

Dickinson Independent School District

Kenneth E. Little Elementary

2022-2023 Campus Improvement Plan



Mission Statement

Through teamwork and collaboration, we will empower ALL to engage in life-long learning at high levels to equip our students to become successful, compassionate, ethical members of society.

Vision

We believe all students will learn at high levels, through a culture of collaboration with a focus on results.

Values and Goals

Collective Values:

To achieve our shared vision and mission, our staff has agreed on the following statements as collective commitments:

- All students are **OUR** students! We share students to meet their needs each day.
- We are committed to building a community atmosphere on our campus to make sure students, parents, and staff feel supported and safe.
- We are committed to using data to drive our instruction.
- We are committed to fostering life-long learning.
- We are committed to engaging the community in all student's learning.
- We are committed to our Intervention time. This is an intentional and sacred time. It is not an option and will not be interrupted.
- We are committed to real collaboration during our collaborative team time. Every team developed norms to abide by to achieve the best collaboration possible every time. This collaboration time is sacred.

Goals:

- To increase student achievement in reading by 10% in each grade level as measured by campus, district, state, and national assessments.
- To increase student achievement in math by 10% in each grade level as measured by campus, district, state, and national assessments.

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Comprehensive Needs Assessment

Revised/Approved: May 25, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

K.E. Little Elementary

Needs Assessment for 2022-2023

Based on 2021-2022 DATA

Committees met between May 1st and May 18th. MAP, MClass, District Common Assessments, Reading Levels and STAAR scores were used for the needs assessment.

Demographics

Demographics Summary

K.E. Little is one of the 12 campuses in Dickinson Independent School District. K.E. Little serves students in grades PK-4. Our enrollment ending the year 2021-2022 is 605. Each year we continue to increase student achievement through the implementation of clearly defined standards, academic expectations, and best teaching and instructional practices.

Student Total 605

Pre-Kindergarten Grade 75 12%

Kindergarten Grade 103 17%

1st Grade 99 16%

2nd Grade 115 19%

3rd Grade 104 17%

4th Grade 109 18%

Female 46.5%

Male 53.3%

Ethnicity

Hispanic-Latino 397 66%

American Indian 2 .3%

Asian 9 1%

Black 23 4%

Nat. Hawaiian 1 .1%

White 160 27%

Multi-Race 13 2%

Student by Program (2021-2022 Summer PEIMS file)

Free Lunch Participation 503 83%

Reduced Lunch Participation 14 2%

Other Economically Disadvantaged 1 .1%

Gifted and Talented 16 3%

Special Education (SPED) 89 15%

Title I Participation 605 100%

Homeless Statuses

Homeless Status Total 10 1.83%

Shelter 2 .3%

Doubled Up 9 1.4%

Unsheltered 0

Hotel/Motel 0

The overall mobility rate for the campus is 19.67%. The average daily attendance rate for students is 92%.

Special Services (2021-2022 Summer PEIMS file)

Instructional Settings

Speech Therapy 70

Homebound 2

Hospital Class 0

Resource Room

VAC

Off Home Campus

State School

Residential Care

Self Contained

Full-Time Early Childhood

Other Student Information (2021-2022 Summer PEIMS file)

Economically Disadvantaged 503 83%

Title I Homeless 0

Limited English Proficient (LEP) 265 44%

Migrant 23 4%

Military Connected 10 1.6%

Foster Care 8 1.3%

Section 504 17 2.8%

Campus Programs

English Language Learners

K.E. Little Elementary serves ELL students through both ESL and bilingual programs. Students in K-3rd in 2022-2023 will be in the dual language one way program. All teachers at KELES are certified to teach ESL students. Additionally each grade level has at least one teacher designated to instruct our bilingual students. We also have bilingual paraprofessionals who provide support in primary grade levels. At K.E. Little we have a designated LPAC teacher representative who monitors the progress of our English learners along with our campus administrators. Our ELL students participate in TELPAS, the state adopted language proficiency assessment each year. KELES has a bilingual instructional coach as well.

GT Program

K.E Little Elementary's Gifted and Talented program serves % of the students on our campus. These students are able to perform academically above their grade level, are able to work independently on projects, and are motivated to learn at advanced levels. Identified students in grades K-4 are served in designated cluster classrooms by teachers who have at least thirty hours of professional development in gifted and talented strategies. In addition, KELES pulls gifted students daily during WIN time for an enrichment group in the library to work on project based learning. Fourth grade students are also provided additional field trip experiences.

