Dallas Independent School District
Kleberg Elementary School
2019-2020 Campus Improvement Plan
Mission Statement

Team Kleberg unites with all stakeholders to provide 21st Century learning opportunities through technology and high quality instruction to personalize the academic, social, emotional, physical, and ethical potential of all students.

Vision

Team Kleberg will become a School of Innovation that will implement unique learning opportunities through AVID, STEAM (Science, Technology, Engineering, Art, & Mathematics), and Social Emotional Learning (SEL). Through strategic scheduling, staffing, campus-wide AVID integration, and technology our students will develop the skills to be successful in secondary schools, college, and beyond. AVID, which stands for Advancement Via Individual Determination, is a college readiness program designed to help students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization, and reading skills.

Value Statement

Kids First, Kids Second, Kids Always
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Demographics

Demographics Summary

Pre-Kindergarten (PK3)-5th Grade: (16.2% AA, 71.8% H, 8.8% W, .3 AI, .1 H, 2.1 Multi-Race, )

51.4% Male & 48.6% Female

51% EL/LEP (368 Students)

18.2% TAG (131 Students)

12.1% SPED (87 Students)

91.7% ECO DIS (660 Students)

Total PK3-5 Enrollment 2017-2018 TAPR: 735

Current PK3-5 Enrollment PowerSchool: 720

Demographics Strengths

• Based on the Campus Data Packet, At-Risk students make up 57% of the student population. In grades 3-5, only 19.7% of the At-Risk students (42 of 213 students) met the state standards for Math in 2017. In 2018, we showed an increase with 33.5% of the At-Risk students (69 of 206 students).
• We had an increase in students identified & qualified for TAG (13.4% to 18.2%).
• The teacher ethnicity is proportionate to the student ethnicity in AA and W. The teacher ethnicity serving our EL/LEP is proportionate to the Hispanic
Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Campus data reveals a need to increase Meets and Masters rates in math, reading, science, and writing in all student populations with an emphasis on vocabulary and oral language development. **Root Cause:** Demographics from the Campus Data Packet, MyData Portal, and PEIMs reveal that 51 percent of our student population are LEP students and 12.1 percent of our student population are identified as SPED students.

**Problem Statement 2:** 2018 Spring Parent Survey indicates only 83 percent of our parents agree or strongly agree that My child's school stresses the importance of preparing for and attending college after high school. Data sources indicate that we need to increase parent knowledge and involvement of AVID, STEAM, and College Career Readiness needs improvement. **Root Cause:** Based on our community demographics and diverse employment trends, parents need multiple forms of communication in English and Spanish and differentiated engagement opportunities.

**Problem Statement 4:** An analysis of TERRANOVA, SUPERA, STAAR, and TELPAS assessment results from the Campus Data Packet pointed out the need to address special population groups. Disaggregated student achievement data shows that the following groups need to be addressed in order to close the achievement gaps: Hispanic, LEP, African American, Special Education, and At Risk students. **Root Cause:** Classroom observations and data indicate too much time is spent in whole group instruction and the current instructional model is not effectively meeting the individual needs of our students. We currently are not implementing a STEAM and Blended Learning Station Rotation Model focused environment that increases student engagement and student centered learning with less teacher directed and/or lectured based instruction.

**Problem Statement 5:** Based on the Campus Data Packet, African American students make up 18.1 percent of the student population. In grades 3rd through 5th, only 12.5 percent of the AA students met the state standards for Math. Based on the Campus Data Packet, At Risk students make up 57.1 percent of the student population. In grades 3rd through 5th, only 33.5 percent of the At Risk students met the state standards for Math. **Root Cause:** The campus needs to provide additional coaching, professional development, and real time feedback that addresses African American and At Risk students in math proficiency. Inconsistency of implementing a system of Multi Tiered Support to address individual student needs. Allocating and acquiring resources to support MTSS. Inconsistency in strategies that focus on Meets and Masters goals.
Student Academic Achievement

Student Academic Achievement Summary

Our 2018 TEA Accountability Report indicates that we Met Standard with obtaining 83 out of 100 points (Student Achievement 75 out of 100; School Progress 84 out of 100; Closing the Gaps 81 out of 100). We earned a Distinction for Academic Achievement in English Language Arts/Reading.

2019 STAAR Data

<table>
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<tr>
<th>Content</th>
<th>Approaches</th>
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<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
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<tr>
<td>Math</td>
<td>79%</td>
<td>43%</td>
<td>22%</td>
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<tr>
<td>Reading</td>
<td>83%</td>
<td>51%</td>
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<td>67%</td>
<td>38%</td>
<td>12%</td>
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<tr>
<td>Writing</td>
<td>70%</td>
<td>52%</td>
<td>11%</td>
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Student Academic Achievement Strengths

Student Academic Achievement Strengths

- Based on the Campus Data packet, there was an increase in students reaching Masters in 3rd-5th on Reading STAAR. (3rd: 2016-7.1%; 2017-23.6%; 2018-36.1%, 4th: 2016-5.5%; 2017-12.1%; 2018-25%, & 5th: 2016-11.6%; 2017-15.2%; 2019-18%).
- 2019 STAAR Data indicates strengths in Meets and Masters in 3rd Grade Bilingual Reading, 5th Grade Reading, and 5th Grade Math.
- Departmentalizing in 1st-5th and flexible grouping has positively affected student achievement.
- EPIC, Flocabulary & STEMsscopes software (K-5)
- Campus-wide writing competitions and writing expectations PK-5 have increased student achievement in language Arts/writing and is preparing our students for the 4th Grade Writing STAAR. In 2018, we had gains in Approaches, Meets, and Masters in 4th Grade Writing. Our current ACP Data also shows continued gains in 4th Grade Writing.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The campus needs to ensure all teachers are skilled in the use of evidence based instructional practices that are readily and regularly
observed when visiting classrooms e.g., higher order thinking tasks, lesson differentiation, AVID engagement strategies, STEAM integration, diverse resources, and other strategies for learning to ensure all students in the classroom meet stated academic goals. **Root Cause:** Inconsistency of implementing a system of Multi Tiered Support to address individual student needs. Limited allocations and limited unified resources to support MTSS. Our campus does not have an adaptive personalized learning software for 3rd through 5th grade Reading and Math. Inconsistency in strategies and instruction that focus on Meets and Masters goals.

**Problem Statement 2:** Based on the Campus Data Packet, African American students make up 18.1 percent of the student population. In grades 3rd through 5th, only 12.5 percent of the AA students met the state standards for Math. Based on the Campus Data Packet, At Risk students make up 57.1 percent of the student population. In grades 3rd through 5th, only 33.5 percent of the At Risk students met the state standards for Math. **Root Cause:** The campus needs to provide additional coaching, professional development, and real time feedback that addresses African American and At Risk students in math proficiency. Inconsistency in strategies that focus on Meets and Masters goals.

**Problem Statement 3:** An analysis of TERRANOVA, SUPERA, STAAR, and TELPAS assessment results from the Campus Data Packet pointed out the need to address special population groups. Disaggregated student achievement data shows that the following groups need to be addressed in order to close the achievement gaps: Hispanic, LEP, African American, Special Education, and At Risk students. **Root Cause:** Classroom observations and data indicate too much time is spent in whole group instruction and the current instructional model is not effectively meeting the individual needs of our students. We currently are not implementing a STEAM and Blended Learning Station Rotation Model focused environment that increases student engagement and student centered learning with less teacher directed and/or lectured based instruction.

**Problem Statement 4:** Parent participation in using PowerSchool and Unified Classroom's Progress Monitoring are low. **Root Cause:** PowerSchool and Unified Classroom are new systems and after one year of implementation, parents have limited knowledge and limited opportunities to learn how to use the tools. Staff also has limited knowledge and limited training on how to use the tools.
School Processes & Programs

School Processes & Programs Summary

In August 2019, Kleberg Elementary is opening as a Public School of Choice STEAM Innovation campus. We will have three priorities that we are focusing on that will guide our programs and processes. The three priorities are:

- Increase Student Achievement through Practice, Intervention & Enrichment (P.I.E.) Opportunities
- Professional Development & Implementation of Best Practices (STEAM & AVID)
- Increase Student Achievement through Blended Learning & SEL Strategies

Our STEAM Innovation program design will include:

- Emerging all students in AVID and WICOR (Writing, Inquiry, Collaboration, Organization, & Reading) strategies.
- Emerging all students in weekly Computer Science lessons through their Science Instructional Periods.
- Emerging all students in WICOR Wednesday and FUN Friday (SEL) activities.
- Integrating technology and Blended Learning in all Core Content.
  - Incorporating Practice/Intervention/Enrichment (P.I.E.) Periods into the Master Schedule
    - Practice (Tier I Review & Practice)
      - Students that didn’t qualify for the tiered instruction, but would benefit with practice from a specific content.
    - Intervention (Tier II & Tier III)
      - Based upon identified (data-driven) skill needs
      - Focused on literacy and mathematics
      - Provided by a variety of personnel, including classroom teachers and special service providers.
    - Enrichment
      - Provided for students proficient in literacy and mathematics
      - Focused on moving proficient students to advanced proficiency
      - Organized around enrichment units in science, social studies, writing, etc.
      - Staffed by a variety of personnel, such as gifted/talented teacher, other resource personnel, classroom teachers, and perhaps community members.
  - Providing additional AVID, STEAM, and SEL opportunities through Extended School Day Enrichment Clubs and Competitive Teams for all students.

