in 2024 (based on social economic status at 86.9%)

   -Domain 3 scaled score is 72 compared to 63 in 2024 (based on closing the gaps)

Pre-Staar for 3rd graders: Overall there was an increase in meets and masters across reading and math

Depending on the grade level, KE Little uses CLI, mCLASS and MAP screeners along with district curriculum based assessments and formative assessments to measure students learning.

- MClass Summary: for reading for Kindergarten and 1st graders - we saw growth in reading but many students are still below the bar in foundational skills.
- MAP Summary: for 2nd and 3rd graders - we saw that students met expected growth in the area of math across the campus compared to reading. Though there were gains in reading across the board, many are still below grade level.

Student Achievement Strengths

Campus strengths:

- During CTT, campus teams meet regularly to analyze student achievement data and discuss curriculum alignment. These meetings provide an opportunity for teachers and staff to collaborate by reviewing assessment results and classroom performance to identify trends, strengths, and areas where students may need additional support. Using this data, the teams work together to align instructional strategies and ensure that the curriculum is being delivered effectively and consistently across grade levels or subject areas. The goal is to use data-driven decision-making to inform instruction, plan targeted interventions, and share best practices that support student learning.

- A key strength of the campus is its structured Response to Intervention (RTI) process. Teachers meet once a month to disaggregate student data and focus specifically on students who are performing below grade level expectations. During these meetings, educators identify students in need of additional academic support and collaboratively develop targeted intervention plans to address their specific learning needs. These plans often include strategies such as small-group instruction, differentiated tasks, and progress monitoring to ensure students are making measurable gains. The RTI process provides a structured and proactive approach to supporting struggling learners, helping them stay on track and work toward achieving academic goals.

- Another strength of the campus is the intentional use of data to drive instruction. Teachers regularly analyze a variety of data sources—including CLI, MAP, mCLASS, Cambium tests, STAAR, and pre-STAAR assessments—to identify students' specific skill gaps and areas for growth. This data is then used to plan targeted lessons and small group instruction that directly address those needs. By tailoring instruction to individual student data, teachers are able to design more effective, focused lessons that support academic progress and help all students work toward mastery. This data-informed approach ensures that instruction is responsive, purposeful, and aligned with student achievement goals.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Despite ongoing efforts to improve instruction and support student learning, overall student achievement remains below that of other campuses in the district. In particular, reading performance has been significantly lower, as reflected in assessment data. This achievement gap highlights the need for more targeted instructional strategies, data-driven interventions, and consistent monitoring.
Root Cause: Teachers in reading have had inconsistent curriculum and autonomy which results in a scattered instruction and lack of data. Instruction should be focused around the TEKS with the materials and methods targeted for grade level reading instruction (T1) and small groups to address intervention (T2). Lack of support with intervention strategies impacts progress (T3).

Problem Statement 2: Consistent celebrations across the school are not happening for students to be celebrated for their achievements
Root Cause: Goal setting and recognition on a campus level so that there is consistent awareness of achievement and celebrations.

School Culture and Climate

School Culture and Climate Summary

The committee discussed various forms of data to identify our campus strengths and weaknesses in the category of school culture and climate. As new administrators have come to KELES this year, the overall culture and climate of the school has improved greatly from years past. This is due to our principal and assistant principal implementing new ideas and supports for various interventions such as: communication with parents through various platforms, attendance rewards, behavior management through PBIS, and consideration of the physical environment of the building itself.

School Culture and Climate Strengths

Campus strengths:

- **Overall, communication with our outside stakeholders has greatly improved this year.** (Reviewing data from the Parent Survey shows families are very happy with the various forms of communication.)

- **Both inside and outside stakeholders feel the building is open and welcoming.** (This data came from staff and student interviews, as well as the Parent Survey.)

- **Students receive a multitude of social-emotional supports at all three levels of intervention.** (CharacterStrong is implemented by the classroom teachers. SecondStep is implemented by the Specials team during CTT hour. Targeted lessons occur monthly with each class and the counselor. School-wide activities are implemented by the counselor through programs such as No Place for Hate, Unity Day, etc. Small groups and individual sessions also occur as needed.)

