

Denver City Independent School District

Kelley Elementary

2024-2025 Campus Improvement Plan



Mission Statement

Kelley Elementary is a group of diverse educators who will be constant positive influences as we set high expectations, encourage, educate, and grow students to their full potential.

Vision

Denver City ISD will foster a respectful, safe, and challenging environment that provides all students opportunities to discover their full potential and become lifelong learners in a global world.

Core Beliefs

We believe in high expectations for all learners.

We believe that children learn best when the school environment supports children's social and emotional growth as a foundation for their academic growth.

We believe that cooperation among students, staff and parents, involving open communication and respect for each other's diversity, is critical to a child's academic and social emotional growth.

We believe that all children learn best when their diverse individual experiences, backgrounds and voices are valued and respected giving an equitable opportunity for all to reach their maximum potential.

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Comprehensive Needs Assessment

Revised/Approved: August 5, 2024

Demographics

Demographics Summary

Kelley Elementary is a 3rd - 5th Grade Title I campus located in Denver City, Texas. Denver City is a small petroleum based community located about 85 miles southwest of Lubbock near the New Mexico border. Student enrollment is heavily based on the economic status of the oil and gas industry. We have approximately 325 students enrolled on our campus. Our enrollment is 87.38% Hispanic and 12% White. Our Hispanic population maintains a steady growth. Our economically disadvantaged population is 64.31.% with an ELL population of 24.31%. We have a migrant population at 0%. Our Special Education population is approximately 8.62% and the Gifted and Talented population is 6.7%.

Demographics Strengths

Our student-teacher ratio is approximately 17:2:1. Our campus attributes achievement to a strong partnership with parents and a focus on high quality education and an administration and school board who are committed to quality education for all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a shortage of Bi-lingual Certified teachers at Kelley Elementary. We had to file a Bi-lingual waiver every year. **Root Cause:** There is a shortage of Bi-lingual certified teachers across the state, and our demographics for the Hispanic population is 87.1%.

Problem Statement 2: The percentage of attendance at Kelley Elementary is inconsistent, and has fallen below 98%. **Root Cause:** As a result of COVID, there isn't a sense of urgency for parents to send their students. Incentives are needed to encourage students to come to school.

Student Learning

Student Learning Summary

Our greatest concern instructionally is in the percentage of students performing at or above grade level in both Language Arts and Math. In the area of Academic Growth, Kelley Elementary earned a 91 scaled score of an A, a Relative Performance score of a and 80, a B, But Student Achievement was @ a 75, and Closing The Gaps @ 78. We did not meet in any of the categories within Closing The Gaps. We determined that there is a lack of foundational skills, differentiate instruction, and common assessments to assess this deficit. We need to create TEKS aligned assessments that will ensure measurement of student mastery. We have adjusted our Master Schedule to include Whole group, Small group, and RTI time in each period. The overall expectation is teachers will provide small group instruction to every student every day. 53% are not on grade level in reading of our 3-5 population. 40 % are not on grade level in math of our 3-5 population. We have adjusted our Master Schedule to include Whole group, Small group, and RTI time in each period.

We made a 24 % growth as compared to the 2021 school year STAAR scores in reading. We are projecting a growth goal for 2022-2023 of 15% in reading for a total of 62% on grade level.

We made a 2% growth as compared to the 2021 school year STAAR scores in Math. We are projecting a growth goal for 2022-2023 of 15% in math for a total of 55% on grade level.

We have a shortage of Bilingual certified teachers. As a result, we had to file a waiver on all teachers assigned to bilingual students. DCISD has implemented a preparatory plan for teachers to gain their Bilingual Certification. Additionally, all teachers serving ELs are receiving training in ELPS. With this we have revamped our LPAC program to ensure consistency across the district in providing our students with proper intervention and documentation.

We also identified that students lacked skills in writing, however they are no longer assessed in writing. We are still using additional support from the service center to support our needs. We also still have built in whole group and small group time for writing each period as well.

In 2020, we identified the need for a reading interventionist for Tier 2 Instruction. We have identified a need for an additional reading interventionist, that will work solely with Tier 3 students. Our Tier 2 Interventionist is also serving as an instructional coach when not providing direct instruction intervention. This need is still continued.

We have identified a need for a more rigorous and aligned Math Curriculum. We have adopted Great Minds Eureka. In addition we are participating in the Texas Lesson Study for fidelity of implementation.

This rationale is based on not having met ANY Mathematics targets in closing the gaps across 3-5 grade levels.

We have identified a need for a math interventionist to close the gaps.

In order to support teachers instructionally, our campus is needing the following instructional supports:

Student White Boards for small group instruction.