School Processes & Programs Strengths
Professional Development & Recruitment Strengths

On the Fall 2018 Climate Survey, 90.2 % of the teachers stated, “my team experiences with colleagues this year helped me improve instruction.” Some of our PD and Recruitment strengths are:

- Whisper Coaching
- PD led by staff (Increase leadership & sharing best practices)
- PD with choices/rotations in the schedule (Teacher led PD.)
- Co-teaching opportunities and modeling Best Practices (CICs, Media Specialist, Pre K Specialist, Reading/Math AF, & TAG Teacher)

Curriculum, Instruction, & Assessment Strengths

The use of All in Learning, Istation, Measuring Up Live, Quia.com, STEMscopes, and math/reading/science/writing student workbooks (Measuring Up & Motivation/Mentoring Minds) are strengths at Kleberg. Co-teaching opportunities & modeling best practices (CICs, Media Specialist, Pre K Specialist, Reading/Math AF, & TAG Teacher) is a strength in improving student achievement. Some of our other strengths in achievement data are:

- 2018 Fall ACP Data:
  - 23% 5th Grade Masters on Reading
  - 49% 4th Grade Meets on Writing
  - 76% 3rd-5th Grade Approaches on Math
  - 87% APP, 56% Meets, & 22% Masters in 5th Grade Science

School Context & Organization Strengths

Kleberg was selected as a STEAM Public School of Choice. We are opening August 2019 as a STEAM Innovation Pilot Campus. Our other school context and organization strengths are:

- Tuesday After-School Enrichment Opportunities for all students
- Competitive Team Involvement & Success
- Distributed Leadership
- Progress notes for all students
- Electronic Google Calendar & School Messenger Requests
- Weekly Staff Newsletter (AVID, TECH, Best Practices, & Climate/Culture Building)
- I/E Implementation & 1 hour planning periods
- HALL Behavior Expectations & Threshold Entry

Problem Statements Identifying School Processes & Programs Needs

Kleberg Elementary School
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July 17, 2019 8:56 am
**Problem Statement 1:** An analysis of TERRANOVA, SUPERA, STAAR, and TELPAS assessment results from the Campus Data Packet pointed out the need to address special population groups. Disaggregated student achievement data shows that the following groups need to be addressed in order to close the achievement gaps: Hispanic, LEP, African American, Special Education, and At Risk students. **Root Cause:** Classroom observations and data indicate too much time is spent in whole group instruction and the current instructional model is not effectively meeting the individual needs of our students. We currently are not implementing a STEAM and Blended Learning Station Rotation Model focused environment that increases student engagement and student centered learning with less teacher directed and/or lectured based instruction.

**Problem Statement 2:** Our campus is at the progressing stage with some components of AVID and AVID is not consistently being implemented Kindergarten through 5th grade. **Root Cause:** Teachers need additional training, support, and resources aligned to AVID. We do not have consistency in implementing and monitoring AVID strategies.

**Problem Statement 3:** Our campus needs additional resources and PD related to STEAM Design. **Root Cause:** Our campus does not have furniture, technology, and resources to effectively implement our STEAM PSC Design. We have been limited in resources and support for student curricular and extracurricular enrichment opportunities i.e. STEAM integration, P.I.E. Periods, Career Pathway Crash Courses, Makerspace Labs, Science Labs, and after school academic clubs: Destination Imagination, Chess Club, Math Club, Science Club, Technology Club, UIL, Robotics, Art Club, Journalism, Cooking, Track, Sports, etc.
Perceptions

Perceptions Summary

We maintain a positive campus culture for all stakeholders through supportive relationships, academic goal setting, and enrichment opportunities. We focus on College Career Readiness/Promotions, Competitions, Discipline Management, Enrichment, Incentives, Parent Engagement, SEL & Restorative Practices. We reinforce an unified system that implements Restorative Practices (PK-5), increases motivation, and encourages and challenges students to meet their full educational potential. We implement research based social, emotional, and behavioral strategies to address discipline and unruly students to improve the learning environment by increasing time on task.

Community/Parent Involvement & Communication

We use effective, timely, and multiple forms of communication with all parents regarding student expectations, progress and/or concerns every week during the school year (i.e. daily academic/behavior folder). Communication materials may include, but are not limited to, student progress reports, weekly newsletters with information on homework, current class activities, community or school projects, Educators-Home School Connection, and field trips. Our communication methods take into account different languages spoken at home and the accessibility of the information (i.e. paper vs. email).

We host Academic Nights, PTA Meetings/Events, Parent Workshops, SBDM, Title I, & other Outreach Efforts to engage our parents. Parents volunteer on our campus and have opportunities to further their learning through Adult Education classes. We also coordinate services through HIPPY, Brighter Bites, Dallas Public Library, Kleberg-Rylie Recreation Center, Youth & Family, and other organizations.

Perceptions Strengths

Climate & Culture Strengths

On the Fall 2018 Climate Survey, 80.5% of the staff feels that we have a positive Climate & Culture. Some of our Climate & Culture Strengths are:

- Sunshine Committee (Increased membership and activities hosted by the committee.)
- MediaCAST Broadcasting Staff/Student Birthdays and other information
- Six Week reward incentives where teachers plan their own celebration in collaboration with their student interests.
- Weekly Shout-Outs in Staff Newsletter
- Student of the Month Recognition with PTA Support
- Two Counselors with increased SEL Support
- Multicultural Committee (Decorations, events, and informational news shared through MediaCAST/Announcements)
- ACP Motivational Video & Staff/Student Incentives
Community/Parent Involvement & Communication Strengths

The 2018 Spring Parent Survey indicates positive responses of 83% or higher in all categories. Some of our strengths are:

- Volunteer Appreciation
- Increase in PTA Support and Organization; PTA Programs involving Student Performances
- Utilizing School Messenger to increase parent awareness and involvement (English & Spanish)
- Perot Museum Partnership with Family STEAM Night
- Coordination with Early Childhood for PK Round Up and Kinder Camp

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The 2018 Spring Survey Results and 2018 Dallas ISD SPF Data indicates a need for additional opportunities for career and college connections and for increased student engagement opportunities in extracurricular and curricular activities. Root Cause: Students need more opportunities to engage in activities related to their interests and to be exposed to other areas they have limited knowledge. We don't have an official collection process or system in place to assess student interests. We don't have a system in place to expose students to a multitude of college and career pathways. Our current system gives students limited exposure.

Problem Statement 2: On the Fall 2018 Climate Survey, 79.5 percent of the staff feels that Unruly students are not permitted to disrupt the learning environment. Based on this data and other data sources, our campus needs improvement in consistency in: campus wide management strategies, students meeting behavioral expectations, and staff utilizing the Behavioral, Discipline, Incentive, and MTSS protocols. Root Cause: Students need ongoing SEL strategies and guidance lessons that focus on interpersonal skills, relationship skills, and social skills. Staff needs additional support, training, and follow through with campus wide Behavioral, Discipline, Incentive, and MTSS protocols. Our campus does not have a SEL Team leading, teaching, implementing, and monitoring our current SEL system.

Problem Statement 3: Parent participation in using PowerSchool and Unified Classroom's Progress Monitoring are low. Root Cause: PowerSchool and Unified Classroom are new systems and after one year of implementation, parents have limited knowledge and limited opportunities to learn how to use the tools. Staff also has limited knowledge and limited training on how to use the tools.

Problem Statement 4: 2018 Spring Parent Survey indicates only 83 percent of our parents agree or strongly agree that My child's school stresses the importance of preparing for and attending college after high school. Data sources indicate that we need to increase parent knowledge and involvement of AVID, STEAM, and College Career Readiness needs improvement. Root Cause: Based on our community demographics and diverse employment trends, parents need multiple forms of communication in English and Spanish and differentiated engagement opportunities.
Priority Problem Statements

**Problem Statement 1:** Campus data reveals a need to increase Meets and Masters rates in math, reading, science, and writing in all student populations with an emphasis on vocabulary and oral language development.

**Root Cause 1:** Demographics from the Campus Data Packet, MyData Portal, and PEIMs reveal that 51 percent of our student population are LEP students and 12.1 percent of our student population are identified as SPED students.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** An analysis of TERRANOVA, SUPERA, STAAR, and TELPAS assessment results from the Campus Data Packet pointed out the need to address special population groups. Disaggregated student achievement data shows that the following groups need to be addressed in order to close the achievement gaps: Hispanic, LEP, African American, Special Education, and At Risk students.

**Root Cause 2:** Classroom observations and data indicate too much time is spent in whole group instruction and the current instructional model is not effectively meeting the individual needs of our students. We currently are not implementing a STEAM and Blended Learning Station Rotation Model focused environment that increases student engagement and student centered learning with less teacher directed and/or lectured based instruction.

**Problem Statement 2 Areas:** Demographics - Student Academic Achievement - School Processes & Programs

**Problem Statement 3:** The campus needs to ensure all teachers are skilled in the use of evidence based instructional practices that are readily and regularly observed when visiting classrooms e.g., higher order thinking tasks, lesson differentiation, AVID engagement strategies, STEAM integration, diverse resources, and other strategies for learning to ensure all students in the classroom meet stated academic goals.

**Root Cause 3:** Inconsistency of implementing a system of Multi Tiered Support to address individual student needs. Limited allocations and limited unified resources to support MTSS. Our campus does not have an adaptive personalized learning software for 3rd through 5th grade Reading and Math. Inconsistency in strategies and instruction that focus on Meets and Masters goals.