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Attendance is an issue, as the data shows our percentages to be low overall (lower than our campus goal, as well as the district goal).
Root Cause: Despite implementing new and fun ways to assist with increasing our attendance, due to the culture of the surrounding area, various issues arise with students getting to school, either on time or at all.

Problem Statement 2: Parent feedback shows that not enough advance notice is given for certain events.

Root Cause: Although parents are pleased overall with the increase in communication this year, most of the PTO events have been described as "last-minute" and/or "unorganized."

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

KE Little Elementary and Dickinson ISD offer several robust support systems for first- and second-year teachers, notably through the First Year Teacher Academy and ongoing professional development opportunities. These initiatives foster a collaborative and growth-oriented environment, supported by mentorship and instructional coaching. However, a significant challenge lies in behavioral issues in the classroom that disrupt the classroom environment, which hampers learning and contributes to teacher attrition. The root cause of this issue stems from insufficient training particularly in the area of supporting students with severe behavioral needs. Addressing these challenges is crucial to improving teacher retention and enhancing the overall educational experience for both teachers and students.

Staff Quality, Recruitment, and Retention Strengths

Campus strengths:

- **Structured Guidance and Mentorship**: The First Year Teacher (FYT) Academy provides first-year teachers with structured support through mentorship and professional development, fostering a sense of community and shared responsibility.
- **Ongoing Professional Development**: Continuous training opportunities, including district-wide training and access to instructional coaches, encourage ongoing growth and skill enhancement for teachers.
- **Collaboration and Support**: Strong peer support and collaboration among staff members create a supportive environment, allowing teachers to share resources and strategies effectively.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers are experiencing behavioral issues that disrupt classroom learning environments and negatively impact teacher morale and retention.
Root Cause: There is insufficient training and modeling in the area of specific behavioral techniques for students from economically disadvantaged households, and those dealing with trauma or emotional needs which contributes to teacher burnout and dissatisfaction.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

KE Little Elementary demonstrates strengths in collaborative planning, consistent use of a TEKS-aligned math curriculum and data-driven instruction supported by structured assessments and technology. However, challenges remain in aligning reading and writing instruction with assessments, ensuring curriculum consistency across programs and classrooms and providing equitable resources and support-especially for bilingual and transitioning staff. Addressing these area will strengthen instructional coherence and improve student outcomes campus-wide.

Curriculum, Instruction, and Assessment Strengths

Campus strengths:
- TEKS aligned Eureka curriculum for math
- Materials and resources readily available for math (manipulatives, work books, etc.)
- Lesson internalization supports deep understanding of the instructional goals
- Adequate time for ccontent collaboration during weekly CTT
- Built in WIN Time for intervention
- Strategies are student-centered and enhances through technology integration
- Use of STAAR release items in all grade levels to align instruction
- Emergent bilingual support using specific integrated technology practice
- Setting a school culture regarding learning and high expectations

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Misalignment between curriculum and assessment for reading.
Root Cause: The rigor of classroom assignments does not consistently match that of the common assessments (CA's) particularly in reading, leading to lower student performance and ineffective preparation.

Problem Statement 2: Lack of cohesive writing curriculum.
Root Cause: The absence of a standardized writing curriculum (not following the adopted district resource even in district curriculum playbook) results in varied instructional materials and approaches causing inconsistency in writing instruction and student outcomes across grade levels .

Problem Statement 3: Inconsistent curriculum and variability in instructional practices
Root Cause: Inconsistent reading curriculum and internalization of curriculum and expectations across classrooms results in uneven rigor, pacing and differentiation affecting student learning experiences and equity.

Family and Community Engagement

Family and Community Engagement Summary

KELES campus needs assessment reveals both strengths and areas for growth. Using the Parent Survey and Staff survey there were positives such as the school has strong relationships with parents and most parents generally feel a sense of trust in the staff. The school offers a variety of student activities that engage students and the broader community, such as Start with Hello Week, Red Ribbon Week, and Career Day. Additionally, there is active community involvement through partnerships with organizations like the Family Service Center, Big Brothers Big Sisters, and UTMB TCHATT, which support both students and families. The school also has a commitment to multilingual communication, especially with Spanish-speaking families, using tools like ClassDojo and newsletters to share information.

