

Denver City Independent School District

Kelley Elementary

2021-2022 Campus Improvement Plan

Work Hard.

Be Kind.

Kelley Elementary

#kelelemdc

500 N Soland

Denver City, TX 79323

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

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. It had remained consistent until this year with a slight drop from approximately 400 in 2017-2019 to a current 346 students enrolled in our campus. Our enrollment is 81.3 Hispanic and 15.3 White. Our Hispanic population maintains a steady growth. Our economically disadvantaged population is 57.8% with an ELL population of 20.5%. We have a migrant population at 9.4%. Our Special Education population is approximately 4.1% and the Gifted and Talented population is 5.7%.

Demographics Strengths

Our student-teacher ratio is approximately 17:1. 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: 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 81.3%.

Student Learning

Student Learning Summary

Our greatest concern instructionally is in closing the gaps in Language Arts and Math. We did not meet the state target with students on grade level in Language Arts or Math. Our overall student achievement in math in comparison to region and state is declining. 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. 60 % are not on grade level in reading of our 3-5 population. We have adjusted our Master Schedule to include Whole group, Small group, and RTI time in each period.

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. Professional development was provided in the summer to support writing TEKS and pacing guide creation. We determined that our teachers needed additional supports and strategies on writing. We are consulting with the service center, and have hired more experienced writing teachers along with adjusting our master schedule to include whole group and small group writing time each period.

Last year 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.

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:

Teacher Lap Tops: 30

Promethean Boards: 32

Classroom Furniture to Support Cooperative Learning

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 Reading is low in comparison to the region and state. 60 % of students in Grades 3-5 are not on Grade level in Reading as evidenced by STAAR Assessment. **Root Cause:** Lack of Foundational Skills and a lack of consistent small group instruction to support differentiation.

Problem Statement 2 (Prioritized): Our overall student achievement in Writing is low in comparison to the region and state at 56%. **Root Cause:** Lack of Foundational Skills and lack of consistent whole group and small group instruction to support differentiation. In addition, support in teaching writing across content areas is needed.

Problem Statement 3 (Prioritized): Our overall student achievement in Math is low in comparison to the region and state. 62 % of students in Grades 3-5 are not on Grade level in Math as evidenced by STAAR Assessment. **Root Cause:** Lack of Foundational Skills and a lack of consistent small group instruction to support differentiation. In addition, there was no consistent means of monitoring to determine student progress. We need alignment for assessment across grade levels.

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.

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.

We are also implementing the 7 mindsets this year for students and staff.

Priority Problem Statements

Problem Statement 1: Our overall student achievement in Math is low in comparison to the region and state. 62 % of students in Grades 3-5 are not on Grade level in Math as evidenced by STAAR Assessment.

Root Cause 1: Lack of Foundational Skills and a lack of consistent small group instruction to support differentiation. In addition, there was no consistent means of monitoring to determine student progress. We need alignment for assessment across grade levels.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our overall student achievement in Reading is low in comparison to the region and state. 60 % of students in Grades 3-5 are not on Grade level in Reading as evidenced by STAAR Assessment.

Root Cause 2: Lack of Foundational Skills and a lack of consistent small group instruction to support differentiation.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our overall student achievement in Writing is low in comparison to the region and state at 56%.

Root Cause 3: Lack of Foundational Skills and lack of consistent whole group and small group instruction to support differentiation. In addition, support in teaching writing across content areas is needed.

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
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- STEM/STEAM 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: ENGLISH LANGUAGE ARTS SKILLS: Instruction will be fully aligned to the standards through the use of TEKS Resource, HMH, into reading, and I-Station curriculum with fidelity in order to increase the overall STAAR student performance to meet at 50% on Meets Grade Level.

Targeted or ESF 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 85% Tier 1 (26% growth with the BOY as 59%) 4th Istation Goal: EOY 70% Tier 1 (28% growth with the BOY as 42%) 3rd Istation Goal: EOY 80% Tier 1 (35% growth with the BOY as 45%) We will be on point with evidence in pacing guide. Staff Responsible for Monitoring: Zach Duncan Tiffany Longoria Reading Teachers Interventionists Title I Schoolwide Elements: 2.4, 2.5 - 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		
	Nov	Jan	Mar

Strategy 2 Details	Formative Reviews		
<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: Zach Duncan Tiffany Longoria Katy Duncan Kristan Roberts Region Center Support Taunya Campbell Adrienne Williams</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Professional Development through consultant with Tammie Rogers - 211 - Title I, Part A - \$6,400</p>	Formative		
	Nov	Jan	Mar
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