White Boards where there were none, and for those that are no longer usable.

Professional Development through HMH for Curriculum and Region 17 through Reading, Math, and Writing.

Student Learning Strengths

Kelley Elementary is now a 1:1 Chromebook campus.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our overall student achievement in Math on grade level or above is 38 %. 62% of students in Grades 3-5 are not on Grade level in Math as evidenced by STAAR Assessment. **Root Cause:** We have a lack of foundational skills. Although we made a 2% gain, we still need to continue small group instruction to support differentiation.

Problem Statement 2 (Prioritized): Our overall student achievement in Reading on grade level or above is 53%. 47% of students in Grades 3-5 are not on Grade level in Reading as evidenced by STAAR Assessment. **Root Cause:** We still have a continued need of small group instruction to support differentiation as well as consistent implementation of TFAR through the continued use of open-ended responses and writing across the curriculum with special emphasis on keyboarding.

School Processes & Programs

School Processes & Programs Summary

The Master Schedules at Kelley Elementary campus has been created in order to allow for whole group instruction and small group instruction to meet the need for differentiated instruction as well as allowing for intervention opportunities for students without missing prime instructional opportunities within the classroom. Reading Interventionists one for Tier 3 and the other for Tier 2 intervention are provided at both campuses.

Scheduling at Kelley Elementary ensures teachers have a designated time so they are able to participate in Professional Learning Communities (PLC's) to focus on student achievement and to track student progress and performance. They are also able to discuss effective learning strategies and to consider evidence-based approaches. Teachers also participate in goal-setting for students. Progress toward those goals is tracked through the grade levels.

As we recognized the need to address our EL population, we brought in training on the ELPS at all levels. We are intentional to place ELs with ESL certified teachers. Additionally, we are working to support teachers gain their ESL certification as well as Bilingual Certification.

DCISD recognized the need for Social Emotional Learning Support for students. DCISD has chosen to use 7 Mindsets as our curriculum for student SEL support in grades PK-12. Kelley Elementary implements the 7 Mindsets curriculum during the specials rotations. Additionally, we have added a Student Support Specialist to help with the overall counseling responsibilities district wide for all students in the area of mental health.

In addition to the RtI process, DCISD provides special programs that address the learning needs of our students. Students identified with special needs are served through the appropriate programs such as Dyslexia, Section 504, Gifted and Talented, English as a Second Language, Bilingual Education, and Special Education. These identified students are monitored for progress through Eduphoria. The GT program has had changes in order to meet the TEA regulations and guidelines. We now have a full-time GT instructor for grades K-8, as well as a GT shared role in 9-12.

DCISD ensures the implementation of the TEKS (Texas Essential Knowledge and Skills). It is an expectation that teachers of core courses implement the TEKS with fidelity to ensure that there are no gaps in curriculum. Beginning in 2017-2018, the district is providing the TEKS Resource System as a tool for ensuring the TEKS are implemented with fidelity. TEKS Resource System resources provide a clear and common understanding of what our students are to know and be able to do, and serve as the centerpiece for teacher study, planning, and collaboration. All teachers, regardless of content area, are expected to provide students with instruction aligned with the TEKS. Our focus is on providing high quality instruction aligned to the standards to ensure student mastery of the content.

Kelley Elementary uses both benchmarks and 9-Weeks Assessments as a measure of progress toward state assessments. Our focus remains on high quality instruction while emphasizing learning strategies necessary for success in the 21st century. It is our objective to provide a quality educational environment that motivates and inspires our students to go beyond what is simply required and expands learning opportunities as students become self-directed learners. In an effort to remove the pressure from high stakes testing, our district uses multiple measures of progress. The measurements used to determine student learning include Istation for reading, 9-Weeks Assessments, TEKS Resource System K-12, iReady for math, Get More Math for 5th, Moby Max for SPED as well as classroom work and assessments to name a few. By using the data from multiple measures, teachers are able to respond quickly to students' educational needs.

Kelley Elementary has adopted new Math Curriculum in Eureka, combined with the Texas Learning Study with Region 17.

School Processes & Programs Strengths

- Kelley Elementary has a well-developed, proven RtI Model in place, and the process is supported by evidence-based interventions for struggling students.
- Denver City ISD has added reading interventionist positions at Kelley Elementary to help close the instructional gaps. There are now two total interventionists, with one dually identified as an instructional coach.

