

**Dilley Independent School District**  
**Dilley Elementary School**  
**2023-2024 Improvement Plan**



# Mission Statement

Dilley Elementary School's mission is to provide a quality education through successful and meaningful experiences that empowers all learners to become educated and responsible leaders in a competitive world.

## Vision

Through collaboration and continuous learning, Dilley Elementary School will be a place of excellence where all students are engaged in high quality real world learning.

## Value Statement

At Dilley Elementary School We Will:

Provide our students with educational experiences that meet their diverse needs

Encourage collaboration among teachers, students, parents and the community

Provide our students with a safe and secure environment

Commit to ongoing professional development and improvement for teachers and staff

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The staff at Dilley Elementary School includes:

35 teachers

18 Paraprofessionals

3 administrators

The student population of PK3 through 5th Grade is 437 students.

### The demographic breakdown as follows:

Hispanic 96%

White 3%

Asian .4%

African American .2%

American Indian 0%

### The campus serves students:

Economically Disadvantaged students 83%

Special Education 13%

Gifted and Talented 4%

English Language Learning students 4%

The attendance rate for the campus is currently 94%.

### **Demographics Strengths**

Dilley Elementary School benefits from having smaller student to teacher in most of the classrooms.

The teaching staff has strong ties to the community as most teachers are local and were students in the district.

A majority of the staff is Hispanic, which is reflective of the majority of student population.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Students in grades 3-5 that are economically disadvantaged and in special populations have not been successful in state assessments **Root Cause:** Learning gaps and Reading difficulties

# Student Achievement

## Student Achievement Summary

Students in Grades 3-5 averaged 58% Approaches, 28% Meets and 9% Masters on the 2023 STAAR Reading assessment.

Students in Grades 3-5 averaged 38% Approaches, 16% Meets and 6% Masters on the 2023 STAAR Math assessment.

## Student Achievement Strengths

Gifted and Talented students averaged 48% Meets Grade Level and 68% Masters Grade Level on 2023 Reading STAAR Assessment.

Gifted and Talented students averaged 47% Meets Grade Level and 53% Masters Grade Level on 2023 Math STAAR Assessment.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Students on the campus have not been able to perform on the meets and masters level of the STAAR assessments in reading and math at a high level **Root Cause:** Tier one instruction has not been meeting the needs of the students on campus

## School Culture and Climate

### School Culture and Climate Summary

The campus has benefited from having two administrators and 4 front office personnel that have been with the campus for an extended period of time. The campus has had some teachers and support staff that have been with the campus for an extended period of time. The campus has a high level of new staff members year after year.

### School Culture and Climate Strengths

Those staff members that have been with the campus for years have been able to work well with each other.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1 (Prioritized):** The staff has a high number of new people every school year and it takes time to establish relationships **Root Cause:** DES is a rural school and it is difficult keeping and retaining staff members that are not from the community

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

The staff consistently has a high number of vacancies at the end of the school year. The recruitment of teachers and staff is difficult due to the geographical location of the City of Dilley and thus it is difficult retaining teachers. The staff does have teachers that are not certified and teaching in the classroom.

### Staff Quality, Recruitment, and Retention Strengths

A strength has been the staff housing that is offered for new members.

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** High level of staff turnover from year to year **Root Cause:** The school's geographical location makes it difficult to attract and retain new staff members



## Parent and Community Engagement

### Parent and Community Engagement Summary

The lack of a family engagement specialist has created an opportunity for the Campus to be creative in incorporating school/family engagement events.

Events are planned consistently in order to continue community outreach efforts.

### Parent and Community Engagement Strengths

The Campus Team has consistently produced outreach opportunities for the community.

### Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** The lack of Parent Liaison has created an additional duty to the campus to ensure that family engagement events are planned. **Root Cause:** Community members needs not being met in the manner in which will result in consistent participation

# Technology

## Technology Summary

Every student in 3rd-5th count on an electronic device. While Pk-2nd have been issued sets for classroom use. Students and staff implement a variety technology applications and resources in order to expand learning in the classroom. .

