

Kennedale Independent School District
James F Delaney Elementary
2021-2022 Campus Improvement Plan

Mission Statement

The mission of the Kennedale Independent School District is to provide a diverse, engaging, and safe environment where all stakeholders are responsible and accountable for student success.

Vision

Engage, Enrich, Equip, Excel

Core Beliefs

We believe:

- Student success is a top priority.
- Each student brings value to the learning environment.
- A physically and psychologically safe environment enhances learning.
- Our students deserve a teacher who is passionate about learning in every classroom every day.
- Learning is a shared responsibility that requires active involvement by students, staff, families, and the community.
- Continuous professional growth of faculty and staff is essential for student success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ethnicity % Trends over 4 years:

AA increase 15.3 to 20.5

H consistent 28%

W decrease 47.7 to 40.7

Asian consistent with 4.6

2 + has increase 4.5 to 6.3

Econ Disadvantaged

Gradual increase overall from 41% to 44%

AA=25% (high)

H=35.5 (high)

W=30% (low)

2+=7.3 (=)

LEP from 14.8 to 17.5

LEP=17.5% overall

AA=9.2

H=68.4

W= 7.1

Asian= 15.3

Bil = from 7.2% to 8.8%

Bil= 8.8% overall

H=98.3%

W=2%

At-Risk from 23% to 32%

(2019-2020 36.7)

AA=20.6 (=)

H=42.8 (high)

W=25% (low)

Asian=9.4 (high)

2+=2.2 (low)

Sped 8.6% to 8%

AA=20% (=)

H=17% (low)

W=44% (slightly high)

A = 8.9 (high)

2 + =8.9 (high)

504 6.2% to 7.1%

AA=20% (=)

H=15% (low)

W=55% (high)

Asian=0

2+=10% (high)

Dyslexia 3.3% to 4.5%

AA=8% (low)

H=16% (low)

W=64% (high)

Asian=0

2+=12% (high)

GT 5.1% to 8.9%

AA=6% (low)

H=30% (=)

W=56% (high)

Asian=2% (low)

2+= 6% (=)

Mobility=15.74

(Slight increase from last year at 12.95%)

Daily Attendance Rate=96.7

Consistent over 4 years

AA=95.8

H=96.1

W=97.4

A=97.9

2+=97.4

SpEd=94.9

EcD=96.7

Bil/EL=96.1

•Teacher / Student ethnicity ratio

	Student	Staff
AA	20.5%	5%
H	28%	15%
W	40.7%	78%
Asian	4.6%	3%
2 +	6.3%	0

2021-2022 DISCIPLINE DATA

Discipline=0.2%

(Decrease from last year at 1.6%)

Overall=1 incident

Sped=0

AA=0

H=0

W=1

A=0

2+=0

Demographics Strengths

More diverse student population:

AA increase 15.3% to 20.5%

H consistent 28%

W decrease 47.7% to 40.7%

Asian consistent with 4.6%

2 + has increase 4.5% to 6.3%

Discipline data has improved overall

1.2% last year to 0.2% this year

- Discipline data has improved for SpEd and AA subpops with 0 incidents that resulted in out of placement discipline

RR room has been a positive, proactive, preventative support

GT identification has increased from 5.1% to 8.9%

Experienced and knowledgeable teachers

- 64% of our teachers have 11 or more years of experience
- 30% have obtained a Masters degree
- Teacher student ratio is 14:1, well below the state average

Problem Statements Identifying Demographics Needs

Problem Statement 1: Equity across subpops in identifying eligibility for special programs Low identification of SpEd -H compared to AA and W Low identification of 504-H compared to AA and W Low identification of Dyslexia-AA and H compared to W Low identification of GT-AA compared to H and White **Root Cause:** Focusing on language Focusing on other causes such as motivation, home support, mobility, lack of experience, background knowledge or exposure

Problem Statement 2: Recruiting a more diverse staff that reflects the student population **Root Cause:** Lack of diverse applicants. Lack of actively recruiting (attend job fairs, partner with colleges to recruit high quality minority educators)

Problem Statement 3 (Prioritized): Although discipline data has improved, there is a need to continue to assess and address disciplinary actions for sped students. **Root Cause:** The need to provide staff training on de-escalation as well as proactive strategies to deal with social emotional needs of students and students with behavioral challenges.