- We are a 1:1 Chromebook/device district. The district is continuing to support the TEKS Resource System to align the curriculum.
- The district is continuing to support the TEKS Resource System to align the curriculum.
- The curriculum, instruction, and assessment program focus on the needs of all students.
- All campuses have the support of a Curriculum Director
- Teachers are supported through a wide variety of ongoing professional development opportunities.
- Through Eduphoria and Success Ed, teachers have timely access to student learning data that informs instruction.
- Professional Learning Communities are being implemented at Kelley twice monthly.
- Walkthroughs occur bi-weekly, with sometimes daily visits.

Perceptions

Perceptions Summary

Kelley Elementary is safe place for students and staff. We work hard to maintain and implement daily safety through our interactions and building set-up. We also believe in celebrating the progress and success of students. We believe safety and celebration are a way to create a strong learning environment for students and staff.

Priority Problem Statements

Problem Statement 1: Our overall student achievement in Reading on grade level or above is 53%. 47% of students in Grades 3-5 are not on Grade level in Reading as evidenced by STAAR Assessment.

Root Cause 1: We still have a continued need of small group instruction to support differentiation as well as consistent implementation of TFAR through the continued use of open-ended responses and writing across the curriculum with special emphasis on keyboarding.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a shortage of Bi-lingual Certified teachers at Kelley Elementary. We had to file a Bi-lingual waiver every year.

Root Cause 2: There is a shortage of Bi-lingual certified teachers across the state, and our demographics for the Hispanic population is 87.1%.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Our overall student achievement in Math on grade level or above is 38 %. 62% of students in Grades 3-5 are not on Grade level in Math as evidenced by STAAR Assessment.

Root Cause 3: We have a lack of foundational skills. Although we made a 2% gain, we still need to continue small group instruction to support differentiation.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data

Employee Data

- Professional learning communities (PLC) data

Goals

Goal 1: The District shall provide an aligned, rigorous curriculum, preparing students to meet or exceed educational standards.

Performance Objective 1: Math: The percentage of students who meet or master grade level in math will increase from 53% to 60% by May 2025.

High Priority

Evaluation Data Sources: Eureka Curriculum/Assessments

T-Far Assessments

Benchmark Assessments


9 Weeks Assessments

Goal 1: The District shall provide an aligned, rigorous curriculum, preparing students to meet or exceed educational standards.

Performance Objective 2: ENGLISH LANGUAGE ARTS SKILLS: The percentage of students who meet or master grade level in ELA will increase from 53% to 60% by May 2025.

High Priority

- Evaluation Data Sources:** STAAR results
TELPAS results
iStation Data
9 Week Assessment Results
ARD Data
LPAC Recommendations
504 Recommendations
Eduphoria Data
STAAR Data

| Strategy 1 Details | Formative Reviews | | |
|---|---|-----|-----|
| Strategy 1: Pacing guides will be developed to ensure full alignment to the standards integrating HMH and TEKS Resource. Strategy's Expected Result/Impact: Increase Istation Tier 1 percentage by the following: 5th Istation Goal: EOY 80% Tier 1 (18% growth with the BOY as 62%) 4th Istation Goal: EOY 75% Tier 1 (18% growth with the BOY as 57%) 3rd Istation Goal: EOY 80% Tier 1 (16% growth with the BOY as 64%) We will be on point with evidence in pacing guide. Staff Responsible for Monitoring: Administrators Reading Teachers Interventionists TEA Priorities: Build a foundation of reading and math Funding Sources: Curriculum Interlocal Agreement with ESC 17 - 255 - Title II, Part A, TPTR - \$5,625 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| <p>Strategy 2: We will accelerate student writing skills through the use of pacing guides, region center support, as well as whole and small group instruction in writing that will give students daily writing activities in the classroom and the computer lab.</p> <p>Strategy's Expected Result/Impact: Improve student learning and increase mastery for each benchmark by an average of 10% overall and increase standardized test scores by 15% overall for 4th grade writing.</p> <p>Staff Responsible for Monitoring: Administrators Classroom teachers Region Center Support Chief Academic Officer Special Education Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Professional Development through consultant - 211 - Title I, Part A - \$6,400</p> | Formative | | |
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Goal 1: The District shall provide an aligned, rigorous curriculum, preparing students to meet or exceed educational standards.

Performance Objective 3: PLC's will be conducted with meetings occurring weekly with focus on Student Data, Instructional Practices, Standards and Alignment and Small Group instruction. Vertical alignment will occur monthly.

Evaluation Data Sources: PLC Pacing Guides
Meeting Agendas

Goal 2: The District shall maintain a safe and orderly learning environment.

Performance Objective 1: SRP - Safety Response Protocol: Effective and consistent implementation of processes through monthly emergency drills.