Based on a survey sent to parents in March 2025, in both English and Spanish

- 94% of families feel the campus is open and welcoming

- 90% of families feel the monthly newsletter is useful.

- 79% of families have accessed the campus website and/or social media for information

- 82% of families communicate regularly with teachers using Class ClassDojo

- 72% of families would like more frequent reminders of upcoming events

- 61% of families said they had not volunteered at the campus

However, the survey also highlights several areas that need attention. Based on comments in the survey, many parents feel that they have limited opportunities to get involved, especially in events like Field Day, and feel excluded from certain celebrations. There is a concern regarding the inconsistency and untimeliness of communication, as some parents and staff feel they are not always well-informed about school events. Additionally, staff awareness of the school's community partnerships is limited, which may lead to missed opportunities for collaboration and resource utilization. While communication is provided in Spanish, there is no current provision for families who speak other languages, creating a gap in inclusivity. Lastly, some parents perceive the school as disorganized, which could contribute to feelings of disengagement.

Overall, KELES has strong community ties and a positive atmosphere but needs to address communication challenges, increase parent involvement, and improve organizational consistency to enhance the school experience for both families and staff.

Family and Community Engagement Strengths

Campus strengths:
- Positive Relationships and Trust with Staff

- Diverse and Engaging Student Activities
- Community Partnerships

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Communication is reported to be inconsistent or untimely. Staff mentioned that event notices are often given with short notice, and that the effectiveness of communication--such as newsletters, letters, and website updates--varies, with only about 50% seeing them as effective.
Root Cause: The short notice given for events points to a possible issue with scheduling or internal communication channels, leading to delays in sharing important updates. Without clear guidelines or a central system to streamline and ensure timely communication, information may not reach families in a way that is both consistent and effective.

Problem Statement 2: Several responses indicated that parents feel excluded from traditional events like Field Day and grade-level celebrations making parents feel unwelcome or disconnected.
Root Cause: This may stem from the lingering effects of COVID-era restrictions. Even though these restrictions may no longer be as strict, the impact on in-person engagement still lingers . Without clear communication or intentional efforts to re-engage families in these events, it can be easy for parents to feel unwelcome or left out.

Problem Statement 3: Recreational events like Trunk or Treat (57.9%) and the Book Fair (52.6%) suggests that while families are highly engaged in social activities, they may not see as much value in educational focused activities. Events like the Social Emotional Literacy Night (13.2%) and 3rd grade STAAR info night (28.9%) indicate families may need more information on how these impact their child's progress.
Root Cause: Parents seem to prioritize cultural or recreational over educational-related events. There might be insufficient communication or promotion of these events. Parents might not be aware of the significance of such events or how they contribute to their child's success. Some of these events may not be scheduled at convenient times for working parents, leading to lower participation.

School Organization

School Organization Summary

KE Little has a a campus leadership team and instructional lead team made up of team leaders representing each grade level. All grade level teams have common planning and lunch to support collaboration and team building. We have one Instructional coach/interventionist to support teachers through curriculum, instruction and assessment by modeling, coaching and supporting T1 and T2 instruction as well as support staff/ students who need prescriptive Tier 3 intervention. Special Education team provide students' services and support teachers with understanding how to accommodate as well as support behavior and implement BIPs. Students are strategically assigned to each class based on academic data and teacher input from the previous school year. A master schedule is updated every year to maximize PLC/Planning time. Teachers in PK-1st are self-contained while 2nd and 3rd grade are departmentalized and team teach. Safety is addressed with duty and safety procedures throughout the campus, developed by leadership team with admin, practiced by all staff, and revisited with leadership team to adjust as needed. KE Little is a community school in an unincorporated area of the county so it serves as a pilar to parents and the community both.