## Technology Strengths

Currently the District purchased 10 additional Promethean boards which allows every Classroom to incorporate the use of a Promethean board for visual learning opportunities

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** The majority of the student devices are outdated and some need repair. **Root Cause:** budget constrictions

# Priority Problem Statements

**Problem Statement 1:** Systems are created as the need arises and are not followed with fidelity which negatively impacts a broad range of dimensions of student learning, including academic, affective, social, and behavioral domains.

**Root Cause 1:** Frequent changes in School Administrators pauses school's context which shapes the core processes of teaching and learning in classrooms.

**Problem Statement 1 Areas:** School Context and Organization

**Problem Statement 2:** High level of staff turnover from year to year

**Root Cause 2:** The school's geographical location makes it difficult to attract and retain new staff members

**Problem Statement 2 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 3:** The staff has a high number of new people every school year and it takes time to establish relationships

**Root Cause 3:** DES is a rural school and it is difficult keeping and retaining staff members that are not from the community

**Problem Statement 3 Areas:** School Culture and Climate

**Problem Statement 4:** New teachers need additional time to internalize new curriculum.

**Root Cause 4:** Teacher turnover creates vacancies.

**Problem Statement 4 Areas:** Curriculum, Instruction, and Assessment

# 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)
- Planning and decision making committee(s) meeting data

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

## **Student Data: Student Groups**

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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
- Discipline records
- Student surveys and/or other feedback

- Class size averages by grade and subject
- School safety data

#### **Employee Data**

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**





- Study of best practices

# Goals

**Goal 1:** The percentage of students in grades K-2nd who are reading on or above grade level on multiple measures (mclass/amplify, NWEA Maps) will maintain or surpass 30%

**Performance Objective 1:** The percentage of students in grades K-2nd who are reading on or above grade level on multiple measures (mclass/amplify, NWEA Maps) will maintain or surpass 30%.





**Evaluation Data Sources:** MClass/Amplify

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The campus administration will review Kindergarten-2nd grade Reading progress monitor reports from MClass/Amplify every 3 weeks. <b>Strategy's Expected Result/Impact:</b> 50% of Kindergarten through 2nd grade students will reach the at Benchmark status at EOY for reading. <b>Staff Responsible for Monitoring:</b> Reading Intervention Teacher, Reading Coach, Curriculum and Instruction Director, Campus Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> The campus administration will review Kindergarten-2nd grade Math progress monitor reports using various resources. ( Eureka Math Mid-Module, End of Module Assessments ) every 3 weeks <b>Strategy's Expected Result/Impact:</b> 50% of Kindergarten through 2nd grade students will reach the at Benchmark status at EOY for math. <b>Staff Responsible for Monitoring:</b> Teachers, Curriculum and Instruction Director, Campus Administration  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative		
	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** The percentage of students who perform at the Meets Grade Level or above for all grades on state reading/ELA exams will maintain or surpass 37%

**Performance Objective 1:** The percentage of students who perform at the Meets Grade Level or above for all grades on State reading/ELA exams will maintain or surpass 37% .

**Evaluation Data Sources:** MAPS

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The campus administration will review Reading End of unit assessments of students in 3rd-5th Grade every six weeks. <b>Strategy's Expected Result/Impact:</b> The third through fifth grade students will remain on track to attain the goal of 22% by the end of the school year. <b>Staff Responsible for Monitoring:</b> Reading Intervention Teacher, Reading Coach, Curriculum and Instruction Director, Campus administration  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Jan	Mar	May
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**Goal 2:** The percentage of students who perform at the Meets Grade Level or above for all grades on state reading/ELA exams will maintain or surpass 37%

**Performance Objective 2:** Eligible Student in grades 4th and 5th will complete the required 15 hours of reading intervention required by HB 4545 by the end of the Summer Academy in June 2024.