Problem Statement 4 (Prioritized): Increase number of students that are in need of Accelerated learning. **Root Cause:** Pandemic effects of instructional delivery and virtual learning and students not attending school.

Problem Statement 5 (Prioritized): Increased number of economically disadvantaged backgrounds with academic and behavioral challenges. **Root Cause:** Students from economically disadvantaged backgrounds have unique academic and social-emotional needs. We need a more consistent, aligned, and proactive system for teaching and reinforcing positive behavior management.

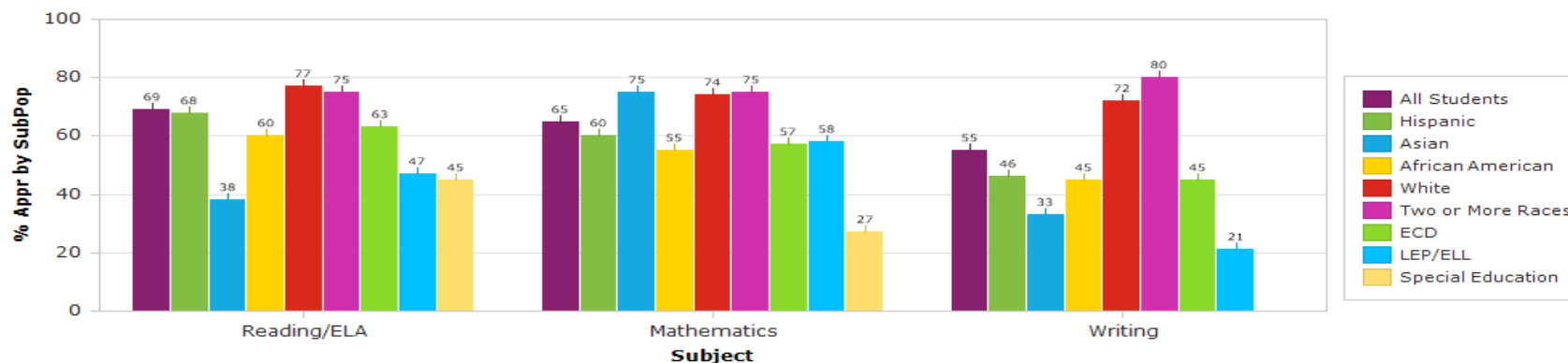
Student Learning

Student Learning Summary

STAAR Demographics by Subject for All Grades for JAMES F DELANEY ELEMENTARY SCHOOL

Year: 2021 Language(s): English, Spanish Test Version(s): STAAR Score Code(s): S
Calculation Option: Approaches Gr Lvl Std Retests: First Administrations Source: Admin

Subpopulation	Reading/ELA			Mathematics			Writing		
	Tested	Appr	Appr%	Tested	Appr	Appr%	Tested	Appr	Appr%
All Students	192	133	69	191	125	65	82	45	55
Hispanic	60	41	68	60	36	60	26	12	46
Asian	8	3	38	8	6	75	6	2	33
African American	40	24	60	40	22	55	20	9	45
White	71	55	77	70	52	74	25	18	72
Two or More Races	12	9	75	12	9	75	5	4	80
ECD	100	63	63	100	57	57	42	19	45
LEP/ELL	36	17	47	36	21	58	19	4	21
Special Education	11	5	45	11	3	27	3	0	0



READING

ALL GRADES

APP MEETS MAST

69% 36% 18%

3RD:

APP MEETS MAST

73% 35% 16%

4TH:

APP MEETS MAST

65% 38% 21%

MATH

ALL GRADES

APP MEETS MAST

65% 31% 11%

3RD:

APP MEETS MAST

61% 29% 6%

4TH:

APP MEETS MAST

72% 34% 17%

Student Learning Strengths

Third grade had 73% approaches on Reading after a difficult 1 1/2 school years due to COVID repercussions.

RTI process for progress monitoring and Tiering of students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students did not show expected MAP growth as predicted **Root Cause:** Change in the method of lesson delivery in the classroom setting during COVID and students learning from home instead of face to face in the classroom

Problem Statement 2: Special populations need more academic support. **Root Cause:** Build capacity for staff to use student assessment data to monitor and respond to unique learning needs of special populations.