School Organization Strengths

Campus Strengths

- Master schedule maximizes instructional time
- Built in additional time for CTT and WIN time support collaboration and intervention.
- The leadership team is critical in their role to help lead the campus and communicate with administrators.
- Instructional coach/interventionist working with teams and individuals to ensure campus instructional expectations are being met using data to inform.
- Duty and safety are addressed campus wide throughout the day

Problem Statements Identifying School Organization Needs

Problem Statement 1: KE Little must provide timely and applicable professional development and feedback to teachers that align with the curriculum expectations (i.e. aggressive monitoring, write a little a lot, etc.)
Root Cause: Teachers are often informed of initiatives at the beginning of the year and then they are not revisited. The specific curriculum expectations should be mapped out and revisited through out the school year to have an impact on the implementation.

Problem Statement 2: KE Little must improve teacher efficacy through planning/internalization, instruction/implementation and assessment/results.
Root Cause: Administrators must be part of the CTT, planning, and in classrooms verifying the planning/internalization, instruction/implementation and assessment/results. Admin then need to identify areas of strength and weakness to plan support accordioning (PD with the staff, small groups or one on one) to ensure effectiveness for student growth.

Technology

Technology Summary

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

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

Technology Strengths

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

Problem Statements Identifying Technology Needs

Problem Statement 1: Teacher technology is outdated. The district upgrade to Windows 13 cannot be completed on most of the campus desk tops and none of the teacher laptops.
Root Cause: Funding / infrastructure for upgraded tech

Priority Problem Statements

Goals

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

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

    High Priority

    HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use CTT time to internalize lessons, analyze data, and plan for all students so that they can monitor and adjust instruction and intervention based on student progress utilizing the four core pillars of PLC and 4 instructional pillars of the district	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: All students will make progress by at least one year growth.
    Staff Responsible for Monitoring: Teachers
Coaches
Interventionists
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details		Reviews			
Strategy 2: The Instructional Interventionist /Coach will -Provide high quality support in CTT with internalization, data tracking, and answering the 4 Questions -Provide support and coaching for teams and individuals to assist in increasing student outcomes through curriculum and instruction		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased percentage of students making meets and masters on STAAR and making a years growth on district screeners in Reading and Math. **Staff Responsible for Monitoring:** Instructional Interventionist/Coach Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction					

Strategy 3 Details		Reviews			
Strategy 3: All students will receive small group intervention for Reading and Math.		**Formative**			**Summative**
Strategy's Expected Result/Impact: All students will make one year growth. (Reading level, MClass/MAP growth measure)		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers Instructional Interventionists Coaches Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**					

Strategy 4 Details		Reviews			
Strategy 4: Administrator must ensure master schedule provides adequate focused instructional time.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased instructional time resulting in student progress		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, Instructional Coaches, Team Leaders and Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction					

Strategy 5 Details		Reviews			
Strategy 5: Provide supplemental paraprofessionals to assist teachers in classrooms, support student learning and intervention along with SPED and bilingual.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student progress **Staff Responsible for Monitoring:** Administrators, Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction					

Strategy 6 Details		Reviews			
Strategy 6: Teachers will review and implement the processes for placement referrals and monitoring of GT, Dyslexic, SPED, 504 and RTI students.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student support services and progress **Staff Responsible for Monitoring:** Administrators CCF Teachers Special Education Teachers Paras Behavior Coach Interventionists **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction					

Strategy 7 Details		Reviews			
Strategy 7: Teachers will integrate instructional technology within the lessons and support student practice using instructional technology tools (such as typing.com, summit K/12, ST math, Boost, I ready, etc.)		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student successful outcomes and growth **Staff Responsible for Monitoring:** Teachers, Admin **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction					

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 2: Student attendance will increase by 1% for overall attendance for 2025/26 compared to 2024/25.

Evaluation Data Sources: Daily attendance percentage board, spot checks, beat the bell, recognition, and celebrations

Strategy 1 Details	Reviews			
Strategy 1: Attendance will be a focus on announcements and on display daily.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student performance on skills	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Registrar Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Incentives will be used for students to earn for perfect attendance	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student attendance will be at 94%	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Registrar Administrator Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

No Progress   Accomplished   Continue/Modify   Discontinue

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

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

    High Priority

    HB3 Goal

    Evaluation Data Sources: TELPAS 2025

Strategy 1 Details	Reviews			
Strategy 1: Continue one-way dual language program for students in PreK-3rd. Provide all teachers with training, any necessary supplies and resources, as well as continuous monitoring and problem solving making it systematic throughout the campus.	**Formative**			**Summative**
	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.				
Staff Responsible for Monitoring: Bilingual Teachers Bilingual Interventionist Bilingual Paraprofessionals Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Students will practice language skills through technology tools such as Summit K/12.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased language acquisition	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Bilingual Teachers Bilingual Paras Bilingual Interventionist **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Continue to provide a school wide Unity Day and anti-bullying campaign and implement School Ambassadors for new students and visitors.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Parent Surveys, Reduction in discipline referrals, PEIMS data, observation of student engagement.
    Staff Responsible for Monitoring: School counselor and Administrator.
 	
    ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction
    Funding Sources: - Local Funding				

Strategy 2 Details	Reviews			
Strategy 2: All students will receive weekly lessons on Character Strong and Second Steps, how to make good choices, and what bullying is and what it is not. The school wide positive behavior management system is a financial literacy program where students can earn currency for demonstrating good character. The counselor will also provide targeted monthly lessons.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Reduction in discipline referrals, PEIMS data, Observations of student engagement.
    Staff Responsible for Monitoring: Counselor
 	
    Funding Sources: - Local Funding				

Strategy 3 Details	Reviews			
Strategy 3: Continue "No Place for Hate" program campus wide into our school-wide PBIS system. Adhere to the guidelines and the responsibilities of having this distinction.	**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 resources, incentives, and inventory for student safety. (i.e. Walkie-talkies, furniture for added special programs, student incentives for improving behavior and attendance.) **Strategy's Expected Result/Impact:** Increased safety. Equitable learning environment	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Through our master schedule we will ensure that each student participates in moderate to rigorous physical activity during their P.E. classes as well as the fitness gram. **Strategy's Expected Result/Impact:** Increase in student achievement on the fitness gram and increase in overall student achievement. **Staff Responsible for Monitoring:** P.E. teachers, Administrators **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

No Progress   Accomplished   Continue/Modify   Discontinue

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

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

    Evaluation Data Sources: Fitnessgram, No Place for Hate Campaign and Kelso's Choice

Strategy 1 Details		Reviews			
Strategy 1: All campus and district staff will be trained on restorative practices. Some staff will also attend training to build knowledge and expertise at the campus in order to build capacity in using restorative practices.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Lower the number of discipline referrals and increase time in the instructional setting.
    Staff Responsible for Monitoring: Teachers
Coaches
Admin
 	
    Funding Sources: - 211-Title IA, - 255-Title IIA, - 287-Title IV, - IDEA A					

Strategy 2 Details		**Reviews**			
Strategy 2: Align all staff with PBIS and levels of student behavior to help all understand what to do in different situations		**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduced number of office referrals/ maintaining positive relationships between teachers and students		**Nov**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Teachers
Counselor
Administrators
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
 - ESF Levers:
Lever 3: Positive School Culture
    Funding Sources: - 211-Title IA, - Local Funding					

⬭ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

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

High Priority

Evaluation Data Sources: Daily and weekly attendance, notification to parents with calls, emails and home visits as well as utilizing district resources for parent awareness.

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

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

High Priority

Evaluation Data Sources: Use of district web site, class Classdojo, parent square, newsletters and social media platforms

Strategy 1 Details		Reviews			
Strategy 1: Provide parent communication in various formats using district resources such as the campus web page, Class ClassDojo and Parent square along with campus resources using newsletters and social media outlets		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Positive responses from parent surveys conducted during the year. **Staff Responsible for Monitoring:** Administrators Teachers **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture **Funding Sources:** - 211-Title IA, - Local Funding					

Strategy 2 Details		Reviews			
Strategy 2: Communicate via calendars and required local, state and federal information via meetings, social media and/or print in a language format that parents and community can understand. Use a different clear font for Spanish translations.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parents of diverse backgrounds will have easy access to all communication **Staff Responsible for Monitoring:** Administrators Teachers **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture **Funding Sources:** - 211-Title IA					

Strategy 3 Details		Reviews			
Strategy 3: The campus will make available the English version of the Parent and Family's Engagements Policy by posting it in the Student Handbook and making it available in the campus library, and the District Administration Building in an effort to build parent Engagement. Spanish translation of all documents are available upon request.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parents of diverse backgrounds will have access to all communication and campus events. **Staff Responsible for Monitoring:** Principal, teachers, staff, **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture **Funding Sources:** - 211-Title IA					