**High Priority**

**Evaluation Data Sources:** Documentation spreadsheet to track the hours completed

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The required 15 hours will be completed during the accelerated instruction time throughout the school day <b>Strategy's Expected Result/Impact:</b> Students will complete the required 15 hours for Academic Improvement. <b>Staff Responsible for Monitoring:</b> Teacher, Campus administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative		
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**Goal 2:** The percentage of students who perform at the Meets Grade Level or above for all grades on state reading/ELA exams will maintain or surpass 37%

**Performance Objective 3:** Amplify unit assessments will be given throughout the school year after each Reading unit.

**Evaluation Data Sources:** Results documented using progress monitor data sheet.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Reading Teachers will share and discuss Amplify unit exam results with Administration either individually or during PLCs. <b>Strategy's Expected Result/Impact:</b> All TEKS will be covered in the reading courses and assessed by the end of the school year. <b>Staff Responsible for Monitoring:</b> Classroom teachers, Reading Intervention Teacher, Reading Coach, Campus administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative		
	Jan	Mar	May

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**Goal 2:** The percentage of students who perform at the Meets Grade Level or above for all grades on state reading/ELA exams will maintain or surpass 37%

**Performance Objective 4:** The campus will host a family engagement activity during the school year.

**Evaluation Data Sources:** Flyers  
Sign-in Sheets

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The campus will host one Family Engagement activity that is focused on literacy. <b>Strategy's Expected Result/Impact:</b> The result is that parents will be able to participate in a reading activity with their children and gain knowledge of strategies to be used at home. <b>Staff Responsible for Monitoring:</b> Teachers, Campus administration  <b>Title I:</b> 4.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> Materials and Supplies - 211-Title I Parent Involvement - \$500	Formative		
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**Goal 2:** The percentage of students who perform at the Meets Grade Level or above for all grades on state reading/ELA exams will maintain or surpass 37%

**Performance Objective 5:** The campus will have a Summer Reading Academy in summer 2024.

**High Priority**

**Evaluation Data Sources:** Invitations  
Rosters  
Attendance sheets

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The campus will research, plan, and offer reading activities for implementation during the Summer Academy in 2024. <b>Strategy's Expected Result/Impact:</b> Close reading gaps <b>Staff Responsible for Monitoring:</b> Teacher, Reading Intervention Teacher, reading Coach, Curriculum and Instruction Director, Campus administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative		
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**Goal 2:** The percentage of students who perform at the Meets Grade Level or above for all grades on state reading/ELA exams will maintain or surpass 37%

**Performance Objective 6:** The campus will monitor special education data to; ensure coding accuracy, services are appropriate and IEP implementation in all subject areas.

**Evaluation Data Sources:** MSB Logs  
PEIMS  
IEPs





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The campus will monitor Special Education documentation throughout the school year. <b>Strategy's Expected Result/Impact:</b> Special Education students will receive all required services. <b>Staff Responsible for Monitoring:</b> General Education Teacher, Special Education Teacher, SPED campus coordinator, Campus Administrator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative		
	Jan	Mar	May
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**Goal 3:** The percentage of students who perform at the meets grade level or above for grades 3rd - 5th on the STAAR math exam will maintain or surpass 36%.

**Performance Objective 1:** The percentage of students in grades 3-5 who score on or above grade level in math (as measured by Maps) will be 20%.

**Evaluation Data Sources:** Maps math reports





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Campus administration will monitor the BOY, MOY and EOY map testing results <b>Strategy's Expected Result/Impact:</b> The math level of students in grades 3-5 will increase by the end of the school year. <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction Director Campus administration  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative		
	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Goal 3:** The percentage of students who perform at the meets grade level or above for grades 3rd - 5th on the STAAR math exam will maintain or surpass 36%.

**Performance Objective 2:** The percentage of students in grades K-2 who score on or above grade level in math (as measured by Maps Math) will be 10%.

**Evaluation Data Sources:** MAP math report

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Campus administration will monitor classroom interventions and data. <b>Strategy's Expected Result/Impact:</b> The math level of students in grades K-2 will increase by the end of the school year. <b>Staff Responsible for Monitoring:</b> Teacher, Campus Administrator, Curriculum and Instruction Director  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative		
	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** The percentage of students who perform at the meets grade level or above for grades 3rd - 5th on the STAAR math exam will maintain or surpass 36%.

**Performance Objective 3:** Eligible students in grades 4 and 5 will complete the required 15 hours of math intervention required by State mandate by the end of the Summer Academy in June 2024.