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

Performance Objective 2: Instruction will reflect small group differentiated instruction in all core areas. Reading, Math, and Science

Targeted or ESF High Priority

Evaluation Data Sources: TELPAS results

9 Week Assessment Results

Imagine Math Data

ARD Data

LPAC Recommendations

504 Recommendations

Eduphoria Data

Walk Throughs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Adjustments to the Master Schedule have been made to incorporate Small group instruction into our everyday learning along with differentiated instruction with the use of RTI time, and an adjusted intervention schedule to go along with this.</p> <p>Strategy's Expected Result/Impact: Master Schedule created with dedicated small group instruction and differentiation embedded as well.</p> <p>Increase Istation Tier 1 percentage by the following: 5th Istation Goal: EOY 85% Tier 1 (26% growth with the BOY as 59%) 4th Istation Goal: EOY 70% Tier 1 (28% growth with the BOY as 42%) 3rd Istation Goal: EOY 80% Tier 1 (35% growth with the BOY as 45%)</p> <p>Increase iReady Mid or Above Grade Level Campus wide by the following: Mid or Above GL Goal: EOY 80% (76% growth with BOY as 4%)</p> <p>Staff Responsible for Monitoring: Zach Duncan Tiffany Longoria Leah Esquivel Teri Ortega Adrienne Williams Cathy Guetersloh BJ Green LuAnn Milligan Rachel Arevalo Katie Huse Tier 3 Interventionist</p>	Formative		
	Nov	Jan	Mar

Strategy 2 Details	Formative Reviews		
Strategy 2: Identify appropriate professional development needs and provide that for small group instruction. Strategy's Expected Result/Impact: Evidence will be shown through teacher walk throughs. Staff Responsible for Monitoring: Taunya Campbell Zach Duncan Tiffany Longoria Pam Hightower	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Increase rigor and relevance of Tier 1 instruction integrating research-based best practices by consulting with the service center, and item analysis on 5th Grade Science STAAR. Strategy's Expected Result/Impact: Increase student learning and increase benchmark scores in science by 10%, as well as standardized test in science. Staff Responsible for Monitoring: Zach Duncan Tiffany Longoria Taunya Campbell Science Teachers	Formative		
	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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 developed with meetings occurring two times a month with focus on Student Data, Instructional Practices, Standards and Alignment and Small Group instruction.





Evaluation Data Sources: PLC Pacing Guides
Meeting Agendas

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

Performance Objective 1: CHARACTER & LEADERSHIP: Promote the development of character and leadership by emphasizing kindness and empathy

Evaluation Data Sources: Office Referrals
Capturing Kindness Activities & Recognition
Parental Contacts
Service Learning Activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Anti-Bullying curriculum presented to all students Strategy's Expected Result/Impact: Increase an awareness of examples of bullying, as well as non-examples and to encourage students to stand up for others who might be targeted Staff Responsible for Monitoring: Zach Duncan Tiffany Longoria Leah Esquivel	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Anonymous Reporting Box available for student use Strategy's Expected Result/Impact: Give students a way to report behaviors in an anonymous way Staff Responsible for Monitoring: Zach Duncan Tiffany Longoria Leah Esquivel	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Build Positive Student-Teacher Relationships with the Incorporation of the 7 Mindsets. Strategy's Expected Result/Impact: Encourage positive relationships among teachers and students to promote a climate where students grow both academically and socially Staff Responsible for Monitoring: Zach Duncan Tiffany Longoria Leah Esquivel Homeroom Teachers	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: Continue Team-Time Counseling Sessions Strategy's Expected Result/Impact: Provide students skills to positively deal with obstacles, such as dealing with anger, divorce, grief, anxiety and building strong social skills to help with friendships and deter behaviors perceived as bullying Staff Responsible for Monitoring: Kelli Hilburn	Formative		
	Nov	Jan	Mar

Strategy 5 Details	Formative Reviews		
Strategy 5: Positive Contacts with Parents with the implementation of caught being kind. Strategy's Expected Result/Impact: Encourage and recognize positive behaviors displayed by students and build parent relationships through 10 positive contacts made by each teacher each 9-weeks. Staff Responsible for Monitoring: Zach Duncan Tiffany Longoria Teachers	Formative		
	Nov	Jan	Mar
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

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

Performance Objective 2: CAMPUS CRISIS MANAGEMENT: Support and train staff and students in how to handle various crisis or critical situations, such as injuries, deaths, evacuation, tornadoes, lock-down, or fire

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		
	Nov	Jan	Mar
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: Rick Martinez Zach Duncan Tiffany Longoria Crisis Team	Formative		
	Nov	Jan	Mar
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 Zach Duncan Tiffany Longoria	Formative		
	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 3: To support student and teacher needs, we will incorporate the 7 mindsets.