Problem Statement 3 (Prioritized): Although discipline data has improved, there is a need to continue to assess and address disciplinary actions for sped students. **Root Cause:** The need to provide staff training on de-escalation as well as proactive strategies to deal with social emotional needs of students and students with behavioral challenges.

Problem Statement 4 (Prioritized): Increase number of students that are in need of Accelerated learning. **Root Cause:** Pandemic effects of instructional delivery and virtual learning and students not attending school.

Problem Statement 5 (Prioritized): Increased number of economically disadvantaged backgrounds with academic and behavioral challenges. **Root Cause:** Students from economically disadvantaged backgrounds have unique academic and social-emotional needs. We need a more consistent, aligned, and proactive system for teaching and reinforcing positive behavior management.

School Processes & Programs

School Processes & Programs Summary

JFD offers programs and related services to meet the diverse needs other student populations, including GT, MTSS/RtI, Special Education, Bilingual, ESL, 504.

PLC process with teacher teams to plan effective instruction.

CARE team process to address student needs and Tier of support.

1 to 1 technology for all students to gain access and have the ability to engage in learning through technology.

School Processes & Programs Strengths

- Interventionist support in PLC meetings to identify student strength and weaknesses and to Tier students for support
- Teachers regularly analyze data from assessments in order to place student in Tiers
- CARE team meets consistently in order to meet the needs of learners. Tier adjustments are made in CARE team and are implemented immediately
- According to survey teachers feel like their input is heard and appreciated
- Teachers are able to give input on various committees
- Teachers give input on the Master Calendar and feel this is important
- Teachers feel supported and valued
- Restorative Practices had limited the amount of students repeating negative behaviors
- Attendance incentives that were implemented increased attendance
- Technology usage has increased for students and teachers
- Teachers feel comfortable using technology

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Time to have effective PLC's during the school day. **Root Cause:** Other scheduled required meetings during the teachers conference that teachers must attend which keeps the team from being able to plan on a regular basis. BOY meetings, SLO meetings, 504 meetings, ARD meetings, SpEd staffings, LPAC meetings.

Problem Statement 2 (Prioritized): Students in special programs are not growing at expected rates. **Root Cause:** Teachers need to consistently follow data-driven instruction protocols in PLC to address the instruction and learning of students in need of interventions and/or accommodations.

Problem Statement 3: Equity across subpops in identifying eligibility for special programs Low identification of SpEd -H compared to AA and W Low identification of 504-H compared to AA and W Low identification of Dyslexia-AA and H compared to W Low identification of GT-AA compared to H and White **Root Cause:** Focusing on language Focusing on other causes such as motivation, home support, mobility, lack of experience, background knowledge or exposure

Problem Statement 5 (Prioritized): Although discipline data has improved, there is a need to continue to assess and address disciplinary actions for sped students. **Root Cause:** The need to provide staff training on de-escalation as well as proactive strategies to deal with social emotional needs of students and students with behavioral challenges.

Problem Statement 6: Recruiting a more diverse staff that reflects the student population **Root Cause:** Lack of diverse applicants. Lack of actively recruiting (attend job fairs, partner with colleges to recruit high quality minority educators)

Perceptions

Perceptions Summary

Positive campus culture. Positive rapport between students, teachers and parents. We have a supportive and active parent population, but this opportunity to be involved in school has been limited due to the COVID pandemic. Parents report good communication from teachers. Student progress was not as high as we would like or in past years due to COVID pandemic.

Perceptions Strengths

According to the data, students agree that the strengths of our campus are the teachers, the fun classroom activities and the playground.

Teachers state that campus strengths include a positive culture where they feel valued and are supported by strong leadership.

Staff members stated that communication is a strength as well.

Parents stated that our teachers are great and really care for the students. Parents perceive our campus as having a clean and welcoming environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Lack of preparation and planning time. **Root Cause:** Additional requirements due to COVID pandemic as well as mandatory meetings that are scheduled during the teachers conference time that impedes on their PLC and planning time.

Problem Statement 2 (Prioritized): Need for more parent involvement opportunities. **Root Cause:** Due to COVID safety protocols there were not very many opportunities for parents to be involved at school.