**High Priority**

**Evaluation Data Sources:** Documentation in spreadsheets





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The 15 required hours will be completed through the accelerated instruction time during the school day <b>Strategy's Expected Result/Impact:</b> Students will complete their 15 hours <b>Staff Responsible for Monitoring:</b> Classroom Teachers Curriculum and Instruction Director Campus administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative		
	Jan	Mar	May
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**Goal 3:** The percentage of students who perform at the meets grade level or above for grades 3rd - 5th on the STAAR math exam will maintain or surpass 36%.

**Performance Objective 4:** Eureka Math module assessments will be given throughout the school year after each module in math is completed.

**Evaluation Data Sources:** Test results in Progress monitor tracking document

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will discuss students' performance during grade level meetings. They will then share Eureka Math Mid-module as well as end of Module results with Campus Administration during Individual meetings or during PLCs data review sessions. <b>Strategy's Expected Result/Impact:</b> The expected result would be that all TEKS are covered in the Math courses and assessed by the end of the school year. <b>Staff Responsible for Monitoring:</b> Classroom Teacher, Team Leads, Curriculum and Instruction Director, Campus administration  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative		
	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue



**Goal 3:** The percentage of students who perform at the meets grade level or above for grades 3rd - 5th on the STAAR math exam will maintain or surpass 36%.

**Performance Objective 5:** The campus administration will review Special Education data to ensure; coding accuracy, appropriateness of services and adherence to IEP during math instruction.

**Evaluation Data Sources:** IEP's

MSB Logs

ARDs

Report Cards





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The campus administration will monitor Special Education documentation throughout the school year. <b>Strategy's Expected Result/Impact:</b> Compliance with students IEP <b>Staff Responsible for Monitoring:</b> Classroom Teacher Campus administration SPED campus coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative		
	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 3:** The percentage of students who perform at the meets grade level or above for grades 3rd - 5th on the STAAR math exam will maintain or surpass 36%.

**Performance Objective 6:** The campus will host a family engagement activity throughout the school year.

**Evaluation Data Sources:** Flyers  
Sign-in Sheets

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The campus will host one family engagement activity focused on math. <b>Strategy's Expected Result/Impact:</b> The families will participate in this event and gain knowledge regarding the learning expectations for math. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Family Engagement Specialist Curriculum and Instruction Campus principal  <b>Title I:</b> 2.4, 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> Materials and Supplies - 211-Title I Parent Involvement - \$500	Formative		
	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 3:** The percentage of students who perform at the meets grade level or above for grades 3rd - 5th on the STAAR math exam will maintain or surpass 36%.

**Performance Objective 7:** The campus will establish a Summer Reading and Math Academy in summer 2024.

**Evaluation Data Sources:** Flyers  
Attendance sheets  
Rosters

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Each campus will research, plan, and offer math activities for their Summer Academy in 2024. <b>Strategy's Expected Result/Impact:</b> Gaps will be closed in math for students who attend. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Curriculum and Instruction Director, Campus Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative		
	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

**Goal 4:** Dilley Elementary School will foster, construct, and maintain safe supportive environments for students.

**Performance Objective 1:** The Elementary School will utilize a School Resource Officer who will perform the required duties listed in the Inter-local Cooperation Agreement.

**Evaluation Data Sources:** Inter-local Cooperation Agreement for the SRO  
Evidence of duties

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The Elementary school work with the SRO in the day to day operations of the school to promote a safe and positive school climate.  <b>Strategy's Expected Result/Impact:</b> The school will be a safe and positive place. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>			

**Goal 4:** Dilley Elementary School will foster, construct, and maintain safe supportive environments for students.

**Performance Objective 2:** The campus will utilize the established district threat assessment team and safe and supportive school team as appropriate.

**Evaluation Data Sources:** Referrals to the district threat assessment team

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The campus will appropriately refer students that pose a risk to themselves or others to the threat assessment and safe and supportive school teams. <b>Strategy's Expected Result/Impact:</b> The identified students will receive the help and support that they need. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 4:** Dilley Elementary School will foster, construct, and maintain safe supportive environments for students.