504 Program

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

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

Special Education Program

Our main areas of focus for the 2022-2023 school year will be:

1. Academic and social growth in all students
2. Technology growth now that each classroom has a class set

Demographics Strengths

- K.E. Little Elementary serves a diverse community in the Bacliff area and has seen an increase in enrollment since 2014.
- To better serve the campus population the staff at K.E. Little is committed to attending professional development on campus and in the district. Additionally, many teachers are ESL and GT certified to better assist the needs of all learners.
- K.E. Little Elementary considers communication and collaboration important. Teachers and staff communicate with parents through phone calls, social media, personal conferences, newsletters, and websites. Teachers and staff also implement many educational online platforms. Furthermore, K.E. Little engages parents by creating monthly academic events for the family throughout the school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Parents want more after school clubs and opportunities to volunteer. **Root Cause:** Only music and robotics clubs have been started

Student Achievement

Student Achievement Summary

Math Student Achievement

4th Grade Math STAAR had 22% Mastery level, +8 growth from those same students in 3rd.

Reading/ Language Arts Student Achievement

4th Grade Reading STAAR had 31% at the mastery level, an increase of +15%. 3rd Grade Reading STAAR had a 17% Meets and an 11% Masters. Balanced Literacy and Guided Reading instruction have been implemented daily in all Reading classrooms to increase student progress in reading skills. Student achievement in writing is growing as teachers continue to use district provided resources and are starting to utilize the We Write program.

Science Student Achievement

Our student achievement is growing as teachers are utilizing resources and the curriculum. The CBA data for third and fourth grade shows that instruction and rigor is increasing as the years past.

Social Studies Student Achievement

Our student achievement is growing as the staff learns to appropriately integrate it into all subjects and then implement. Teachers feel there is not enough instruction regarding this, but they do have some. This data shows all students are making progress from this area, and most intervention programs have slow impact.

Student Achievement Strengths

Teachers and students that are taking tests online are placing data in AWARE. We are taking District Common Assessments that started in January 2022. In planning we are dissecting the data to drive spiraling, small group intervention and correction of errors for moving forward in our lessons.

Math Achievement

MClass -BOY/EOY (Intensive/Strategic/Benchmark)

K 30%/ 59%/ 11% 20%/ 34%/ 46% 35% increase in students at or above benchmark

1st 27%/ 51%/ 22% 19%/ 39%/ 42% 20% increase in students at or above benchmark

2nd 24%/ 62%/ 14% 27%/ 53%/ 20% 6% increase in students at or above benchmark

3rd 43%/ 62%/ 0% 27%/ 60%/ 13% 13% increase in students at or above benchmark

MAP

4th Winter Math - Mean RIT score 204.4 (52/105 students at or above Grade Level Mean RIT)

4th Spring Math - Mean RIT score 210.5 (62/106 students at or above Grade Level Mean RIT)

STAAR Scores for 2021-22 (Did Not Pass/Approaches/Meets/Masters)

3rd English 46%/ 54%/ 40% / 14%

3rd Spanish 67%/ 33%/ 0%/ 0%

4th English 32% / 68%/ 45%/ 22%

4th Spanish 100%/ 0%/ 0%/ 0%

Reading/ Language Arts Student Achievement

Students are assessed using research-based formative and summative testing. K- 1 students will take the MCLASS assessment, while 2-4 grade students will take the MAP test. Teachers collaborate to create Common Assessments based on the essential standards adopted by the RLA curriculum specialists and Academic Coaches. The data gathered from these Common Assessments are available in AWARE. Teachers analyze and disaggregate the data from these Common Assessments to make instructional decisions. Teachers have a Guided Reading Binder to provide information about each students reading progress.