Problem Statement 3: Recruiting a more diverse staff that reflects the student population **Root Cause:** Lack of diverse applicants. Lack of actively recruiting (attend job fairs, partner with colleges to recruit high quality minority educators)

Problem Statement 4 (Prioritized): Parents did not always feel informed of student progress or classroom expectations or events, **Root Cause:** Due to safety protocols, limited opportunities for parent involvement, face to face meetings or campus visitors.

Problem Statement 5 (Prioritized): Lack of opportunity for extra-curricular activities for students, **Root Cause:** Due to COVID safety protocols, there were limited activities.

Priority Problem Statements

Problem Statement 4: Students did not show expected MAP growth as predicted

Root Cause 4: Change in the method of lesson delivery in the classroom setting during COVID and students learning from home instead of face to face in the classroom

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students in special programs are not growing at expected rates.

Root Cause 5: Teachers need to consistently follow data-driven instruction protocols in PLC to address the instruction and learning of students in need of interventions and/or accommodations.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Need for more parent involvement opportunities.

Root Cause 6: Due to COVID safety protocols there were not very many opportunities for parents to be involved at school.

Problem Statement 6 Areas: Perceptions

Problem Statement 1: Although discipline data has improved, there is a need to continue to assess and address disciplinary actions for sped students.

Root Cause 1: The need to provide staff training on de-escalation as well as proactive strategies to deal with social emotional needs of students and students with behavioral challenges.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: Increase number of students that are in need of Accelerated learning.

Root Cause 2: Pandemic effects of instructional delivery and virtual learning and students not attending school.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 7: Parents did not always feel informed of student progress or classroom expectations or events,

Root Cause 7: Due to safety protocols, limited opportunities for parent involvement, face to face meetings or campus visitors.

Problem Statement 7 Areas: Perceptions

Problem Statement 3: Increased number of economically disadvantaged backgrounds with academic and behavioral challenges.

Root Cause 3: Students from economically disadvantaged backgrounds have unique academic and social-emotional needs. We need a more consistent, aligned, and proactive system for teaching and reinforcing positive behavior management.

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 8: Lack of opportunity for extra-curricular activities for students,

Root Cause 8: Due to COVID safety protocols, there were limited activities.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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, gender, etc.
- Section 504 data
- Homeless 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
- Class size averages by grade and subject
- 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
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals



Revised/Approved: January 26, 2022








Goal 1: STUDENT ACHIEVEMENT:

We will provide exceptional learning experiences to promote high levels of achievement and post-secondary readiness for all students.

Performance Objective 1: Increase the 2021-2022 STAAR MEETS and MASTERS results in Reading and Math by 5%.

Evaluation Data Sources: STAAR results, NWEA MAP Growth, CA's

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher provide aligned instruction, targeted intervention, acceleration, enrichment, and social-emotional support for diverse learners.</p> <p>Strategy's Expected Result/Impact: Equitable instruction</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assist Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 3, 5 - Student Learning 1, 3, 5 - School Processes & Programs 2, 5</p>	Formative		
	Jan	Mar	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide ongoing training and continue monitoring fidelity of implementation of district adopted phonics curriculum, including Letterland for ELA and Estrellita for SLA, Reading Academy, Lead4ward.</p> <p>Strategy's Expected Result/Impact: Engaged students with early reading foundational skills.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, AP, interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 4, 5 - Student Learning 1, 4, 5 - School Processes & Programs 2</p>	Formative		
	Jan	Mar	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Aligned Tier 1 instruction utilizing district resources, pacing guide and planning in PLC's.</p> <p>Strategy's Expected Result/Impact: Equitable grade level instruction</p> <p>Staff Responsible for Monitoring: Teachers, Team leads, Principal, AP, interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4 - Student Learning 1, 4</p>	Formative		
	Jan	Mar	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Meet with teachers regularly in CARE team to review data tracker for monitoring/identifying trends, student progress and address how to respond to student needs and learning gaps through acceleration, intervention and instruction.</p> <p>Strategy's Expected Result/Impact: Targeted plan for student needs to fill gaps and increase student academic success.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, AP, intervention team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 4, 5 - Student Learning 1, 4, 5 - School Processes & Programs 2</p>	Formative		
	Jan	Mar	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 4th grade teachers will provide Accelerated Instruction to students who were not successful on the previous year's STAAR assessment.</p> <p>Strategy's Expected Result/Impact: Close learning gap and increase student skill and success.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, AP, interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4 - Student Learning 4</p>	Formative		
	Jan	Mar	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: Although discipline data has improved, there is a need to continue to assess and address disciplinary actions for sped students. Root Cause: The need to provide staff training on de-escalation as well as proactive strategies to deal with social emotional needs of students and students with behavioral challenges.</p> <p>Problem Statement 4: Increase number of students that are in need of Accelerated learning. Root Cause: Pandemic effects of instructional delivery and virtual learning and students not attending school.</p>