**Performance Objective 3:** The Elementary campus will complete all required emergency drills by the end of the school year.

**Evaluation Data Sources:** Drill log

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The Elementary school will complete all required drills <b>Strategy's Expected Result/Impact:</b> The students and staff on the campus will be well prepared in the event of an emergency situation. <b>Staff Responsible for Monitoring:</b> Assistant Principal, Campus Principal	Formative		
	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

**Goal 4:** Dilley Elementary School will foster, construct, and maintain safe supportive environments for students.

**Performance Objective 4:** Campus Safety Committee will ensure that facility is safe and secure.

**Evaluation Data Sources:** Door protocol  
secure door log  
implement safety committee

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Campus wide safety committee will monitor and adjust procedures to ensure safety for all. <b>Strategy's Expected Result/Impact:</b> brief after a drill or an actual event to adjust outcomes <b>Staff Responsible for Monitoring:</b> Safety committee Assistant Principal Principal	Formative		
	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

**Goal 5:** Dilley Elementary School will continue to implement and expand opportunities for Family Engagement to improve academic achievement and communication between home and school.

**Performance Objective 1:** The Elementary campus staff will conduct home visits throughout the school year.

**Evaluation Data Sources:** Documentation of home visits

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The District personnel will make wellness home visits throughout the year in order to check on students for academic and attendance purposes. <b>Strategy's Expected Result/Impact:</b> Increase in student attendance and academic performance <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Attendance personnel, Assistant Principal, Principal	Formative		
	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			



**Goal 5:** Dilley Elementary School will continue to implement and expand opportunities for Family Engagement to improve academic achievement and communication between home and school.

**Performance Objective 2:** The Elementary campus will use the Family Engagement Specialist to conduct outreach opportunities in the community and conduct events at the Elementary campus.

**Evaluation Data Sources:** Sign-in sheets and flyers

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The family engagement specialist will hold outreach activities both in the community and on the Elementary campus. <b>Strategy's Expected Result/Impact:</b> Parents and families will be connected and welcomed on the campus. <b>Staff Responsible for Monitoring:</b> Family engagement specialist, Principal Assistant Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Family Engagement Outreach Activities - 211-Title I Parent Involvement - \$1,500	Formative		
	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 6:** Dilley Elementary School will continue to implement support systems which aid the teacher with professional growth as well as retention.

**Performance Objective 1:** Dilley Elementary will provide a mentor program to include ESC 20 support and a campus mentor teacher for teacher new to the profession.

**Evaluation Data Sources:** Monthly meetings with ESC 20 staff and meetings with mentor teacher

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will participate in 1/2 day training meetings with ESC 20 staff and will meet periodically with their assigned mentor teacher. <b>Strategy's Expected Result/Impact:</b> Beginning teachers will have a support system in place to help guide them in their first year in the classroom <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Mentor Program - 255-Title II, Part A (TPTR) - \$6,250	Formative		
	Jan	Mar	May

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

**Goal 7:** Dilley Elementary School will implement high quality instructional practices in the classroom to include professional development for both teachers and administrators which centered around HQIM.

**Performance Objective 1:** Teachers will implement and utilize District approved HQIM curriculum in the classroom as the primary resource.

**High Priority**

**Evaluation Data Sources:** Lesson Plans  
walk throughs

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Elementary school teachers will implement the District adopted subject specific HQIM curriculum as the primary resource. <b>Strategy's Expected Result/Impact:</b> Students will receive High quality classroom instruction <b>Staff Responsible for Monitoring:</b> Reading Coach Team Leads Curriculum and Instruction Director, Campus Administration  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Funding Sources:</b> subject specific curriculum - 199-General Funds - \$2,486	Formative		
	Jan	Mar	May

0% No Progress

100% Accomplished

→ Continue/Modify





✗ Discontinue

**Goal 7:** Dilley Elementary School will implement high quality instructional practices in the classroom to include professional development for both teachers and administrators which centered around HQIM.