MClass - BOY/EOY (Intensive/Strategic/Benchmark)

K- 57%/ 19%/ 24% 51%/ 12%/ 37% 13% increase in students at or above benchmark

1st- 38%/ 17%/ 45% 40%/ 11%/ 49% 4% increase in students at or above benchmark

2nd- 52%/ 9%/ 39% 34%/ 17%/ 35% 4% decrease in students at or above benchmark

3rd- 37%/ 20%/ 43% 38%/ 13%/ 49% 6% increase in students at or above benchmark

MAP

4th Winter Reading - Mean RIT score 198.9 (47/102 students at or above Grade Level Mean RIT)

4th Spring Reading - Mean RIT score 206.4 (63/100 students at or above Grade Level Mean RIT)

STAAR Scores for 2021-22 (Did Not Pass/Approaches/Meets/Masters)

3rd English 37%/ 36%/ 17%/ 11%

3rd Spanish 83%/ 17%/ 0%/ 0%

4th English 19%/ 22%/ 27%/ 31%

4th Spanish 33%/ 33%/ 0%/ 33%

Science Student Achievement

Teachers are utilizing curriculum resources for instruction. Teachers are using their science fusion books to help enforce instruction. Students are showing growth on the science CBA.

Social Studies Student Achievement

Teachers are placing data in aware. Teachers are succssfully teaching SEL lessons which serves as student acheivement for Pre-K 2 TEKS. Student achievement reaches more indepth at grades 3 and 4.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students' overall Independent Reading Levels have been declining in the past two years. **Root Cause:** MCLASS data shows student needs in the following areas: Kindergarten: Phonemic awareness, Letter Sounds First Grade: Decoding, Vocabulary Second Grade: Word Reading, Comprehension Third Grade: Vocabulary, Reading Comprehension, Needs: Daily phonics instruction across all grades Daily KAT lessons (vocabulary and comprehension) Well-planned Guided Reading Lessons Targeted Reading Workstations

Problem Statement 2 (Prioritized): Fluency in Math is a focus to improve Math overall for all grade levels. **Root Cause:** Students do not have math facts memorized.

Problem Statement 3: Not all Language Arts teachers have received training in best practices for writing. **Root Cause:** Trained staff have left our campus, new hires have not yet been trained.

Problem Statement 4: We do not have up to date resources or an organized space to keep them. **Root Cause:** Laboratory was a classroom in 20-21 and many supplies have become old or unusable.

Problem Statement 5 (Prioritized): Teachers need to disaggregate data in a more detailed manner to drive small group instruction and intervention time. **Root Cause:** No clear protocol on data disaggregation.

Problem Statement 6: Not every classroom has up to date, working technology; including headphones. **Root Cause:** Funding for technology

School Culture and Climate

School Culture and Climate Summary

The majority of students enjoy going to school at KELES, they love the teachers, administration, clubs and recess. Our little Gators with Grit NEVER quit, growth and perseverance across our campus is a strong component to campus culture. The majority of students are well behaved and we only have a few behavior challenges that are routinely handled with ongoing services from teachers, councilors, behavior support, the Gator Wellness Center. Students who attend KELES regularly are most satisfied with our culture and climate and indicate that kindness, respect, safety, and cooperative learning as some of the expectations that pertain to academics, behavior and social interactions. The majority of classrooms are well organized and managed, we have not only witnessed major growth this year but have lead the district in a few scores and initiatives. We do not have any students dealing with substance abuse, weapons and other safe school areas, as well as there being no disproportionality between race of ethnicity.

School Culture and Climate Strengths

- Ongoing restorative/ relational practices development.
- Social Committee activities
- Ongoing communication with behavior support staff.
- Our students enjoy going to school here.
- Our teachers have great communications within their teams.
- Some teachers feel heard.
- We celebrate growth and have shown growth
- Our campus is respectful
- 99% of staff and Students feel safe on our campus.
- Majority of classrooms are managed well and organized. Data shows we have seen major growth this year throughout the grade levels.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Continued implementation of restorative/ relational practices. **Root Cause:** School Culture and Climate

Problem Statement 2 (Prioritized): Ongoing explanation and modeling of behavior supports. **Root Cause:** School Culture and Climate

Problem Statement 3: Continued Social Committee activities **Root Cause:** School Culture and Climate

Problem Statement 4 (Prioritized): Parents want more after school clubs and opportunities to volunteer. **Root Cause:** Only music and robotics clubs have been started

Problem Statement 5: CTT time every six days was difficult to find coverage. Teachers struggled to get appropriate work for when they were not in the classroom. **Root Cause:** COVID

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At KE Little Elementary we will continue to recruit and retain highly qualified teachers. All teachers on staff for the 2022-2023 school year are certified for their position. In the event that any teacher is hired who is not certified for the position, administrators will work with DISD Human Resources and the Director of Professional Development to obtain appropriate certification. We will focus our teacher retention plan on providing relevant professional development based on campus and teacher needs. We will also provide real time coaching and professional development during the school day. In addition, first year teachers will continue to participate in the district's first year teacher academy.