Demographics

Problem Statement 5: Increased number of economically disadvantaged backgrounds with academic and behavioral challenges. **Root Cause:** Students from economically disadvantaged backgrounds have unique academic and social-emotional needs. We need a more consistent, aligned, and proactive system for teaching and reinforcing positive behavior management.

Student Learning

Problem Statement 1: Students did not show expected MAP growth as predicted **Root Cause:** Change in the method of lesson delivery in the classroom setting during COVID and students learning from home instead of face to face in the classroom

Problem Statement 3: Although discipline data has improved, there is a need to continue to assess and address disciplinary actions for sped students. **Root Cause:** The need to provide staff training on de-escalation as well as proactive strategies to deal with social emotional needs of students and students with behavioral challenges.

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Problem Statement 5: Increased number of economically disadvantaged backgrounds with academic and behavioral challenges. **Root Cause:** Students from economically disadvantaged backgrounds have unique academic and social-emotional needs. We need a more consistent, aligned, and proactive system for teaching and reinforcing positive behavior management.

School Processes & Programs

Problem Statement 2: Students in special programs are not growing at expected rates. **Root Cause:** Teachers need to consistently follow data-driven instruction protocols in PLC to address the instruction and learning of students in need of interventions and/or accommodations.

Problem Statement 5: Although discipline data has improved, there is a need to continue to assess and address disciplinary actions for sped students. **Root Cause:** The need to provide staff training on de-escalation as well as proactive strategies to deal with social emotional needs of students and students with behavioral challenges.




Goal 1: STUDENT ACHIEVEMENT:


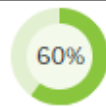




We will provide exceptional learning experiences to promote high levels of achievement and post-secondary readiness for all students.

Performance Objective 2: Teachers will participate in KISD professional learning opportunities for faculty and staff that are relevant to individual roles, responsibilities, and populations served.

Targeted or ESF High Priority

Evaluation Data Sources: Vector survey results, Professional Development agendas and training documentation, BrightBytes Clarity data, Curriculum Toolbox Usage Reports, PLC agenda, Dyslexia start/end Dates in CALT's Attendance Records, RTI/CARE Team Documentation