**Problem Statement 3 Areas:** Student Academic Achievement
Problem Statement 4: Our campus needs additional resources and PD related to STEAM Design.

Root Cause 4: Our campus does not have furniture, technology, and resources to effectively implement our STEAM PSC Design. We have been limited in resources and support for student curricular and extracurricular enrichment opportunities i.e. STEAM integration, P.I.E. Periods, Career Pathway Crash Courses, Makerspace Labs, Science Labs, and after school academic clubs: Destination Imagination, Chess Club, Math Club, Science Club, Technology Club, UIL, Robotics, Art Club, Journalism, Cooking, Track, Sports, etc.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Our campus is at the progressing stage with some components of AVID and AVID is not consistently being implemented Kindergarten through 5th grade.

Root Cause 5: Teachers need additional training, support, and resources aligned to AVID. We do not have consistency in implementing and monitoring AVID strategies.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Based on the Campus Data Packet, African American students make up 18.1 percent of the student population. In grades 3rd through 5th, only 12.5 percent of the AA students met the state standards for Math. Based on the Campus Data Packet, At Risk students make up 57.1 percent of the student population. In grades 3rd through 5th, only 33.5 percent of the At Risk students met the state standards for Math.

Root Cause 6: The campus needs to provide additional coaching, professional development, and real time feedback that addresses African American and At Risk students in math proficiency. Inconsistency of implementing a system of Multi Tiered Support to address individual student needs. Allocating and acquiring resources to support MTSS. Inconsistency in strategies that focus on Meets and Masters goals.

Problem Statement 6 Areas: Demographics - Student Academic Achievement

Problem Statement 7: The 2018 Spring Survey Results and 2018 Dallas ISD SPF Data indicates a need for additional opportunities for career and college connections and for increased student engagement opportunities in extracurricular and curricular activities.

Root Cause 7: Students need more opportunities to engage in activities related to their interests and to be exposed to other areas they have limited knowledge. We don't have an official collection process or system in place to assess student interests. We don't have a system in place to expose students to a
multitude of college and career pathways. Our current system gives students limited exposure.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: On the Fall 2018 Climate Survey, 79.5 percent of the staff feels that Unruly students are not permitted to disrupt the learning environment. Based on this data and other data sources, our campus needs improvement in consistency in: campus wide management strategies, students meeting behavioral expectations, and staff utilizing the Behavioral, Discipline, Incentive, and MTSS protocols.

Root Cause 8: Students need ongoing SEL strategies and guidance lessons that focus on interpersonal skills, relationship skills, and social skills. Staff needs additional support, training, and follow through with campus wide Behavioral, Discipline, Incentive, and MTSS protocols. Our campus does not have a SEL Team leading, teaching, implementing, and monitoring our current SEL system.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Parent participation in using PowerSchool and Unified Classroom's Progress Monitoring are low.

Root Cause 9: PowerSchool and Unified Classroom are new systems and after one year of implementation, parents have limited knowledge and limited opportunities to learn how to use the tools. Staff also has limited knowledge and limited training on how to use the tools.

Problem Statement 9 Areas: Student Academic Achievement - Perceptions

Problem Statement 10: 2018 Spring Parent Survey indicates only 83 percent of our parents agree or strongly agree that My child's school stresses the importance of preparing for and attending college after high school. Data sources indicate that we need to increase parent knowledge and involvement of AVID, STEAM, and College Career Readiness needs improvement.

Root Cause 10: Based on our community demographics and diverse employment trends, parents need multiple forms of communication in English and Spanish and differentiated engagement opportunities.

Problem Statement 10 Areas: Demographics - Perceptions
Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**
- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**
- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

**Student Data: Assessments**
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

**Student Data: Student Groups**
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
Gifted and talented data
Dyslexia Data
Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 39 percent to 47 percent by 2022.

CAMPUS GOAL FOR DOMAIN 1, ALL SUBJECTS:

Performance Objective 1: The 2019 Science STAAR ratings will increase in at least one of the three categories (Approaches, Meets, and Masters) going from 67% Approaches to 72% Approaches, 38% Meets to 47% Meets, or 12% Masters to 19% Masters.

Evaluation Data Source(s) 1: 5th Grade STAAR Science

Summative Evaluation 1:

High Priority

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
</tr>
</thead>
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<td>Formative</td>
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<td>Nov</td>
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</tbody>
</table>
**TEA Priorities**
Recruit, support, retain teachers and principals
Connect high school to career and college
Build a foundation of reading and math

1) Curriculum, Instruction, Assessment: Science & Student Engagement

- All Science teachers will be required to use
STEMscopes as their main resource.

- Science topics will be integrated through fine arts, math, reading, and writing to strengthen cross curriculum connections.

- The 5E Model will be required and will be evident in written lesson plans and classroom observations.

- We will implement hands-on investigations (60%) of the time (this can also include Science Technology Programs), STEMscopes, Quia.com, Science-based field trips, Science Outdoor Learning Science Learning Centers, AVID Tutorials, Supplemental aid folders, Highlighters to mark important information, and the use of Measuring Up Workbooks.

- CIC, STEAM Enrichment Teachers, Dallas ISD STEM Department, & Region 10 will provide coaching, modeling, support, and ongoing professional development.

<table>
<thead>
<tr>
<th>2.4, 2.5, 2.6</th>
<th>Assistant Principal (David Casco) Campus Science Instructional Coach (CIC) (Josie Dennis)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- The hands-on will allow students to make real-world connections to science and develop a deeper understanding of science concepts. In turn, this will increase scores on common assessments, ACPs, and STAAR.</td>
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<td></td>
<td>- Provide students opportunities to have choice, to collaborate, and receive instruction through online adaptive learning paths.</td>
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</table>

**Funding Sources:** 211 - Title I, Part A - 8000.00

<table>
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<tr>
<th>100%</th>
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<tbody>
<tr>
<td>= Accomplished</td>
<td>= Continue/Modify</td>
<td>= No Progress</td>
<td>= Discontinue</td>
</tr>
</tbody>
</table>
Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 39 percent to 47 percent by 2022.

CAMPUS GOAL FOR DOMAIN 1, ALL SUBJECTS:

Performance Objective 2: Student achievement on state assessments in all subjects in Domain 1 will increase from 48 percent to 50 percent by June 2020.

Evaluation Data Source(s) 2: STAAR Reports; 3rd-5th Grade STAAR Reading & Math; 4th Grade STAAR Writing; 5th Grade STAAR Science

Summative Evaluation 2:

High Priority

<table>
<thead>
<tr>
<th>Strategy Description</th>
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<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEA Priorities</td>
<td>2.4, 2.5, 2.6</td>
<td>Campus Instructional Coaches Grade Level/PLC Chairs Campus Instructional Leadership Team (CILT)</td>
<td>Data collected from lesson plan review, PLCs, and classroom observations will indicate that all components of the lesson cycle are proficient as measured by TEI and the Teaching Trust Pathway to Impact Instructional Observation Tool. An increase in Meets and Masters and/or students achieving at or above grade level will be evident from campus, District, and State progress monitoring (PK-5).</td>
</tr>
</tbody>
</table>

Lesson Plan: Is the learning objective on the lesson plan aligned to the Instructional Planning Calendar? Posted Learning Objective: Is the learning objective aligned to the posted learning objective in the classroom? Do Now: Does the Do Now either review previous learning or prepare students for today's lesson? Intro to New Material: Is the "I Do" portion of the class aligned to the learning objective? Guided Practice: Is the "We Do" portion of the class aligned to the learning objective? Independent Practice: Is the "You Do" portion of the class aligned to the learning objective? Assessment: Is the Exit Ticket/DOL aligned to the learning objective?
We will provide coaching/PD/support for curriculum alignment, lesson planning, data analysis, and classroom instructional practices.

Lesson planning and classroom implementation will focus on two specific strategies associated with Bambrick's Get Better Faster Model:

1. Align Lesson Plans: Build the foundation of an effective lesson rooted in what students need to learn:
   - Write precise learning objectives that are:
     * Data-driven (ALIGNED in what students need to learn based on SEs/TEKS and analysis of assessment results)
     * Curriculum plan-driven (INSTRUCTIONAL PLANNING CALENDARS-IPCs)
     * Utilize the Backwards Design Framework
     * Able to be accomplished in one lesson
   - Design an exit ticket (brief final mini-assessment) aligned to the objective
   - Script a basic "I Do" as a core part of the lesson that is aligned to the objective

2. Internalize/Implement Existing Lesson Plans: Make existing plans your own
   - Internalize & rehearse key parts of the lesson, including the "I Do" and all key instructions
   - Build time stamps into the lesson plan and follow them
   - Implement the lesson
   - Reflect on lesson to internalize the implementation

**Problem Statements:** Demographics 1, 5 - Student Academic Achievement 2

**Funding Sources:** 211 - Title I, Part A - 3000.00
### TEA Priorities

- Recruit, support, retain teachers and principals
- Build a foundation of reading and math
- Connect high school to career and college

2) Increase Student Achievement through Classroom "Must Haves": Aggressive Monitoring, Blended Learning, Data Driven Instruction & SEL Strategies

Classrooms will be transformed into Blended Learning environments with an emphasis on classroom "Must Haves" by providing professional development, redesigning furniture, and allocating necessary resources to create collaborative learning environments.