Staff Quality, Recruitment, and Retention Strengths

K. E. Little strives to identify and provide needed campus staff development. CTT meetings are held weekly, in addition to teachers' planning times, to discuss and further their learning and to disaggregate data and plan for data driven instruction. Instructional coaches are in classrooms supporting teachers with instruction.

All grade levels K-4 have at least one Gifted-Talented certified teacher and all DISD teachers are to be ESL certified. Over 70% of our teachers have also completed the Reading Academy. The interview committee uses specific questions and observations to find applicants who have knowledge and/or experience in Balanced Literacy, Guided Math, and DISD expectations. In addition, KELES will continue to be an AVID campus for the 2022-2023 school year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: KELES needs to increase its teacher retention rate. **Root Cause:** Teachers move away or want to teach in a school closer to their home or at a campus that is not Title I.

Problem Statement 2: CTT time every six days was difficult to find coverage. Teachers struggled to get appropriate work for when they were not in the classroom. **Root Cause:** COVID

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Grade levels meet during their conference time to plan instruction, using the TEKS, Lead4ward resources, DISD curriculum documents and resources available in Eduphoria. Unit Planning Guides are created by Curriculum Specialists and Academic Coaches with links to classroom resources and tools to enhance student lesson delivery. All grade level students are evaluated in Math and Reading at the beginning of the school year to find determine their weaknesses and strengths. This provides the teacher with meaningful information to direct instruction.

Reading and Math academic Coaches and Curriculum Specialists, plan and create Common Assessments for each grade level in the District. The data from the common assessments are used to form individual instructional plans during daily small group instruction. This included re-teach, intervention and enrichment.

Grade levels meet every 6 days during CTT (Collaboration time). During this time teachers discuss, CA scores, student concerns, and plan targeted instruction using data.

Curriculum, Instruction, and Assessment Strengths

As a campus, we worked diligently to meet individual student needs. Teachers would come prepare to CTT sessions to learn and collaborate. Unit Planning Guides and TEKS guidelines were used at all times when planning instruction. Resources like Lead4ward

Data were analyzed using formative and summative assessments to make small groups and target instruction.

Teachers will have opportunities to go on learning walks as well as have master teachers come and model lessons. We also had the opportunity of having a Reading consultant provide training once a month.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Teachers need to disaggregate data in a more detailed manner to drive small group instruction and intervention time. **Root Cause:** No clear protocol on data disaggregation.

Problem Statement 2: Not every classroom has up to date, working technology; including headphones. **Root Cause:** Funding for technology

Parent and Community Engagement

Parent and Community Engagement Summary

22-23 school year is starting up with a PTO once again, There will soon hopefully be more clubs implemented for student involvement next year.

Our community is serviced by many outside programs successfully other than Dickinson ISD.

Most parents are ready to get more involved and enjoy sending their students to KELES.

Parent and Community Engagement Strengths

- PTO starting

- Robotics

- Music Club

- Literacy nights and Bed Time story hours are successful

- Documentation for sign in is successful

- We use CIS, Gator Clinic, UTMB and Lighthouse for outside resources for parents and students.

- We utilize our inclusion support teachers, Dyslexia intervention, SAILS program, ECSE program and class accommodations

- We take parent and student feed back frequently

- Use of English, Spanish and bilingual speaking teachers, each notification is sent home in both languages.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parents want more after school clubs and opportunities to volunteer. **Root Cause:** Only music and robotics clubs have been started