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading Academy for K-4 teachers Strategy's Expected Result/Impact: Reading fluency, comprehension, letter recognition Staff Responsible for Monitoring: Teachers, principal, AP</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 5 - Student Learning 1, 5 - School Processes & Programs 2</p>	Formative		
	Jan	Mar	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Reading interventionist, sped resource/inclusion teachers, dyslexia therapist attended 5 days of multi-sensory teaching approach training in the summer of 2021, prior to the 21-22 school year. Strategy's Expected Result/Impact: Teachers utilized learning to better support struggling readers to close instructional gaps.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 2</p>	Formative		
	Jan	Mar	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: On going training in Lead4ward training Strategy's Expected Result/Impact: Engaged students Staff Responsible for Monitoring: Principal, AP, interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers Problem Statements: Student Learning 1</p>	Formative		
	Jan	Mar	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: STEM scopes training for content teachers. Strategy's Expected Result/Impact: Student progress and engagement Staff Responsible for Monitoring: Principal, AP, teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1</p>	Formative		
	Jan	Mar	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Staff will have training on PBIS and create a campus wide plan. Strategy's Expected Result/Impact: Reduce discipline referrals, Increase learning time. Staff Responsible for Monitoring: Teachers, AP, Principal</p> <p>Title I Schoolwide Elements: 2.5, 2.6 Problem Statements: Demographics 3, 5 - Student Learning 3, 5 - School Processes & Programs 5</p>	Formative		
	Jan	Mar	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: Although discipline data has improved, there is a need to continue to assess and address disciplinary actions for sped students. Root Cause: The need to provide staff training on de-escalation as well as proactive strategies to deal with social emotional needs of students and students with behavioral challenges.</p>
<p>Problem Statement 5: Increased number of economically disadvantaged backgrounds with academic and behavioral challenges. Root Cause: Students from economically disadvantaged backgrounds have unique academic and social-emotional needs. We need a more consistent, aligned, and proactive system for teaching and reinforcing positive behavior management.</p>
Student Learning
<p>Problem Statement 1: Students did not show expected MAP growth as predicted Root Cause: Change in the method of lesson delivery in the classroom setting during COVID and students learning from home instead of face to face in the classroom</p>
<p>Problem Statement 3: Although discipline data has improved, there is a need to continue to assess and address disciplinary actions for sped students. Root Cause: The need to provide staff training on de-escalation as well as proactive strategies to deal with social emotional needs of students and students with behavioral challenges.</p>
<p>Problem Statement 5: Increased number of economically disadvantaged backgrounds with academic and behavioral challenges. Root Cause: Students from economically disadvantaged backgrounds have unique academic and social-emotional needs. We need a more consistent, aligned, and proactive system for teaching and reinforcing positive behavior management.</p>
School Processes & Programs
<p>Problem Statement 2: Students in special programs are not growing at expected rates. Root Cause: Teachers need to consistently follow data-driven instruction protocols in PLC to address the instruction and learning of students in need of interventions and/or accommodations.</p>

School Processes & Programs







Problem Statement 5: Although discipline data has improved, there is a need to continue to assess and address disciplinary actions for sped students. **Root Cause:** The need to provide staff training on de-escalation as well as proactive strategies to deal with social emotional needs of students and students with behavioral challenges.

Goal 1: STUDENT ACHIEVEMENT:

We will provide exceptional learning experiences to promote high levels of achievement and post-secondary readiness for all students.

Performance Objective 3: K-4 students will show adequate growth from BOY MAP to EOY MAP .

Evaluation Data Sources: NWEA MAP Growth

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PLC planning to provide aligned, targeted Tier 1 instruction and WIN time. Strategy's Expected Result/Impact: Student adequate progress. Staff Responsible for Monitoring: Teachers, interventionist, Principal, AP</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 4 - Student Learning 1, 4 - School Processes & Programs 2</p>	Formative		
	Jan	Mar	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will be trained on and utilize engaging strategies to improve student achievement. (Reading academy, Lead4ward, STEM scopes, multi-sensory learning) Strategy's Expected Result/Impact: Adequate student progress Staff Responsible for Monitoring: Teachers, AP, Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Demographics 4, 5 - Student Learning 1, 4, 5 - School Processes & Programs 2</p>	Formative		
	Jan	Mar	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 4: Increase number of students that are in need of Accelerated learning. Root Cause: Pandemic effects of instructional delivery and virtual learning and students not attending school.</p> <p>Problem Statement 5: Increased number of economically disadvantaged backgrounds with academic and behavioral challenges. Root Cause: Students from economically disadvantaged backgrounds have unique academic and social-emotional needs. We need a more consistent, aligned, and proactive system for teaching and reinforcing positive behavior management.</p>

Student Learning

Problem Statement 1: Students did not show expected MAP growth as predicted **Root Cause:** Change in the method of lesson delivery in the classroom setting during COVID and students learning from home instead of face to face in the classroom

Problem Statement 4: Increase number of students that are in need of Accelerated learning. **Root Cause:** Pandemic effects of instructional delivery and virtual learning and students not attending school.

Problem Statement 5: Increased number of economically disadvantaged backgrounds with academic and behavioral challenges. **Root Cause:** Students from economically disadvantaged backgrounds have unique academic and social-emotional needs. We need a more consistent, aligned, and proactive system for teaching and reinforcing positive behavior management.

School Processes & Programs






Problem Statement 2: Students in special programs are not growing at expected rates. **Root Cause:** Teachers need to consistently follow data-driven instruction protocols in PLC to address the instruction and learning of students in need of interventions and/or accommodations.