Align, Internalize/Implement, & Monitor (AIM for the Stars) our classroom "Must Haves". Classroom "Must Haves" will include, but are not limited to: AGGMO Coding System, AVID Strategies, Blended Learning Stations, Do Now, Respect Agreements, Threshold Entry, Whole Brain Teaching Strategies, etc.

All teachers will be required to implement advanced resources, Aggressive Monitoring AGGMO, collaborative learning stations aligned to TEKs/SEs, blended learning play-lists, career, college, and military connections, and technology that will facilitate aligned activities to increase student engagement and academic achievement. (PowerSchool, BrainPop, IWB Lessons, Progress Monitoring Tools (All in Learning, Performance Matters, etc.), Assessment Tools, Measuring Up Live, Imagine Learning (Math), Istation (Math/Reading), K-2 Math programs (Learning Farm, Lone Star Math, Splash Math, and/or Neok12), Google Docs/Drive/Forms/Sheets, Outlook Calendar, Raz Kids (Reading), Clever, Code.org, and multiple other ways to anchor technology.)

#### Problem Statements:

Demographics 1, 2, 4, 5 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1, 3 - Perceptions 1, 2, 4

#### Funding Sources:

211 - Title I, Part A - 30335.00, 199 - General Operating - 2557.00
3) Raise the Bar and AIM for the Stars: At-Risk & Special Populations (SPED, 504, & ELL/LEP):

Align, Internalize/Implement, & Monitor (AIM for the Stars) our practices to meet the needs of our at-risk/Eco Disadvantaged students and Special Populations (SPED, 504, & ELL/LEP):

We will provide PD, parent workshops, resources, student mentors, support, supplemental pay, before/after school enrichment/tutorials, Saturday School, small group academic counseling and goal setting, and strategies to address our Special Populations.

Specifically, the following strategies will be a focus:

- Staff will routinely and effectively utilize and document accommodations and/or designated supports.

(Tonya Krause) 504-Counselor
(Krystal Robertson) & Assistant Principal (Tonya Krause)
ELL/LEP: LPAC Chair (Vanessa Tellez) & LPAC ADMIN (David Casco)
MTSS/SST: Counselor (Andrea Armstrong) & Assistant Principals

Kleberg Elementary School
Generated by Plan4Learning.com
Accommodations for students with disabilities:
- Carefully review IEP and The Accommodation Triangle.
- Ensure that students have all resources and accommodations as determined by ARD or 504 committee.
- Try out various accommodations from The Accommodation Triangle, PD, feedback, etc.
- Encourage students to utilize accommodations and take notes about how students use the accommodations in class and on assessments (Campus, Local, & State).

ELL Accommodations:
- ELL accommodations are allowable for students testing in English and/or for those who are receiving designated supports as determined by the LPAC committee.
- Ensure that students have all resources and accommodations as determined by LPAC committee.
- Try out various accommodations from LPAC, PD, feedback, etc.
- Encourage students to utilize accommodations and take notes about how students use the accommodations in class and on assessments (Campus, Local, & State).

Designated Supports for students:
- Carefully review the qualification criterions and allowable designated supports.
- Ensure that students have all resources and designated supports as determined by the MTSS/SST committee.
- Encourage students to routinely use the designated supports and take notes about how students use the accommodations in class and on assessments (Campus, Local, & State).
- Utilize the MTSS Online Data Tracking system to document implementation and for progress monitoring of MTSS supports.

**Problem Statements:** Demographics 1, 2, 4, 5 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1 - Perceptions 2, 4

**Funding Sources:** 199 - General Operating - 2000.00, 211 - Title I, Part A - 5000.00
### TEA Priorities

Build a foundation of reading and math

4) Curriculum, Instruction, Assessment: Reading, Vocabulary, & Writing Across All Content

<table>
<thead>
<tr>
<th>2.4, 2.5, 2.6</th>
<th>Assistant Principals Campus Instructional Coaches (CICs)</th>
<th>Increase student achievement in Language Arts/Reading, Math, and Science.</th>
</tr>
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<tbody>
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</table>

Explicit Vocabulary Instruction (All Content-PK-5):
Dedicate a portion of lesson time in each content area to: (1) word learning, (2) repeated exposure to new words in multiple oral and written contexts, and (3) providing students with strategies to make them independent vocabulary learners.

Implement campus-wide cross-curricular reading, vocabulary, & writing competitions and cross-curricular researched based reading, vocabulary, & writing strategies, resources, and technology to improve student achievement in cross-curricular reading comprehension and vocabulary knowledge.

Strategies include, but not limited to: Author, staff, & student-selected vocabulary, Flocabulary, interactive word walls, MediaCAST/On the Spot Vocabulary & Concept Development Videos, student journals (Math/Reading/Science/Writing), instruction in using context to determine meaning, using structural analysis, and using a dictionary.

#### Problem Statements:

Demographics 1, 4 - Student Academic Achievement 1, 3 - School Processes & Programs 1

#### Funding Sources:

211 - Title I, Part A - 15550.00

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#### Performance Objective 2 Problem Statements:

**Problem Statement 2**: 2018 Spring Parent Survey indicates only 83 percent of our parents agree or strongly agree that My child's school stresses the importance of preparing for and attending college after high school. Data sources indicate that we need to increase parent knowledge and involvement of AVID, STEAM, and College Career Readiness needs improvement. 

**Root Cause 2**: Based on our community demographics and diverse employment trends, parents need multiple forms of communication in English and Spanish and differentiated engagement opportunities.

**Problem Statement 5**: Based on the Campus Data Packet, African American students make up 18.1 percent of the student population. In grades 3rd through 5th, only 12.5 percent of the AA students met the state standards for Math. Based on the Campus Data Packet, At Risk students make up 57.1 percent of the student population. In grades 3rd through 5th, only 33.5 percent of the At Risk students met the state standards for Math. 

**Root Cause 5**: The campus needs to provide additional coaching, professional development, and real time feedback that addresses African American and At Risk students in math proficiency. Inconsistency of implementing a system of Multi Tiered Support to address individual student needs. Allocating and acquiring resources to support MTSS. Inconsistency in strategies that focus on Meets and Masters goals.

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Kleberg Elementary School
Generated by Plan4Learning.com

July 17, 2019 8:56 am
**Problem Statement 1:** Campus data reveals a need to increase Meets and Masters rates in math, reading, science, and writing in all student populations with an emphasis on vocabulary and oral language development. **Root Cause 1:** Demographics from the Campus Data Packet, MyData Portal, and PEIMs reveal that 51 percent of our student population are LEP students and 12.1 percent of our student population are identified as SPED students.

**Problem Statement 2:** Based on the Campus Data Packet, African American students make up 18.1 percent of the student population. In grades 3rd through 5th, only 12.5 percent of the AA students met the state standards for Math. Based on the Campus Data Packet, At Risk students make up 57.1 percent of the student population. In grades 3rd through 5th, only 33.5 percent of the At Risk students met the state standards for Math. **Root Cause 2:** The campus needs to provide additional coaching, professional development, and real time feedback that addresses African American and At Risk students in math proficiency. Inconsistency of implementing a system of Multi Tiered Support to address individual student needs. Allocating and acquiring resources to support MTSS. Inconsistency in strategies that focus on Meets and Masters goals.

**Problem Statement 3:** An analysis of TERRANOVA, SUPERA, STAAR, and TELPAS assessment results from the Campus Data Packet pointed out the need to address special population groups. Disaggregated student achievement data shows that the following groups need to be addressed in order to close the achievement gaps: Hispanic, LEP, African American, Special Education, and At Risk students. **Root Cause 3:** Classroom observations and data indicate too much time is spent in whole group instruction and the current instructional model is not effectively meeting the individual needs of our students. We currently are not implementing a STEAM and Blended Learning Station Rotation Model focused environment that increases student engagement and student centered learning with less teacher directed and/or lectured based instruction.

**Problem Statement 4:** An analysis of TERRANOVA, SUPERA, STAAR, and TELPAS assessment results from the Campus Data Packet pointed out the need to address special population groups. Disaggregated student achievement data shows that the following groups need to be addressed in order to close the achievement gaps: Hispanic, LEP, African American, Special Education, and At Risk students. **Root Cause 4:** Classroom observations and data indicate too much time is spent in whole group instruction and the current instructional model is not effectively meeting the individual needs of our students. We currently are not implementing a STEAM and Blended Learning Station Rotation Model focused environment that increases student engagement and student centered learning with less teacher directed and/or lectured based instruction.

**Problem Statement 5:** Based on our community demographics and diverse employment trends, parents need multiple forms of communication in English and Spanish and differentiated engagement opportunities. **Root Cause 5:** An analysis of TERRANOVA, SUPERA, STAAR, and TELPAS assessment results from the Campus Data Packet pointed out the need to address special population groups. Disaggregated student achievement data shows that the following groups need to be addressed in order to close the achievement gaps: Hispanic, LEP, African American, Special Education, and At Risk students. **Root Cause 6:** Classroom observations and data indicate too much time is spent in whole group instruction and the current instructional model is not effectively meeting the individual needs of our students. We currently are not implementing a STEAM and Blended Learning Station Rotation Model focused environment that increases student engagement and student centered learning with less teacher directed and/or lectured based instruction.