School Context and Organization

School Context and Organization Summary

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 continue to be self-contained and grades 2nd-4th continue to team teach. KELES teachers continue to implement campus-wide high expectations for academics to ensure growth of every student and academic success. Campus teachers are highly qualified and continue to attend varied professional development opportunities offered by the district based on needs identified by administration and staff surveys. The strategies learned are expected to be implemented in all grade levels across the campus and are monitored through walkthroughs and summative conferences. Every six days, teachers attend CTT time is where they are able to plan with their academic coaches, dissect data, and strengthen their instruction. Math teams meet once a week to plan. Reading teams meet once a week to plan. The campus goal continues to be focused on one year of growth for every student. Our school has a school emergency protocol in place based on the I Love You Guys Foundation protocol. This protocol includes, but is not limited to, all staff wearing a district photo ID badge, visual emergency reminders posted throughout the building and staff ID badges, as well as emergency posters displayed in all rooms of the building. The campus also uses Share911 as their means for campus safety and emergency plan. KELES offers after school clubs such as robotics and music club. KELES is a community school that is highly accessible to parents and the community it serves. We continue to strive to be a campus recognized for providing excellent instruction for every student, every day and in every class. Our goal is to partner with parents and our community to create success for all students at KELES.

School Context and Organization Strengths

Extensive professional development within district that is free to staff

KELES fully utilizes all classrooms for instructional use

Class sizes are kept to a reasonable size to best maximize student learning

AVID strategies are being implemented campus wide

KELES is focused on building student and family relationships

Intervention program for students with reading gaps

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: CTT time every six days was difficult to find coverage. Teachers struggled to get appropriate work for when they were not in the classroom. **Root Cause:** COVID

Technology

Technology Summary

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

Classroom projectors (mostly ceiling mounted),

Document cameras

1 smart board

26 Chrome Book Carts (with about 20 per cart)

2-way radios – 7

1 computer lab that uses a Chrome Book Cart

83 Flashmasters

Teacher computer and student computers (in all academic classrooms)

Possible hardware to be added to KELES for the 2022-2023 school year includes

New projectors for classrooms that have broken or that are defective

Chrome books that have broken parts replaced- examples, head phone jacks, chargers & broken screens

Headphones & listing center sets

Updated teacher desktops

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 use Forethought for lesson planning. All teachers and students access schoology for assignments and lessons. The technology proficiency level of the staff is appropriate. Trainings were provided for technology this year. Students through pre-kindergarten through fourth grade rotate through the computer lab for speicals every 6 days. HMH Amira is available for students to get extra assistance on reading. ST math is available for students pre-kindergarten through 4th to assist students in math.

Problem Statements Identifying Technology Needs

Problem Statement 1: Not every classroom has up to date, working technology; including headphones. **Root Cause:** Funding for technology

Priority Problem Statements

Problem Statement 6: Parents want more after school clubs and opportunities to volunteer.

Root Cause 6: Only music and robotics clubs have been started

Problem Statement 6 Areas: Demographics - School Culture and Climate - Parent and Community Engagement

Problem Statement 1: Students' overall Independent Reading Levels have been declining in the past two years.

Root Cause 1: MCLASS data shows student needs in the following areas: Kindergarten: Phonemic awareness, Letter Sounds First Grade: Decoding, Vocabulary Second Grade: Word Reading, Comprehension Third Grade: Vocabulary, Reading Comprehension, Needs: Daily phonics instruction across all grades Daily KAT lessons (vocabulary and comprehension) Well-planned Guided Reading Lessons Targeted Reading Workstations

Problem Statement 1 Areas: Student Achievement

Problem Statement 3: Teachers need to disaggregate data in a more detailed manner to drive small group instruction and intervention time.

Root Cause 3: No clear protocol on data disaggregation.

Problem Statement 3 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 4: Continued implementation of restorative/ relational practices.

Root Cause 4: School Culture and Climate

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 2: Fluency in Math is a focus to improve Math overall for all grade levels.

Root Cause 2: Students do not have math facts memorized.

Problem Statement 2 Areas: Student Achievement

Problem Statement 5: Ongoing explanation and modeling of behavior supports.

Root Cause 5: School Culture and Climate

Problem Statement 5 Areas: School Culture and Climate

Goals

Revised/Approved: May 18, 2022

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

Performance Objective 1: Every student including those in specific sub population area, and/or students that are at risk and high achieving will show at least one year's growth in Reading, Math, Writing, Science and Social Studies. Students on STAAR will increase their performance by 5% on Meets or Above in the 2022-2023 school year.