Goal 2: ENGAGED STUDENTS, FAMILIES, and COMMUNITY:

We will engage students, families, and community stakeholders to foster shared responsibility for student success.

Performance Objective 1: JFD faculty and staff will use multiple and appropriate modes of communication to inform and encourage stakeholder input and participation in the educational process.

Evaluation Data Sources: Participation in campus/district events, Parent and Community Survey Data, Program Attendance, Social Media Metrics

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize social media-Facebook, email-blackboard, grade level newsletter and text messages to send parent info, event updates, reminders, to keep parents informed campus events.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement and communication</p> <p>Staff Responsible for Monitoring: Principal, AP, teachers</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative		
	Jan	Mar	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Grade level communication and conferences with parents to discuss student progress.</p> <p>Strategy's Expected Result/Impact: Parent involvement and support in student learning.</p> <p>Staff Responsible for Monitoring: Teacher, AP, Principal</p> <p>Title I Schoolwide Elements: 2.6, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2, 4</p>	Formative		
	Jan	Mar	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Curriculum Night for grade level information and what to expect throughout the year.</p> <p>Strategy's Expected Result/Impact: Keep parents informed and partnership to increase student support and success.</p> <p>Staff Responsible for Monitoring: Teachers, AP, Principal</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2, 4</p>	Formative		
	Jan	Mar	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide progress reports, report cards, MAP results, Tier letters, to keep parents informed of progress, strengths and needs of the student.</p> <p>Strategy's Expected Result/Impact: Keep parents informed of progress, strengths and needs of the student to create a partnership for student success.</p> <p>Staff Responsible for Monitorings: Teacher, AP, Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Perceptions 2</p>	Formative		
	Jan	Mar	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:








Perceptions
<p>Problem Statement 2: Need for more parent involvement opportunities. Root Cause: Due to COVID safety protocols there were not very many opportunities for parents to be involved at school.</p>
<p>Problem Statement 4: Parents did not always feel informed of student progress or classroom expectations or events, Root Cause: Due to safety protocols, limited opportunities for parent involvement, face to face meetings or campus visitors.</p>

Goal 2: ENGAGED STUDENTS, FAMILIES, and COMMUNITY:

We will engage students, families, and community stakeholders to foster shared responsibility for student success.

Performance Objective 2: Delaney will provide opportunities for students and families to be more involved.

Evaluation Data Sources: Student survey data, Student discipline data, Program enrollment data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Delaney will partner with our PTO to involve parents in their organization, provide family engagement activities and opportunities for school involvement.</p> <p>Strategy's Expected Result/Impact: Parent involvement</p> <p>Staff Responsible for Monitoring: Principal, AP</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2, 4, 5</p>	Formative		
	Jan	Mar	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Community Performances (ex. 9/11 memorial, Christmas Tree lighting performance, 2nd grade play)</p> <p>Strategy's Expected Result/Impact: Student school connection.</p> <p>Staff Responsible for Monitoring: Teachers, AP, Principal</p> <p>Title I Schoolwide Elements: 2.5, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 5</p>	Formative		
	Jan	Mar	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Community service opportunities for students for food drive and through the creation of Delaney Ambassadors.</p> <p>Strategy's Expected Result/Impact: Student-School-Community connection</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, AP, Principal</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 5</p>	Formative		
	Jan	Mar	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 2: Need for more parent involvement opportunities. **Root Cause:** Due to COVID safety protocols there were not very many opportunities for parents to be involved at school.








Problem Statement 4: Parents did not always feel informed of student progress or classroom expectations or events, **Root Cause:** Due to safety protocols, limited opportunities for parent involvement, face to face meetings or campus visitors.

Problem Statement 5: Lack of opportunity for extra-curricular activities for students, **Root Cause:** Due to COVID safety protocols, there were limited activities.

Goal 3: SAFE AND SUPPORTIVE LEARNING COMMUNITY: We will ensure that all students and staff learn and work in a safe and supportive environment that is responsive to the academic, social, and emotional needs of our stakeholders.

Performance Objective 1: Delaney staff will collaborate with families and the community to develop programs and services that support the academic, physical, social, and emotional well-being of all students.