### Student Academic Achievement

**Problem Statement 1:** The campus needs to ensure all teachers are skilled in the use of evidence based instructional practices that are readily and regularly observed when visiting classrooms e.g., higher order thinking tasks, lesson differentiation, AVID engagement strategies, STEAM integration, diverse resources, and other strategies for learning to ensure all students in the classroom meet stated academic goals. **Root Cause 1:** Inconsistency of implementing a system of Multi Tiered Support to address individual student needs. Limited allocations and limited unified resources to support MTSS. Our campus does not have an adaptive personalized learning software for 3rd through 5th grade Reading and Math. Inconsistency in strategies and instruction that focus on Meets and Masters goals.

### School Processes & Programs

**Problem Statement 3:** Our campus needs additional resources and PD related to STEAM Design. **Root Cause 3:** Our campus does not have furniture, technology, and resources to effectively implement our STEAM PSC Design. We have been limited in resources and support for student curricular and extracurricular enrichment opportunities i.e. STEAM integration, P.I.E. Periods, Career Pathway Crash Courses, Makerspace Labs, Science Labs, and after school academic clubs: Destination Imagination, Chess Club, Math Club, Science Club, Technology Club, UIL, Robotics, Art Club, Journalism, Cooking, Track, Sports, etc.

**Problem Statement 1:** An analysis of TERRANOVA, SUPERA, STAAR, and TELPAS assessment results from the Campus Data Packet pointed out the need to address special population groups. Disaggregated student achievement data shows that the following groups need to be addressed in order to close the achievement gaps: Hispanic, LEP, African American, Special Education, and At Risk students. **Root Cause 1:** Classroom observations and data indicate too much time is spent in whole group instruction and the current instructional model is not effectively meeting the individual needs of our students. We currently are not implementing a STEAM and Blended Learning Station Rotation Model focused environment that increases student engagement and student centered learning with less teacher directed and/or lectured based instruction.

**Perceptions**

**Problem Statement 4:** 2018 Spring Parent Survey indicates only 83 percent of our parents agree or strongly agree that My child's school stresses the importance of preparing for and attending college after high school. Data sources indicate that we need to increase parent knowledge and involvement of AVID, STEAM, and College Career Readiness needs improvement. **Root Cause 4:** Based on our community demographics and diverse employment trends, parents need multiple forms of communication in English and Spanish and differentiated engagement opportunities.
**Problem Statement 1:** The 2018 Spring Survey Results and 2018 Dallas ISD SPF Data indicates a need for additional opportunities for career and college connections and for increased student engagement opportunities in extracurricular and curricular activities. **Root Cause 1:** Students need more opportunities to engage in activities related to their interests and to be exposed to other areas they have limited knowledge. We don't have an official collection process or system in place to assess student interests. We don't have a system in place to expose students to a multitude of college and career pathways. Our current system gives students limited exposure.

**Problem Statement 2:** On the Fall 2018 Climate Survey, 79.5 percent of the staff feels that Unruly students are not permitted to disrupt the learning environment. Based on this data and other data sources, our campus needs improvement in consistency in: campus wide management strategies, students meeting behavioral expectations, and staff utilizing the Behavioral, Discipline, Incentive, and MTSS protocols. **Root Cause 2:** Students need ongoing SEL strategies and guidance lessons that focus on interpersonal skills, relationship skills, and social skills. Staff needs additional support, training, and follow through with campus wide Behavioral, Discipline, Incentive, and MTSS protocols. Our campus does not have a SEL Team leading, teaching, implementing, and monitoring our current SEL system.
**Goal 1:** DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 39 percent to 47 percent by 2022.

**CAMPUS GOAL FOR DOMAIN 1, ALL SUBJECTS:**

**Performance Objective 3:** The Climate Survey will indicate an increase in positive responses that: (My campus leadership helps me improve the quality of my instruction and/or - I have sufficient opportunities and encouragement to develop my leadership potential) by increasing from 77.5% in Spring 2019 to 80% in Fall 2019.

**Evaluation Data Source(s) 3:** Spring 2019 Climate Survey

**Summative Evaluation 3:**

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEA Priorities</strong></td>
<td>2.4, 2.5, 2.6</td>
<td>Assistant Principal, Principal</td>
<td>Increase in student achievement and teacher effectiveness. In order to increase student academic achievement, all teachers will be required to implement strategies from the STEAM Summer Institute, feedback, PDs, and the staff newsletter.</td>
<td>Formative Summative</td>
</tr>
</tbody>
</table>
| Recruit, support, retain teachers and principals  
Build a foundation of reading and math  
Connect high school to career and college  
1) Professional Development, Data PLCs, PLCs & Implementation of Best Practices | | | | Nov 0%  
Jan 0%  
Mar 0%  
June 0% |

Implement the STEAM Summer Institute and ongoing professional development that provides an in-depth exploration of our STEAM plan, known challenges, common practices, curriculum/instructional alignment, technology integration, AVID, and CS4 Cohort. Ongoing PD and support will be provided by teacher leaders, representatives from multiple Dallas ISD Departments, CICs, ILCs, administration, PK-2 Specialists, Region 10, AVID, and other partnerships.

Purchase books and resources to Implement a book study on Move Your Bus: An Extraordinary New Approach to Accelerating Success in Work and Life by Ron Clark.

Campus staff will collaborate with Dallas HCM and Dallas Compass Alternative Certification Department, attend job fairs, evaluate teacher referrals, conduct panel interviews, and implement
other recruitment efforts to hire certified teachers.

To address the needs of ALL students, especially in critical needs areas, we will provide teachers with Aggressive Monitoring (AGGMO), CPI (Non-violent Restraint), Dual Language training (LEP/ESL), 504/SST/MTSS, Social Emotional Learning (SEL), team-teaching/inclusion PD (SPED), technology integration, TEI PD, and whole brain teaching.

Administration and Campus Instructional Coaches will provide job embedded real-time feedback, coaching/whisper coaching, modeling, and feedback (face-to-face & written) through calibration walks and weekly formal/informal observations.

Coaching and feedback sessions will use Bambrick's "See it, Name it, Do it" Model.
- Describe the Success
- Introduce or Reference a Model
- Name the "Gap"
- Practice Action steps to close the "Gap"
- Plan follow up

Bambrick's Real Time Feedback- MAKING IT STICK Model (Silent Signals, Whisper Prompt, Model, & Extensive Model) will be used to provide coaching and support.

Data PLC Protocols will use components of Bambrick's "See it, Name it, Do it" Model.

**Problem Statements**: Demographics 1, 4, 5 - Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 1, 2, 3 - Perceptions 3

**Funding Sources**: 199 - General Operating - 3000.00, 211 - Title I, Part A - 210043.00

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**Performance Objective 3 Problem Statements**:

<table>
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<tr>
<th>Problem Statement 1</th>
<th>Demographics</th>
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<tbody>
<tr>
<td>Campus data reveals a need to increase Meets and Masters rates in math, reading, science, and writing in all student populations with an emphasis on vocabulary and oral language development.</td>
<td>Demographics from the Campus Data Packet, MyData Portal, and PEIMs reveal that 51 percent of our student population are LEP students and 12.1 percent of our student population are identified as SPED students.</td>
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</table>
**Problem Statement 4**: An analysis of TERRANOVA, SUPERA, STAAR, and TELPAS assessment results from the Campus Data Packet pointed out the need to address special population groups. Disaggregated student achievement data shows that the following groups need to be addressed in order to close the achievement gaps: Hispanic, LEP, African American, Special Education, and At Risk students. Root Cause 4: Classroom observations and data indicate too much time is spent in whole group instruction and the current instructional model is not effectively meeting the individual needs of our students. We currently are not implementing a STEAM and Blended Learning Station Rotation Model focused environment that increases student engagement and student centered learning with less teacher directed and/or lectured based instruction.

**Problem Statement 5**: Based on the Campus Data Packet, African American students make up 18.1 percent of the student population. In grades 3rd through 5th, only 12.5 percent of the AA students met the state standards for Math. Based on the Campus Data Packet, At Risk students make up 57.1 percent of the student population. In grades 3rd through 5th, only 33.5 percent of the At Risk students met the state standards for Math. Root Cause 5: The campus needs to provide additional coaching, professional development, and real time feedback that addresses African American and At Risk students in math proficiency. Inconsistency of implementing a system of Multi Tiered Support to address individual student needs. Allocating and acquiring resources to support MTSS. Inconsistency in strategies that focus on Meets and Masters goals.