Evaluation Data Sources: MAP, MClass, District Common Assessments, Reading Levels, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use CTT time to plan and develop their lessons for all students (All grade levels/subjects/specials).</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers Coaches</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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 sub population our school represents.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The Instructional Interventionists and Coaches will</p> <ul style="list-style-type: none"> -Provide high quality support in planning and in the classroom -Provide high quality PD for all teachers and teach them to capacity -Teachers/Instructional Interventionists/Coaches will provide research based interventions to help all students -Coaches will also work with teachers to provide instruction through strategic professional development of fluency in Reading and Math <p>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.</p> <p>Staff Responsible for Monitoring: Instructional Interventionists and Coaches Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>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. (Continue the use of the technology resources we have - Amira, ST Math)</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: All students will receive small group intervention for Reading and Math. Those students who performed below standard on STAAR, will get additional Accelerated Instruction in accordance with HB 4545.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers Academic Coaches Administrators</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Review TELPAS proficiency levels from the previous year in Reading and Writing. Monitor all students reading levels and monitor portfolios throughout the year to target growth.</p> <p>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.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Trained Instructional Interventionists and paraprofessionals will continue to monitor IEP progress and provide inclusion support for Special Education students in Reading, Writing and Math.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Instructional Interventionists Paraprofessionals</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Continue one-way dual language program for students in Kinder-3rd. Provide all teachers and parents with training, any necessary supplies and resources, as well as continuous monitoring and problem solving making it systematic throughout the campus.</p> <p>Strategy's Expected Result/Impact: Promote bi-literacy and multiculturalism in all students. Student achievement data will indicate faster growth in English Language Learners.</p> <p>Staff Responsible for Monitoring: Administrators Bilingual Academic Coach Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Special Education students will be provided access to the general education curriculum in the regular education setting to the maximum extent possible with assistive support based on each individual's needs.</p> <p>Strategy's Expected Result/Impact: Students with disabilities will experience learning in the least restrictive environment receiving explicit and targeted instruction with their non-disabled peers.</p> <p>Staff Responsible for Monitoring: Administrators Academic Coaches</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Disaggregate data by grade level, discipline and assessment objectives by stake holders in order to drive instruction for individual students, classes and grade levels.</p> <p>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.</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: All Math teachers will be trained and be using Building Fact Fluency within their Math block for all of their students.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers Math Academic Coach</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Monitor and review processes for promotion/retention for K-4 students based on standards set for RLA, Math, Science and Social Studies.</p> <p>Strategy's Expected Result/Impact: Decrease social promotion</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 13 Details	Reviews			
<p>Strategy 13: Ensure master schedule provides adequate focused instructional time.</p> <p>Strategy's Expected Result/Impact: Increased instructional time; student progress</p> <p>Staff Responsible for Monitoring: Administrators, Academic Coaches, Team Leaders</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
<p>Strategy 14: Provide supplemental paraprofessionals to assist ISPs and teachers in classrooms, SPED classrooms, and bilingual classrooms.</p> <p>Strategy's Expected Result/Impact: Increased student progress</p> <p>Staff Responsible for Monitoring: Administrators, Academic Coaches, and Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
<p>Strategy 15: Teachers will review and implement the processes for placement referrals and monitoring of GT, Dyslexic, SPED, 504 and RTI students.</p> <p>Strategy's Expected Result/Impact: Student progress</p> <p>Staff Responsible for Monitoring: Administrators, Academic Coaches, Counselor</p> <p>- ESF Levels: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: Incident report forms will stay the same or decrease by 2-3% each year. 100% of students will participate in Red Ribbon Week activities.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to provide a school wide Unity Day and anti-bullying campaign and Safety Patrol</p> <p>Strategy's Expected Result/Impact: Parent Surveys, Reduction in discipline referrals, PIEMS data, observation of student engagement.</p> <p>Staff Responsible for Monitoring: School councilor and Administrator.</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All students will receive weekly lessons on the character pillars, 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.</p> <p>Strategy's Expected Result/Impact: Reduction in discipline referrals, PIEMS data, Observations of student engagement.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Reduction in discipline referrals, PIEMS data observation of student engagement</p> <p>Staff Responsible for Monitoring: School Counselor and Administrator.</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>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.)</p> <p>Strategy's Expected Result/Impact: Increased safety. Equitable learning environment</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: All teachers will use treatment agreement and all teachers will use a minimum of 3 circles a week.