Evaluation Data Sources: Crisis Go

Drill Documentation

Active Shooter Drill

SHAC Meetings

Staff Meetings

Remind 101

Counseling Referrals

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| Strategy 1: Designate a command center for crisis team operation Strategy's Expected Result/Impact: Increase the efficiency of the operation of the team and allow information to be disseminated efficiently and appropriately as needed Staff Responsible for Monitoring: Superintendent Zach Duncan | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Practice and prepare for crisis situations, such as fire drills, tornado drills, lock downs, evacuation; etc. Strategy's Expected Result/Impact: Prepare students and staff for any emergency situation Staff Responsible for Monitoring: Zach Duncan Pam Hightower Gary Davis Crisis Team | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Employ a Campus Resource Officer Strategy's Expected Result/Impact: Monitor campus safety and build relationships with parents and students Staff Responsible for Monitoring: Superintendent Pam Hightower Gary Davis | Formative | | |
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Goal 3: Parents and members of the community shall have meaningful opportunities to communicate and participate in the educational processes of the District.

Performance Objective 1: Kelley Elementary will encourage parent and community engagement in an effort to build strong relationships and positively affect students and increase parental and community involvement across the campus as evidenced by parent event agendas.

- Evaluation Data Sources:** Region 17 Title I Parent Meeting
Facebook Data
Remind 101 Data
Turkey Trot Community/Parent Participation & Attendance
Family Reading Night Participation
Parent Conference Participation (Title I)
504/ARD Meeting Participation (Title I)
Meet the Teacher Night Participation
GT Showcase Parent/Community Attendance
UIL Awards Assembly Parent Attendance
End of Year Awards Assembly Parent Attendance
Dancing Showcase Community/Parent Attendance
Fitness Gram Data Collection

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| Strategy 1: Provide a Meet the Teachers event before school starts Strategy's Expected Result/Impact: Promote parent-teacher relationships, as well as introduce teachers to students and begin the student-teacher relationship Staff Responsible for Monitoring: Administrators | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Use Facebook and Remind 101 to increase parent and community communication Strategy's Expected Result/Impact: Establish and increase parent-teacher and school-community relationships Staff Responsible for Monitoring: Administrators Grade Level Teams Homeroom Teachers | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| Strategy 3: Encourage and support parental attendance in Family Learning Nights, such as Family Reading Night, Science Night, Math, and/or Writing Nights, Art and/or GT Showcases. Strategy's Expected Result/Impact: Increase parental involvement in the educational process of their child and celebrate student learning Staff Responsible for Monitoring: Administrators All Teachers & Staff | Formative | | |
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Goal 3: Parents and members of the community shall have meaningful opportunities to communicate and participate in the educational processes of the District.

Performance Objective 2: CELEBRATION: Take opportunities to recognize students in many areas to promote a growth mindset, as well as achievement and increase student engagement

Evaluation Data Sources: Breakfast Of Champions
AR Parties
iReady Parties
Parent Involvement

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| Strategy 1: Plan and Implement a 9-Weeks Breakfast of Champions Strategy's Expected Result/Impact: Celebrate student academic performance, attendance, UIL; etc to promote and recognize students for various achievements Staff Responsible for Monitoring: Administrators | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote and Plan Accelerated Reading Celebrations Strategy's Expected Result/Impact: Increase an awareness of independent reading and achievement Staff Responsible for Monitoring: Administrators Reading Teachers Reading Interventionists | Formative | | |
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Goal 4: The District shall recruit, hire, train, and retain a highly qualified staff.

Performance Objective 1: STAFF RETENTION: Maintain a positive environment to build staff morale and retain competent teachers, and staff by providing bi-weekly PLC's and monthly appreciations.

Evaluation Data Sources: Surveys
Teacher Turnover
Monthly Team Building
Social Committee Activity & Participation

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| Strategy 1: Provide teachers opportunities for growth through staff development in the areas of STAAR redesign, Writing Across the Curriculum and TFAR. Strategy's Expected Result/Impact: Increase the competency of teachers and support student academic growth Staff Responsible for Monitoring: Administrators Chief Academic Officer Funding Sources: Bilingual teacher training through ESC 17 - 263 - Title III, LEP - \$1,000 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Maintain a positive climate and build and maintain staff morale Strategy's Expected Result/Impact: Focus on creating an environment where teachers feel appreciated and reduce turn-over and burn-out, which will in turn improve student performance Staff Responsible for Monitoring: Administrators Chief Academic Officer Hospitality Committee | Formative | | |
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Goal 5: The district shall exhibit excellence in financial and facility planning, management, and stewardship.

Performance Objective 1: The percentage of overall daily attendance percentage will increase to 98% by May 2025.

Evaluation Data Sources: Incentives every 9 weeks including no tardy parties and recognition at Breakfast of Champions for perfect attendance.