### Student Academic Achievement

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<th>Problem Statement</th>
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<tbody>
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<td>Problem Statement 1</td>
<td>The campus needs to ensure all teachers are skilled in the use of evidence based instructional practices that are readily and regularly observed when visiting classrooms e.g., higher order thinking tasks, lesson differentiation, AVID engagement strategies, STEAM integration, diverse resources, and other strategies for learning to ensure all students in the classroom meet stated academic goals. Root Cause 1: Inconsistency of implementing a system of Multi Tiered Support to address individual student needs. Limited allocations and limited unified resources to support MTSS. Our campus does not have an adaptive personalized learning software for 3rd through 5th grade Reading and Math. Inconsistency in strategies and instruction that focus on Meets and Masters goals.</td>
</tr>
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<td>Problem Statement 2</td>
<td>Based on the Campus Data Packet, African American students make up 18.1 percent of the student population. In grades 3rd through 5th, only 12.5 percent of the AA students met the state standards for Math. Based on the Campus Data Packet, At Risk students make up 57.1 percent of the student population. In grades 3rd through 5th, only 33.5 percent of the At Risk students met the state standards for Math. Root Cause 2: The campus needs to provide additional coaching, professional development, and real time feedback that addresses African American and At Risk students in math proficiency. Inconsistency of implementing a system of Multi Tiered Support to address individual student needs. Allocating and acquiring resources to support MTSS. Inconsistency in strategies that focus on Meets and Masters goals.</td>
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<td>Problem Statement 3</td>
<td>An analysis of TERRANOVA, SUPERA, STAAR, and TELPAS assessment results from the Campus Data Packet pointed out the need to address special population groups. Disaggregated student achievement data shows that the following groups need to be addressed in order to close the achievement gaps: Hispanic, LEP, African American, Special Education, and At Risk students. Root Cause 3: Classroom observations and data indicate too much time is spent in whole group instruction and the current instructional model is not effectively meeting the individual needs of our students. We currently are not implementing a STEAM and Blended Learning Station Rotation Model focused environment that increases student engagement and student centered learning with less teacher directed and/or lectured based instruction.</td>
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<tr>
<td>Problem Statement 4</td>
<td>Parent participation in using PowerSchool and Unified Classroom's Progress Monitoring are low. Root Cause 4: PowerSchool and Unified Classroom are new systems and after one year of implementation, parents have limited knowledge and limited opportunities to learn how to use the tools. Staff also has limited knowledge and limited training on how to use the tools.</td>
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### School Processes & Programs

<table>
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<th>Problem Statement</th>
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<tbody>
<tr>
<td>Problem Statement 1</td>
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<tr>
<td>Problem Statement 2</td>
<td>Our campus is at the progressing stage with some components of AVID and AVID is not consistently being implemented Kindergarten through 5th grade. Root Cause 2: Teachers need additional training, support, and resources aligned to AVID. We do not have consistency in implementing and monitoring AVID strategies.</td>
</tr>
<tr>
<td>Problem Statement 3</td>
<td>Our campus needs additional resources and PD related to STEAM Design. Root Cause 3: Our campus does not have furniture, technology, and resources to effectively implement our STEAM PSC Design. We have been limited in resources and support for student curricular and extracurricular enrichment opportunities i.e. STEAM integration, P.I.E. Periods, Career Pathway Crash Courses, Makerspace Labs, Science Labs, and after school academic clubs: Destination Imagination, Chess Club, Math Club, Science Club, Technology Club, UIL, Robotics, Art Club, Journalism, Cooking, Track, Sports, etc.</td>
</tr>
</tbody>
</table>
### Perceptions

**Problem Statement 3**: Parent participation in using PowerSchool and Unified Classroom's Progress Monitoring are low. **Root Cause 3**: PowerSchool and Unified Classroom are new systems and after one year of implementation, parents have limited knowledge and limited opportunities to learn how to use the tools. Staff also has limited knowledge and limited training on how to use the tools.
Goal 2: DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 35.6 percent to 45.0 percent by 2022.

CAMPUS GOAL FOR READING:

Performance Objective 1: The 2020 STAAR ratings will increase in at least one of the two categories (Meets or Masters) going from 47% Meets to 50% Meets or 23% Masters to 25% Masters in 3rd Grade Reading.

Evaluation Data Source(s) 1: 3rd Grade Reading STAAR

Summative Evaluation 1:

High Priority

<table>
<thead>
<tr>
<th>Strategy Description</th>
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<td>TEA Priorities</td>
<td>2.4, 2.5, 2.6, 3.1, 3.2</td>
<td>Reading Campus Instructional Coach (CIC) Counselors Assistant Principal (Tonya Krause)</td>
<td>5% or fewer 3rd Grade students will be failing at the end of each grading period. 50% or more of the 3rd Grade students will achieve &quot;Meets&quot; on the 2020 Reading STAAR.</td>
</tr>
</tbody>
</table>

Problem Statements: Demographics 2, 4 - Student Academic Achievement 1, 3, 4 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3, 4

Funding Sources: 199 - General Operating - 2000.00, 211 - Title I, Part A - 3000.00
### TEA Priorities

- Build a foundation of reading and math
- Recruit, support, retain teachers and principals

2) Build a foundation in Reading

PK-2 teachers will also be utilizing Istation and implementing the Priority Reports for small group instruction.

Reading Ninja Warriors - To build a foundation in reading stamina and fluency.
PK-5 students will be given a reading genre challenge every 6 weeks.
- 1st-5th grade students will be required to read a book on their reading level and produce a story map/book report of the selected book from the assigned genre.
- PK-K teachers will read a book from the assigned genre and complete a story map as a class.

The Reading CIC and administration will provide support, PD, and monitor these strategies.

### Problem Statements

**Problem Statements**: Demographics 4 - Student Academic Achievement 1, 3 - School Processes & Programs 1

**Funding Sources**: 211 - Title I, Part A - 3500.00, 199 - General Operating - 1500.00

---

### Performance Objective 1 Problem Statements:

**Demographics**

**Problem Statement 2**: 2018 Spring Parent Survey indicates only 83 percent of our parents agree or strongly agree that My child's school stresses the importance of preparing for and attending college after high school. Data sources indicate that we need to increase parent knowledge and involvement of AVID, STEAM, and College Career Readiness needs improvement. **Root Cause 2**: Based on our community demographics and diverse employment trends, parents need multiple forms of communication in English and Spanish and differentiated engagement opportunities.

**Problem Statement 4**: An analysis of TERRANOVA, SUPERA, STAAR, and TELPAS assessment results from the Campus Data Packet pointed out the need to address special population groups. Disaggregated student achievement data shows that the following groups need to be addressed in order to close the achievement gaps: Hispanic, LEP, African American, Special Education, and At Risk students. **Root Cause 4**: Classroom observations and data indicate too much time is spent in whole group instruction and the current instructional model is not effectively meeting the individual needs of our students. We currently are not implementing a STEAM and Blended Learning Station Rotation Model focused environment that increases student engagement and student centered learning with less teacher directed and/or lectured based instruction.

---

**Student Academic Achievement**
### Problem Statement 1

The campus needs to ensure all teachers are skilled in the use of evidence based instructional practices that are readily and regularly observed when visiting classrooms e.g., higher order thinking tasks, lesson differentiation, AVID engagement strategies, STEAM integration, diverse resources, and other strategies for learning to ensure all students in the classroom meet stated academic goals. **Root Cause 1**: Inconsistency of implementing a system of Multi Tiered Support to address individual student needs. Limited allocations and limited unified resources to support MTSS. Our campus does not have an adaptive personalized learning software for 3rd through 5th grade Reading and Math. Inconsistency in strategies and instruction that focus on Meets and Masters goals.

### Problem Statement 2

Our campus is at the progressing stage with some components of AVID and AVID is not consistently being implemented Kindergarten through 5th grade. **Root Cause 2**: Teachers need additional training, support, and resources aligned to AVID. We do not have consistency in implementing and monitoring AVID strategies.

### Problem Statement 3

Parent participation in using PowerSchool and Unified Classroom's Progress Monitoring are low. **Root Cause 3**: PowerSchool and Unified Classroom are new systems and after one year of implementation, parents have limited knowledge and limited opportunities to learn how to use the tools. Staff also has limited knowledge and limited training on how to use the tools.

### Problem Statement 4

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### School Processes & Programs

**Problem Statement 1**: An analysis of TERRANOVA, SUPERA, STAAR, and TELPAS assessment results from the Campus Data Packet pointed out the need to address special population groups. Disaggregated student achievement data shows that the following groups need to be addressed in order to close the achievement gaps: Hispanic, LEP, African American, Special Education, and At Risk students. **Root Cause 1**: Classroom observations and data indicate too much time is spent in whole group instruction and the current instructional model is not effectively meeting the individual needs of our students. We currently are not implementing a STEAM and Blended Learning Station Rotation Model focused environment that increases student engagement and student centered learning with less teacher directed and/or lectured based instruction.

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### Perceptions

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**Problem Statement 3**: Parent participation in using PowerSchool and Unified Classroom's Progress Monitoring are low. **Root Cause 3**: PowerSchool and Unified Classroom are new systems and after one year of implementation, parents have limited knowledge and limited opportunities to learn how to use the tools. Staff also has limited knowledge and limited training on how to use the tools.

**Problem Statement 1**: The 2018 Spring Survey Results and 2018 Dallas ISD SPF Data indicates a need for additional opportunities for career and college connections and for increased student engagement opportunities in extracurricular and curricular activities. **Root Cause 1**: Students need more opportunities to engage in activities related to their interests and to be exposed to other areas they have limited knowledge. We don't have an official collection process or system in place to assess student interests. We don't have a system in place to expose students to a multitude of college and career pathways. Our current system gives students limited exposure.

**Problem Statement 2**: On the Fall 2018 Climate Survey, 79.5 percent of the staff feels that Unruly students are not permitted to disrupt the learning environment. Based on this data and other data sources, our campus needs improvement in consistency in: campus wide management strategies, students meeting behavioral expectations, and staff utilizing the Behavioral, Discipline, Incentive, and MTSS protocols. **Root Cause 2**: Students need ongoing SEL strategies and guidance lessons that focus on interpersonal skills, relationship skills, and social skills. Staff needs additional support, training, and follow through with campus wide Behavioral, Discipline, Incentive, and MTSS protocols. Our campus does not have a SEL Team leading, teaching, implementing, and monitoring our current SEL system.
Goal 3: DISTRICT GOAL: The percent of graduates who are college-, career-, or military-ready (CCMR) from Domain 1 will increase from 45.0 percent to 49.0 percent by 2022.