Evaluation Data Sources: Reduction of office referrals and an increase in positive teacher, parents and community staff surveys.

Strategy 1 Details	Reviews			
<p>Strategy 1: All campus and district staff will be trained on restorative practices. Some staff will also attend trainings to build knowledge and expertise at the campus in order to build capacity in using restorative practices.</p> <p>Strategy's Expected Result/Impact: Lower the number of discipline referrals and increase time in the instructional setting.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Funding Sources: - 211-Title IA, - 255-Title IIA, - 287-Title IV, - IDEA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will promote well-rounded educational opportunities by providing ALL students (including those considered low-income) with supplies, materials, technology, hands-on learning opportunities (STEM/Robotics related field trips), and supporting of non-profit competitions related to STEM/Robotics in order to provide an enriched and accelerated curriculum.</p> <p>Strategy's Expected Result/Impact: Increase student progress</p> <p>Staff Responsible for Monitoring: Administrators, Academic Coaches, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will follow the district procedures for excessive absences. Teachers will call home on the third consecutive absence. Use of school messenger daily for calling school absences and tardies. The campus will set an attendance goal equal or greater than state minimum.</p> <p>Strategy's Expected Result/Impact: Increased student attendance</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Truancy Officer, Registrar</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Improve staff attendance by 5% using incentives and recognition</p> <p>Strategy's Expected Result/Impact: Increased teacher attendance</p> <p>Staff Responsible for Monitoring: Administrators, all staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Increase student and teacher attendance to 95%.

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Students with perfect attendance will get to participate in game days once a month.</p> <p>Strategy's Expected Result/Impact: Increased student attendance</p> <p>Staff Responsible for Monitoring: Administrators Teachers Counselors</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Through our programs, parent communication and community business relationships, we will form highly effective relationships that support student success in all areas.

High Priority

Evaluation Data Sources: Increased student, parent and community participation in school activities.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide parent involvement supplies and incentives during Math and Literacy Nights in Reading/ Math, Title IA programs: Meet the Teacher and Open house. Parent mentoring program, "Gator Aide" Provide snacks as incentives for parents \$150</p> <p>Strategy's Expected Result/Impact: Sign-in sheets of parent attendance at programs. Positive responses from parent surveys conducted during the year.</p> <p>Staff Responsible for Monitoring: Administrators.</p> <p>Funding Sources: - 211-Title IA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for potential Pre-Kindergarten students and their families to visit school, meet with counselors and attend meetings and pre-registration for school during the month of May.</p> <p>Strategy's Expected Result/Impact: Documented flyers distributed to businesses, apartments and sent home with current students. Sign-in sheets at meetings. Registration documentation.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor</p> <p>Funding Sources: - 211-Title IA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Communicate via calendars and required local, state and federal information via meetings, social media and/or print in a language format to parents and community can understand.</p> <p>Strategy's Expected Result/Impact: Parents of diverse backgrounds will have easy access to all communication.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will provide transition activities for students. Principal will coordinate transition activities with middle school Principals to assist 4th graders moving to Middle School. The administration will also coordinate a parent and student night for PK students transiting into Kinder.</p> <p>Strategy's Expected Result/Impact: Students will transition easily to the next grade level and parents will have an understanding of the curriculum and safety.</p> <p>Staff Responsible for Monitoring: Campus Administrator PK and Kinder teachers Counselor</p> <p>Funding Sources: - Local Funding, - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: The campus will make available the English version of the Parent and Family's Engagements Policy by posting it in the Student Handbook and making it available in the campus library, and the District Administration Building in an effort to build parent Engagement. Spanish translation of all documents are available upon request.</p> <p>Strategy's Expected Result/Impact: Parents of diverse backgrounds will have an easy access to all communication and campus events.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Open House Parent/Teacher conference Literacy Night, Math Night, Multicultural Night Holiday Performances/ Grade level Performances</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Faculty and staff will offer after school activities for all students. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: Minimal staff change