Strategy 4 Details		Reviews			
Strategy 4: Faculty and staff will offer after school activities for second and third grade students. Club include music, garden, UIL A+, art, and drama clubs.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased attendance **Staff Responsible for Monitoring:** Teachers Admin **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture					

◯ No Progress   ◯ Accomplished   ➜ Continue/Modify   ✖ Discontinue

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

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

Evaluation Data Sources: School Programs, STAAR night, Social Emotional Literacy Night, Student Showcase/Tech night, PTO events (Trunk or Treat, etc.) and events such as book fair, field day and 2 class parties (Dec. and May).

Strategy 1 Details	Reviews			
Strategy 1: Provide parent involvement supplies and incentives as applicable during Title IA programs: Meet the Teacher, Open house, Parent/Teacher conferences, SEL-Literacy Night, STAAR night and Student Showcase.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Sign-in sheets of parent attendance **Staff Responsible for Monitoring:** Administrators, teachers, staff **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 211-Title IA, - Local Funding	**Nov**	**Jan**	**Mar**	**June**

⭕ No Progress   🟢 Accomplished   ➡️ Continue/Modify   ❌ Discontinue

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

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

    Evaluation Data Sources: Gator Wellness, TCHATT, community relations, partnerships with local businesses for teacher appreciation (i.e. Topwater, etc.)

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: First year and 2nd year Teacher Academy will be supplemented and supported at the campus level through mentors, administrators, and academic coaches.	**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, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Funding Sources:** - 255-Title IIA, - Local Funding				

Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for campus administrators, teachers, counselors, paraprofessionals and librarians to attend research based training in order to build capacity and meet their professional needs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased number of highly qualified staff members. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - 255-Title IIA, - 211-Title IA, - Local Funding				

Strategy 3 Details	Reviews			
Strategy 3: Provide appropriate training opportunities on how to access and use district curriculum resources in order to promote effective and targeted lesson planning.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers' knowledge of instructional resources available to collaborate with the team during planning. **Staff Responsible for Monitoring:** Curriculum Specialists Academic Coaches Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: Utilize contracted service providers, as well as attend professional development for all staff to receive training in best practices for At-Risk students, GT, ELL, Special Ed., or any other populations our school represents.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: All students will make one year growth. (Reading level, MClass/MAP growth measure) and all students will demonstrate growth on the STAAR test in Reading and Math. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				

No Progress   Accomplished   Continue/Modify   Discontinue

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

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

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

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

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

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Office staff and administrators will be trained by district business director on district policies and procedures for correct management of budgets	**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 **ESF Levers:** Lever 1: Strong School Leadership and Planning **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 **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - No Funding Required				

Strategy 4 Details	Reviews			
Strategy 4: Purchase instructional based materials and technology resources/software for student use in order to assess and enhance Reading, Writing and Math, Science and Social Studies skills through the use of technology. (Continue the use of the technology resources we have - Amplify, ST Math, Imagine Learning, SummitK12, etc.)	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will increase learning outcomes and success as seen on assessment results (i.e. CLI, mCLASS, MAP, STAAR, and district assessments) **Staff Responsible for Monitoring:** Administrators Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress   Accomplished   Continue/Modify   Discontinue

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

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

Evaluation Data Sources: Shut downs are accurate and compliant

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

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

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

Campus Funding Summary

211-Title IA

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			$0.00
2	2	2			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	2	1			$0.00
4	1	2			$0.00
				Sub-Total	$0.00

255-Title IIA

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

Local Funding

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	1	5			$0.00
2	2	2			$0.00
3	1	1			$0.00
3	2	1			$0.00
4	1	1			$0.00
4	1	2			$0.00
5	1	1			$0.00

Local Funding					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00

IDEA A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1			$0.00
				Sub-Total	$0.00

No Funding Required					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	2			$0.00
5	1	3			$0.00
				Sub-Total	$0.00

287-Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1			$0.00
				Sub-Total	$0.00