CAMPUS GOAL FOR PREPARING STUDENTS TO BE CCMR:

Performance Objective 1: By May 2020, all continuously enrolled (PEIMS) PK-5 students will participate in six or more postsecondary and workforce learning opportunities to prepare them for and make them aware of college, career-, or military.

Evaluation Data Source(s) 1: Campus Climate &Culture Survey (Fall &Spring); Parent Surveys; Student Perception Surveys

Summative Evaluation 1:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>ELEMENTS</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
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Kleberg Elementary School
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36 of 49
**TEA Priorities**

Connect high school to career and college
Build a foundation of reading and math

1) Operation AVID & STEAM CCMR

Our campus AVID & STEAM Team, will organize/Implement four annual AVID & STEAM Family Nights that will have hands-on learning experiences, feature students' work, and expose families to College/Career/Military learning opportunities.

Teachers will participate in a minimum of four focused activities to increase positive relationships with students, families, and members of the community as indicated by staff sign-in sheets. (Academic Nights, College/Career/Military Fairs, PTA Meetings/Events, Parent Workshops, STEAM Nights, Wax Museums, & other Outreach Efforts)

Counselors will organize two annual College/Career/Military Readiness (CCMR) Days that students will participate in and counselors will provide all PK-5 classrooms a minimum of three CCMR Crash Courses each semester through their designated Guidance/CCMR time blocks.

| 2.4, 3.2 | Monserrat Guillen, Carol Camacho, Renfreu Dennis, Andrea Armstrong, Krystal Robertson | Increase student achievement in multiple contents by exposing them to college and career opportunities related to AVID & STEAM.

Students and parents will agree or strongly agree that "Kleberg stresses the importance of preparing for college, career, and/or military."

We will increase students' knowledge about postsecondary and workforce opportunities.

**Problem Statements:** Demographics 2 - School Processes & Programs 2 - Perceptions 1, 4

**Funding Sources:** 199 - General Operating - 400.00, 211 - Title I, Part A - 3600.00
### TEA Priorities

**Recruit, support, retain teachers and principals**
- Connect high school to career and college

**2) The Art of STEAM: Real World Connections**

Students will explore and learn about Fine Arts career/college connections through Action Learning Labs, Assemblies, Classroom Integration into Core Content (Math, Reading, Science, Social Studies, & Writing), Crash Courses, MediaCAST, Presenters, Productions, Showcases, "Wax Museums", PBL, etc.

In collaboration with Dallas ISD's Fine Arts Department, Fine Arts curriculum will be bundled to expose students to advanced Fine Arts, college connections, and career opportunities. Curriculum and resources can include topics such as: digital illustration, animation, photography, photo editing, movie making, instrumental music, etc. Career topics can include: illustrator, animator, cartoonist, photographer, graphic designer, engineer, architect, web designer, fashion designer, interior designer, film maker, singers, song writers, musicians, etc.

Organize Fine Arts booths/stations for our annual AVID & STEAM Family Nights that will have hands-on learning experiences, feature students' work, and expose families to College/Career/Military learning opportunities. Organize and display students' Fine Arts projects/work in the form of a gallery walk and/or showcase during the AVID & STEAM Family Nights.

Provide PD, support, supplemental pay, before/during/after school enrichment opportunities.

<table>
<thead>
<tr>
<th>Performance Objective 1 Problem Statements:</th>
</tr>
</thead>
</table>

Kleberg Elementary School
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July 17, 2019 8:56 am
### Demographics

**Problem Statement 2**: 2018 Spring Parent Survey indicates only 83 percent of our parents agree or strongly agree that My child's school stresses the importance of preparing for and attending college after high school. Data sources indicate that we need to increase parent knowledge and involvement of AVID, STEAM, and College Career Readiness needs improvement. **Root Cause 2**: Based on our community demographics and diverse employment trends, parents need multiple forms of communication in English and Spanish and differentiated engagement opportunities.

**Problem Statement 4**: An analysis of TERRANOVA, SUPERA, STAAR, and TELPAS assessment results from the Campus Data Packet pointed out the need to address special population groups. Disaggregated student achievement data shows that the following groups need to be addressed in order to close the achievement gaps: Hispanic, LEP, African American, Special Education, and At Risk students. **Root Cause 4**: Classroom observations and data indicate too much time is spent in whole group instruction and the current instructional model is not effectively meeting the individual needs of our students. We currently are not implementing a STEAM and Blended Learning Station Rotation Model focused environment that increases student engagement and student centered learning with less teacher directed and/or lectured based instruction.

### Student Academic Achievement

**Problem Statement 3**: An analysis of TERRANOVA, SUPERA, STAAR, and TELPAS assessment results from the Campus Data Packet pointed out the need to address special population groups. Disaggregated student achievement data shows that the following groups need to be addressed in order to close the achievement gaps: Hispanic, LEP, African American, Special Education, and At Risk students. **Root Cause 3**: Classroom observations and data indicate too much time is spent in whole group instruction and the current instructional model is not effectively meeting the individual needs of our students. We currently are not implementing a STEAM and Blended Learning Station Rotation Model focused environment that increases student engagement and student centered learning with less teacher directed and/or lectured based instruction.

### School Processes & Programs

**Problem Statement 2**: Our campus is at the progressing stage with some components of AVID and AVID is not consistently being implemented Kindergarten through 5th grade. **Root Cause 2**: Teachers need additional training, support, and resources aligned to AVID. We do not have consistency in implementing and monitoring AVID strategies.

**Problem Statement 1**: An analysis of TERRANOVA, SUPERA, STAAR, and TELPAS assessment results from the Campus Data Packet pointed out the need to address special population groups. Disaggregated student achievement data shows that the following groups need to be addressed in order to close the achievement gaps: Hispanic, LEP, African American, Special Education, and At Risk students. **Root Cause 1**: Classroom observations and data indicate too much time is spent in whole group instruction and the current instructional model is not effectively meeting the individual needs of our students. We currently are not implementing a STEAM and Blended Learning Station Rotation Model focused environment that increases student engagement and student centered learning with less teacher directed and/or lectured based instruction.

**Problem Statement 3**: Our campus needs additional resources and PD related to STEAM Design. **Root Cause 3**: Our campus does not have furniture, technology, and resources to effectively implement our STEAM PSC Design. We have been limited in resources and support for student curricular and extracurricular enrichment opportunities i.e. STEAM integration, P.I.E. Periods, Career Pathway Crash Courses, Makerspace Labs, Science Labs, and after school academic clubs: Destination Imagination, Chess Club, Math Club, Science Club, Technology Club, UIL, Robotics, Art Club, Journalism, Cooking, Track, Sports, etc.

### Perceptions

**Problem Statement 4**: 2018 Spring Parent Survey indicates only 83 percent of our parents agree or strongly agree that My child's school stresses the importance of preparing for and attending college after high school. Data sources indicate that we need to increase parent knowledge and involvement of AVID, STEAM, and College Career Readiness needs improvement. **Root Cause 4**: Based on our community demographics and diverse employment trends, parents need multiple forms of communication in English and Spanish and differentiated engagement opportunities.

**Problem Statement 1**: The 2018 Spring Survey Results and 2018 Dallas ISD SPF Data indicates a need for additional opportunities for career and college connections and for increased student engagement opportunities in extracurricular and curricular activities. **Root Cause 1**: Students need more opportunities to engage in activities related to their interests and to be exposed to other areas they have limited knowledge. We don't have an official collection process or system in place to assess student interests. We don't have a system in place to expose students to a multitude of college and career pathways. Our current system gives students limited exposure.
Goal 4: DISTRICT GOAL: Student participation in extracurricular or co-curricular activities will increase from 59.0 percent to 78.0 percent by 2022.

CAMPUS GOAL FOR EXTRACURRICULAR OR CO-CURRICULAR ACTIVITIES:

Performance Objective 1: We will obtain a minimum of 15 points on the Extracurricular Activities portion of the Local Accountability System (LAS) in Spring 2020 by obtaining the minimum activity requirement in 3 out of the 5 categories. (Elementary Category Minimum Requirements: Athletics-5, Visual & Performing Arts-5, Academics-5, Service & Leadership-3, & Avocation-5)

Evaluation Data Source(s) 1: Dallas ISD Local Accountability System (LAS); Dallas ISD's Student Engagement Digital Progress Monitoring System

Summative Evaluation 1:

<table>
<thead>
<tr>
<th>Strategy Description</th>
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</table>

Kleberg Elementary School
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July 17, 2019 8:56 am
**TEA Priorities**

- Build a foundation of reading and math
- Connect high school to career and college
- Recruit, support, retain teachers and principals

**1) Increase Student Achievement through Parent Involvement and Practice, Intervention & Enrichment (PIE) Opportunities:**

Create & Implement a Master Schedule with Core Content Instructional Blocks (Language Arts/Reading, Math, Science, & Social Studies) that integrate AVID and STEAM, a daily Practice/Intervention/Enrichment (PIE) period with additional STEAM opportunities, and a daily Specials Class that includes (Art/Guidance & CCR/Music/PE).

Provide resources and support (English & Spanish) for student enrichment and parent involvement opportunities such as field trips, on campus programs (coordinated by committees such as our AVID Site Team, Coordinated School Health Team, STEAM Team, Multicultural Committee, etc.), and clubs/teams (i.e. after school academic clubs: Destination Imagination, Chess Club, Math Club, Science Club, Technology Club, UIL, Robotics, Art Club (Extend to lower grades), Cooking, Drama, Track, Sports, Student Advisory/Council, etc.).