Strategy 1 Details	Reviews			
<p>Strategy 1: First year and 2nd year Teacher Academy will be supplemented and supported at the campus level through mentors, administrators, and academic coaches.</p> <p>Strategy's Expected Result/Impact: Increase in teacher retention for proteges</p> <p>Staff Responsible for Monitoring: Campus administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 255-Title IIA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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 campus.</p> <p>Strategy's Expected Result/Impact: Increase in retention of new teachers</p> <p>Staff Responsible for Monitoring: Teacher mentors and campus administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 255-Title IIA, - 211-Title IA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: Increased number of highly qualified staff members.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 255-Title IIA, - 211-Title IA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide appropriate training opportunities on how to access and use district curriculum resources in order to promote effective and targeted lesson planning.</p> <p>Strategy's Expected Result/Impact: Teachers' knowledge of instructional resources available to collaborate with the team during planning.</p> <p>Staff Responsible for Monitoring: Curriculum Specialists Academic Coaches Teachers</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

2022-2023 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Brooke Newell	Principal
Paraprofessional	Mariah Salas	Principal Secretary
Administrator	Hayde Lopez	Assistant Principal
Bilingual Dyslexia Specialist	Ashley Sanchez	Bilingual Dyslexia Specialist
Classroom Teacher	Emily Urbin	3rd
Math Academic Coach	Erin Grasha	Math Academic Coach
RLA Academic Coach	Vilma Vazquez Martinez	RLA Academic Coach
Classroom Teacher	Kaitlyn Ashley	KG
District-level Professional	Susan Cook	RLA Curriculum Specialist
Classroom Teacher	Alan Jimenez	First Grade Teacher/ DEIC Representative

Math Vertical Team

Committee Role	Name	Position
Math Academic Coach	Erin Grasha	Math Academic Coach
Classroom Teacher	Lauren Stephenson	PK
Classroom Teacher	Joy Cole	1st
Classroom Teacher	Betzy Corral	2nd
Classroom Teacher	Alex Milligan	4th
Classroom Teacher	Jill Gonzales	PE
Classroom Teacher	Jennie Hernandez	4th

Reading Vertical Team

Committee Role	Name	Position
ELAR Academic Coach	Vilma Vazquez Martinez	ELAR Academic Coach
Classroom Teacher	Carolyn May	PK
Classroom Teacher	Courtney Junemann	KG
Classroom Teacher	Petra Ortega	1st
Classroom Teacher	Irene Alhamra	4th
Classroom Teacher	Flor Herrera	SE
Classroom Teacher	Janet Tuttle	1st

Writing Vertical Team

Committee Role	Name	Position
Bilingual Dyslexia Specialist	Ashley Sanchez	Bilingual Dyslexia Specialist
Classroom Teacher	Eva Busch	KG
Classroom Teacher	Maria Barkhausen	KG
Classroom Teacher	Alan Jimenez	1st
Classroom Teacher	Alma Ramos	2nd
Classroom Teacher	Mallorie Patterson	3rd
Classroom Teacher	Megan Betcher	4th
Classroom Teacher	Lisa Gustke	SE
Classroom Teacher	Hillary Baker	Art

Science Vertical Team

Committee Role	Name	Position
Classroom Teacher	Emily Urbin	3rd
Classroom Teacher	Tasha Rehm	KG
Classroom Teacher	Rosanna Blest	1st
Classroom Teacher	Elissa Cox	SE
Nurse	Casey Gillikin	Nurse
Classroom Teacher	Jenny LeBlanc	SE
Classroom Teacher	Sandra Ontiveros	2nd
Classroom Teacher	Rachel Hernandez	4th

Social Studies Vertical Team

Committee Role	Name	Position
Classroom Teacher	Kaitlyn Ashley	KG
Classroom Teacher	Rochelle Murray	1st
Classroom Teacher	Jia Copeland	2nd
Classroom Teacher	Julia Korhonen	4th
Classroom Teacher	Derek Benton	Behavior Specialist
Classroom Teacher	Tyler McCord	Music
Dyslexia Specialist	Jennifer Hong	Dyslexia Specialist
Counselor	Shannon Clark	Counselor

Campus Funding Summary

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
4	1	2			\$0.00
4	1	3			\$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
4	1	3			\$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
3	1	1			\$0.00
3	1	2			\$0.00
3	1	4			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00

Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
IDEA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$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