Evaluation Data Sources: We will implement this throughout the week during specials times and staff meetings.





Strategy 1 Details	Formative Reviews		
Strategy 1: Curriculum will be implemented in specials time, Counseling department, and small group instructional settings. Staff Responsible for Monitoring: Zach Duncan Tiffany Longoria Leah Esquivel Peri Kaye Padgett	Formative		
	Nov	Jan	Mar
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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 evaluate engagement among students, parents, staff, and community stakeholders in an effort to build strong relationships and positively affect students and increase parental and community involvement across the campus. As evidence by parent event agendas.

Evaluation Data Sources: Region 17 Title I Parent Meeting
 Facebook Data
 Remind 101 Data
 Turkey Trot Community/Parent Participation & Attendance
 Cardboard Challenge Participation
 Family Reading Night Participation
 Parent Conference Participation (Title I)
 504/ARD Meeting Participation (Title I)
 Meet the Teacher Night Participation
 Student Success Initiative Attendance
 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: Zach Duncan Tiffany Longoria		Formative		
		Nov	Jan	Mar
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: Zach Duncan Tiffany Longoria Grade Level Teams Homeroom Teachers		Formative		
		Nov	Jan	Mar

Strategy 3 Details	Formative Reviews		
Strategy 3: Promote parent and community attendance at the annual Kelley Elementary Turkey Trot in November. Strategy's Expected Result/Impact: Increase school and community spirit and build strong relationships Staff Responsible for Monitoring: Zach Duncan Tiffany Longoria All Teachers & Staff	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: Promote parent attendance to the annual Square Dance Showcase. Strategy's Expected Result/Impact: Build parent and community relationships Staff Responsible for Monitoring: Zach Duncan Tiffany Longoria Celesta Garcia	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
Strategy 5: Encourage and support parental attendance in Family Learning Nights, such as Family Reading Night, Science Night/Cardboard Challenge, 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: Zach Duncan Tiffany Longoria All Teachers & Staff	Formative		
	Nov	Jan	Mar
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

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: Future Readiness: Promote Secondary level extracurricular activities that students can be involved in.

Evaluation Data Sources: Extracurricular Activities in the classroom

Classroom Displays





Hallway Displays

Team Tuesday Participation

Research a Career & College to Showcase on Announcements

Class Competition Through Announcements

Popcorn Parties for Correctly Researched Answers

Strategy 1 Details	Formative Reviews		
Strategy 1: Each homeroom will adopt a college or university Strategy's Expected Result/Impact: Increase awareness of post-secondary opportunities, as well as the academic challenges in attending a college/university Staff Responsible for Monitoring: Zach Duncan Tiffany Longoria Homeroom Teachers	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Participate in Team Tuesday Strategy's Expected Result/Impact: Staff and students will be encouraged to wear clothing that promotes their designated college to increase the awareness and pride in each university Staff Responsible for Monitoring: Zach Duncan Tiffany Longoria	Formative		
	Nov	Jan	Mar
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

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 3: 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: Zach Duncan Tiffany Longoria	Formative		
	Nov	Jan	Mar
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: Zach Duncan Tiffany Longoria Reading Teachers Reading Interventionists	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote and Plan I-Ready & Fact Fluency Celebrations Strategy's Expected Result/Impact: Increase math fluency and achievement of all students Staff Responsible for Monitoring: Lori Alexander Zach Duncan Math Teachers Interventionists	Formative		
	Nov	Jan	Mar
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

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 4: State Compensatory Education