Align extracurricular and co-curricular opportunities to the Dallas ISD Local Accountability System (LAS).

**Extra Curricular & Co-Curricular (Vanessa Usrey)**

- Tutoring/Saturday School (Josie Dennis)
- Arts/Learning Partners, Gifted/Talented, & Advanced Fine Arts (Courtney Cayabyab & Carol Camacho)

Increase parent involvement and student achievement through cross curriculum connections and real world connections in Fine Arts, Language Arts/Writing, Math, PE, Reading, and Science.

Provide students choice on co-curricular and extracurricular activities.

**Problem Statements:** Demographics 1, 4, 5 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1, 2, 3

**Funding Sources:** 199 - General Operating - 2000.00, 211 - Title I, Part A - 2984.00

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**Performance Objective 1 Problem Statements:**

**Problem Statement 1:** Campus data reveals a need to increase Meets and Masters rates in math, reading, science, and writing in all student populations with an emphasis on vocabulary and oral language development. **Root Cause 1:** Demographics from the Campus Data Packet, MyData Portal, and PEIMs reveal that 51 percent of our student population are LEP students and 12.1 percent of our student population are identified as SPED students.
<table>
<thead>
<tr>
<th>Problem Statement 1</th>
<th>The campus needs to ensure all teachers are skilled in the use of evidence-based instructional practices that are readily and regularly observed when visiting classrooms, e.g., higher order thinking tasks, lesson differentiation, AVID engagement strategies, STEAM integration, diverse resources, and other strategies for learning to ensure all students in the classroom meet state-accredited goals. <strong>Root Cause 1</strong>: Inconsistency of implementing a system of Multi-Tiered Support to address individual student needs. Limited allocations and limited unified resources to support MTSS. Our campus does not have an adaptive personalized learning software for 3rd through 5th grade Reading and Math. Inconsistency in strategies and instruction that focus on Meets and Masters goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Statement 2</td>
<td>Classroom observations and data indicate too much time is spent in whole group instruction and the current instructional model is not effectively meeting the individual needs of our students. We currently are not implementing a STEAM and Blended Learning Station Rotation Model focused environment that increases student engagement and student-centered learning with less teacher directed and/or lectured based instruction. <strong>Root Cause 2</strong>: The campus needs to provide additional coaching, professional development, and real-time feedback that addresses African American and At-Risk students in math proficiency. Inconsistency of implementing a system of Multi Tiered Support to address individual student needs. Allocating and acquiring resources to support MTSS. Inconsistency in strategies that focus on Meets and Masters goals.</td>
</tr>
<tr>
<td>Problem Statement 3</td>
<td>An analysis of TERRANOVA, SUPERA, STAAR, and TELPAS assessment results from the Campus Data Packet pointed out the need to address special population groups. Disaggregated student achievement data shows that the following groups need to be addressed in order to close the achievement gaps: Hispanic, LEP, African American, Special Education, and At Risk students. <strong>Root Cause 3</strong>: Classroom observations and data indicate too much time is spent in whole group instruction and the current instructional model is not effectively meeting the individual needs of our students. We currently are not implementing a STEAM and Blended Learning Station Rotation Model focused environment that increases student engagement and student centered learning with less teacher directed and/or lectured based instruction.</td>
</tr>
<tr>
<td>Problem Statement 4</td>
<td>Based on the Campus Data Packet, African American students make up 18.1 percent of the student population. In grades 3rd through 5th, only 12.5 percent of the AA students meet the state standards for Math. Based on the Campus Data Packet, At Risk students make up 57.1 percent of the student population. In grades 3rd through 5th, only 33.5 percent of the At Risk students met the state standards for Math. <strong>Root Cause 4</strong>: The campus needs to provide additional coaching, professional development, and real time feedback that addresses African American and At Risk students in math proficiency. Inconsistency of implementing a system of Multi Tiered Support to address individual student needs. Allocating and acquiring resources to support MTSS. Inconsistency in strategies that focus on Meets and Masters goals.</td>
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<tr>
<td>Problem Statement 5</td>
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# State Compensatory

## Budget for Kleberg Elementary School:

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6100 Subtotal: $201,303.00

**6200 Professional and Contracted Services**

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6200 Subtotal: $8,740.00

**6300 Supplies and Services**

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<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>211-13-6329-2T-167-0-30-0-00-00000</td>
<td>6329 Reading Materials</td>
<td>$500.00</td>
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<tr>
<td>211-61-6329-2R-167-0-30-0-00-00000</td>
<td>6329 Reading Materials</td>
<td>$375.00</td>
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<tr>
<td>211-11-6396-00-167-0-30-0-00-00000</td>
<td>6396 Supplies and Materials - Locally Defined</td>
<td>$5,000.00</td>
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<tr>
<td>211-11-6399-00-167-0-30-0-00-00000</td>
<td>6399 General Supplies</td>
<td>$26,000.00</td>
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<tr>
<td>211-11-6399-2R-167-0-30-0-00-00000</td>
<td>6399 General Supplies</td>
<td>$39,565.00</td>
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<tr>
<td>211-13-6399-2T-167-0-30-0-00-00000</td>
<td>6399 General Supplies</td>
<td>$1,900.00</td>
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<tr>
<td>211-61-6399-2R-167-0-30-0-00-00000</td>
<td>6399 General Supplies</td>
<td>$3,225.00</td>
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</table>

6300 Subtotal: $76,565.00

**6400 Other Operating Costs**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>211-11-6495-AW-167-0-30-0-00-00000</td>
<td>6495 Membership Fees</td>
<td>$3,404.00</td>
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</table>

6400 Subtotal: $3,404.00
### Personnel for Kleberg Elementary School:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHISM, DEMONTE R</td>
<td>5715.TEACHER ASSISTANT.TITLE I.AIDE</td>
<td>Title I - Part A CAMPUS</td>
<td>1</td>
</tr>
<tr>
<td>DENNIS, RENFREU J</td>
<td>6777.COACH CAMPUS BASED.INSTRUCTIONAL.IN</td>
<td>Title I - Part A CAMPUS</td>
<td>1</td>
</tr>
<tr>
<td>USREY, VANESSA NAIR</td>
<td>6777.COACH CAMPUS BASED.INSTRUCTIONAL.IN</td>
<td>Title I - Part A CAMPUS</td>
<td>1</td>
</tr>
</tbody>
</table>
Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment
The CNA meetings were conducted on 1/23/19 and 2/21/19.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders
The CIP was developed on March 20, 2019.

The following stakeholders were on the development committee:

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy Zbylut</td>
<td>Principal</td>
</tr>
<tr>
<td>Tonya Krause</td>
<td>Professional Staff</td>
</tr>
<tr>
<td>Diane Priftis</td>
<td>Community Member</td>
</tr>
<tr>
<td>Natalie Hamilton</td>
<td>Business Representative</td>
</tr>
<tr>
<td>Cinthya Barrera</td>
<td>Parent</td>
</tr>
<tr>
<td>Timothy Pratt</td>
<td>Special Education Teacher</td>
</tr>
<tr>
<td>Monica Childers</td>
<td>Other</td>
</tr>
</tbody>
</table>

Multiple other stakeholders, including additional parents, participated in the development of the CIP (refer to sign-in sheets).

2.2: Regular monitoring and revision
Follow-up meeting (annual evaluation) to evaluate effectiveness is tentatively scheduled for -

Date: January 15, 2020
Kleberg Elementary School
Generated by Plan4Learning.com
Note: We will meet to review the Campus Improvement Plan (CIP)/Campus Action Plan (CAP) and evaluate if the Campus Needs are being met for the 2018-2019 school year. We will also make any necessary adjustments to ensure our needs are being met.

2.3: Available to parents and community in an understandable format and language
The CIP is available in English in our front office, at parent meetings, and online on our campus website.

2.4: Opportunities for all children to meet State standards
Title I Schoolwide Element 2.4: Opportunities for all children to meet State standards are checked in the Strategy sections in Plan4Learning.

2.5: Increased learning time and well-rounded education
Title I Schoolwide Element 2.5: Increased learning time and well-rounded education are checked in the Strategy sections in Plan4Learning.

2.6: Address needs of all students, particularly at-risk
Title I Schoolwide Element 2.6: Address needs of all students, particularly at-risk are checked in the Strategy sections in Plan4Learning.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy
Title I Schoolwide Element 3.1: Development and distribute Parent and Family Engagement Policy are checked in the Strategy sections in Plan4Learning.

3.2: Offer flexible number of parent involvement meetings
Title I Schoolwide Element 3.2: Offer flexible number of parent involvement meetings are checked in the Strategy sections in Plan4Learning.
### Title I Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonte Chism</td>
<td>Title I TA</td>
<td>K-5 Reading, Math, and Science</td>
<td>1</td>
</tr>
<tr>
<td>Renfreu Dennis</td>
<td>Campus Instructional Coach</td>
<td>Math &amp; Science</td>
<td>1</td>
</tr>
<tr>
<td>Vanessa Usrey</td>
<td>Campus Instructional Coach</td>
<td>Reading, Language Arts, and SS</td>
<td>1</td>
</tr>
</tbody>
</table>
# Campus Leadership Team

<table>
<thead>
<tr>
<th>Committee Role</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>David Casco</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Administrator</td>
<td>Amy Zbylut</td>
<td>Principal</td>
</tr>
<tr>
<td>Administrator</td>
<td>Tonya Krause</td>
<td>Assistant Principal</td>
</tr>
</tbody>
</table>