Evaluation Data Sources: Discipline reports, FFL reports, local tracking of bullying, & Title IX

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide academic and emotional support to students through classroom guidance lessons, individual counseling, and group counseling services.</p> <p>Strategy's Expected Result/Impact: Reduced discipline referrals</p> <p>Staff Responsible for Monitoring: Teacher, Counselor, AP, Principal</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 5 - Student Learning 5</p>	Formative		
	Jan	Mar	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Partner with local churches and organizations to provide weekend snack bags or clothing needs such as coats for students and families in need.</p> <p>Strategy's Expected Result/Impact: Meet physical and emotional needs of students</p> <p>Staff Responsible for Monitoring: Teachers, counselor, AP, Principal</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 5 - Student Learning 5</p>	Formative		
	Jan	Mar	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide preventative and responsive educational programs that support a safe school environment for students.</p>	Formative		
	Jan	Mar	May
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 5: Increased number of economically disadvantaged backgrounds with academic and behavioral challenges. **Root Cause:** Students from economically disadvantaged backgrounds have unique academic and social-emotional needs. We need a more consistent, aligned, and proactive system for teaching and reinforcing positive behavior management.








Student Learning

Problem Statement 5: Increased number of economically disadvantaged backgrounds with academic and behavioral challenges. **Root Cause:** Students from economically disadvantaged backgrounds have unique academic and social-emotional needs. We need a more consistent, aligned, and proactive system for teaching and reinforcing positive behavior management.

Goal 3: SAFE AND SUPPORTIVE LEARNING COMMUNITY: We will ensure that all students and staff learn and work in a safe and supportive environment that is responsive to the academic, social, and emotional needs of our stakeholders.

Performance Objective 2: Delaney will provide safe and secure conditions for learning and working daily.

Evaluation Data Sources: Student and staff surveys and after action reports, on-site evaluations, training records, discipline referrals

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Create Positive Behavior expectation matrix and school-wide systems to address behavior, discipline concerns and provide positive incentives.</p> <p>Strategy's Expected Result/Impact: Reduced referrals, increase instructional time and positive campus culture</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, AP, Principal</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3, 5 - Student Learning 3, 5 - School Processes & Programs 5</p>	Formative		
	Jan	Mar	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus staff will receive required state and federal training to address safety and SE needs of students.</p> <p>Strategy's Expected Result/Impact: 100% staff will complete trainings.</p> <p>Staff Responsible for Monitoring: Principal, AP</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 5</p>	Formative		
	Jan	Mar	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Create a campus plan for incentives and opportunities that highlight and celebrates positive behaviors.</p> <p>Strategy's Expected Result/Impact: Student engagement, positive behavior, reduced referrals and positive campus culture.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor AP, Principal</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Demographics 3, 5 - Student Learning 3, 5 - School Processes & Programs 5</p>	Formative		
	Jan	Mar	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 3: Although discipline data has improved, there is a need to continue to assess and address disciplinary actions for sped students. **Root Cause:** The need to provide staff training on de-escalation as well as proactive strategies to deal with social emotional needs of students and students with behavioral challenges.

Problem Statement 5: Increased number of economically disadvantaged backgrounds with academic and behavioral challenges. **Root Cause:** Students from economically disadvantaged backgrounds have unique academic and social-emotional needs. We need a more consistent, aligned, and proactive system for teaching and reinforcing positive behavior management.

Student Learning

Problem Statement 3: Although discipline data has improved, there is a need to continue to assess and address disciplinary actions for sped students. **Root Cause:** The need to provide staff training on de-escalation as well as proactive strategies to deal with social emotional needs of students and students with behavioral challenges.

Problem Statement 5: Increased number of economically disadvantaged backgrounds with academic and behavioral challenges. **Root Cause:** Students from economically disadvantaged backgrounds have unique academic and social-emotional needs. We need a more consistent, aligned, and proactive system for teaching and reinforcing positive behavior management.

School Processes & Programs

Problem Statement 5: Although discipline data has improved, there is a need to continue to assess and address disciplinary actions for sped students. **Root Cause:** The need to provide staff training on de-escalation as well as proactive strategies to deal with social emotional needs of students and students with behavioral challenges.

Addendums