Evaluation Data Sources: STAAR

Moby Max

Assessment Data

TELPAS





LAS-Links

Imagine Learning Language & Literacy

iStation Reading

Imagine Math

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide Accelerated Instruction to students identified with special needs, such as dyslexia, special education, and language intervention Strategy's Expected Result/Impact: Provide remediation or intensive instruction to students to meet their individual needs, whether they be struggling or advanced Staff Responsible for Monitoring: Zach Duncan Tiffany Longoria Teachers Special Education Teachers Dyslexia Interventionist Bilingual Interventionist	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide Dyslexia Services Strategy's Expected Result/Impact: Provide intervention for reading acceleration for identified students Staff Responsible for Monitoring: Zach Duncan Kristin Peters	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Disaggregate data of all assessments Strategy's Expected Result/Impact: Identify and monitor students who are at risk of not meeting standards to provide intervention and acceleration to meet the needs of specific groups to include HB4545. Staff Responsible for Monitoring: Zach Duncan Tiffany Longoria Taunya Campbell Teachers Interventionists	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
Strategy 4: Use Moby Max as an intervention tool with students designated as Special Education for Math, Reading, Writing, and Science Strategy's Expected Result/Impact: Provide intervention strategies and assessment to meet individual student learning needs Staff Responsible for Monitoring: Zach Duncan Tiffany Longoria Teri Ortega	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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, as well as other personnel

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 Strategy's Expected Result/Impact: Increase the competency of teachers and support student academic growth Staff Responsible for Monitoring: Zach Duncan Tiffany Longoria Taunya Campbell Funding Sources: Bilingual teacher training through ESC 17 - 263 - Title III, LEP - \$1,000	Formative		
	Nov	Jan	Mar
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: Zach Duncan Tiffany Longoria Leah Esquivel Hospitality Committee	Formative		
	Nov	Jan	Mar
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 5: The District shall exhibit excellence in financial and facility planning, management, and stewardship.

Performance Objective 1: FINANCIAL PLANNING: Use funds with discretion to ensure money spent has the biggest impact on student learning and achievement

Evaluation Data Sources: STAAR Scores
Budget Evaluation

Strategy 1 Details	Formative Reviews		
Strategy 1: Budget funds for training and materials with the most needs Strategy's Expected Result/Impact: Utilize activity account funds to provide teacher morale incentives throughout the year for no less than once per quarter. Activities include teacher luncheons, teacher appreciation, Christmas, etc. Staff Responsible for Monitoring: Zach Duncan Tiffany Longoria Taunya Campbell LaChrissa Rains	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor use of materials and facilities as well as building efficiency and personnel efficiency Strategy's Expected Result/Impact: Ensure that 100% of all newly purchased curriculum is inventoried through the library Follett system. Staff Responsible for Monitoring: Zach Duncan Tiffany Longoria LaChrissa Rains Assistant Superintendent of District Operations Taunya Campbell	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Implementing the use of interactive technology and materials to enhance instruction with the use of ESSER funds. Strategy's Expected Result/Impact: Promethean boards, white boards, teacher laptops, student desks, chairs, and teacher will help ensure that these funds were used to enhance instruction as evidenced through teacher walk-throughs. Staff Responsible for Monitoring: Zach Duncan Tiffany Longoria LaChrissa Rains Rick Martinez Taunya Campbell	Formative		
	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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. It had remained consistent until this year with a slight drop from approximately 400 in 2017-2019 to a current 375 students enrolled in our campus. Our enrollment is 81.3 Hispanic and 15.3 White. Our Hispanic population maintains a steady growth. Our economically disadvantaged population is 57.8% with an ELL population of 20.5%. We have a migrant population at 9.4%. Our Special Education population is approximately 4.1% and the Gifted and Talented population is 5.7%.

Our student-teacher ratio is approximately 18:1. 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.

Overall student achievement in math in comparison to region and state. We determined that there is a lack of foundational skills and common assessments to assess this deficit. We need to create TEKS aligned assessments that will ensure measurement of student mastery.

Overall student achievement in reading is declining. We are lacking a common assessment to address foundational skills or reading deficits in order to determine small group instructional strategies for intervention and differentiation.

We have a shortage of Bilingual certified teachers. As a result, we had to file a waiver on all teachers assigned to bilingual students. We are working on a preparatory plan for teachers to gain their Bilingual Certification. Additionally, all teachers serving ELs are receiving training in ELPS.

We also identified that students lacked skills in writing. We determined that our teachers needed additional supports and strategies on writing.

We saw the need to add an additional reading interventionist for our Tier 3 students.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Katie Huse	New Interventionist	Title I Classroom Teacher	Full Time
Reading Interventionist TBD	Reading Interventionist	Title I Classroom Teacher	Full Time
Title I Teacher	Teacher	Title I Classroom Teacher	Full Time

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Professional Development through consultant with Tammie Rogers		\$6,400.00
Sub-Total					\$6,400.00
255 - Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Curriculum Interlocal Agreement with ESC 17		\$5,625.00
Sub-Total					\$5,625.00
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Bilingual teacher training through ESC 17		\$1,000.00
Sub-Total					\$1,000.00
Grand Total					\$13,025.00