**Performance Objective 2:** Teachers will receive professional development in order to enhance their teaching skills

**High Priority**

**Evaluation Data Sources:** PD certificates  
PLC attendance





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will receive professional development and will implement the learning into their classroom instruction as evidenced in their lesson plans <b>Strategy's Expected Result/Impact:</b> Teachers will be equipped with research-based strategies to enhance their teaching <b>Staff Responsible for Monitoring:</b> Reading Intervention Teacher, Reading Coach, Curriculum and Instruction Director, Campus administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Funding Sources:</b> Professional Development - 199-General Funds - \$5,000	Formative		
	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 7:** Dilley Elementary School will implement high quality instructional practices in the classroom to include professional development for both teachers and administrators which centered around HQIM.

**Performance Objective 3:** Administrators and Counselor will receive professional development

**High Priority**

**Evaluation Data Sources:** PD certificates





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Administrators will attend professional development sessions <b>Strategy's Expected Result/Impact:</b> Effective campus management and support <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Funding Sources:</b> Professional Development - 199-General Funds - \$2,500	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Counselor will attend professional development sessions <b>Strategy's Expected Result/Impact:</b> Effective campus support <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

**Goal 8:** Dilley Elementary School teachers will produce objective driven daily lesson plans with formative assessments which align to the State Standards..

**Performance Objective 1:** All teachers in grades 3-5 will be scheduled for a half day for instructional planning once a month.

**High Priority**

**Evaluation Data Sources:** planning documents  
data sources

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will have substitutes cover their class in order to have an instructional planning day. <b>Strategy's Expected Result/Impact:</b> Instructional alignment <b>Staff Responsible for Monitoring:</b> District Curriculum and Instruction Director Campus Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Funding Sources:</b> Substitute Teachers - 199-General Funds - \$3,000	Formative		
	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





**Goal 8:** Dilley Elementary School teachers will produce objective driven daily lesson plans with formative assessments which align to the State Standards..

**Performance Objective 2:** Successful daily demonstrations of learning for students to show their understanding of content

**High Priority**

**Evaluation Data Sources:** Exit tickets trackers: google forms, checklists

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> Teachers will use exit tickets at the end of their lessons in order to adjust instruction as needed based on student mastery of expectation. <b>Strategy's Expected Result/Impact:</b> Implementation of exit Ticket tracker Increased student academic performance <b>Staff Responsible for Monitoring:</b> Teacher Reading Intervention Teacher Reading Coach Director of Curriculum and Instruction Campus Administration  <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>		Formative		
		Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Goal 8:** Dilley Elementary School teachers will produce objective driven daily lesson plans with formative assessments which align to the State Standards..

**Performance Objective 3:** Teachers will utilize grade level appropriate pacing tool as evidence of units covered and assessment schedule.

**High Priority**

**Evaluation Data Sources:** Pacing and assessment calendar  
Lesson Plans

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will follow a pacing calendar throughout the school year <b>Strategy's Expected Result/Impact:</b> Instructional alignment <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction Director, Principal  <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative		
	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			



## RDA Strategies

Goal	Objective	Strategy	Description
1	1	2	The campus administration will review Kindergarten-2nd grade Math progress monitor reports using various resources. ( Eureka Math Mid-Module, End of Module Assessments ) every 3 weeks
2	4	1	The campus will host one Family Engagement activity that is focused on literacy.
2	5	1	The campus will research, plan, and offer reading activities for implementation during the Summer Academy in 2024.

## Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	The campus administration will review Kindergarten-2nd grade Math progress monitor reports using various resources. ( Eureka Math Mid-Module, End of Module Assessments ) every 3 weeks
2	4	1	The campus will host one Family Engagement activity that is focused on literacy.
2	5	1	The campus will research, plan, and offer reading activities for implementation during the Summer Academy in 2024.
7	1	1	Elementary school teachers will implement the District adopted subject specific HQIM curriculum as the primary resource.
7	2	1	Teachers will receive professional development and will implement the learning into their classroom instruction as evidenced in their lesson plans
7	3	1	Administrators will attend professional development sessions
8	1	1	Teachers will have substitutes cover their class in order to have an instructional planning day.
8	2	1	Teachers will use exit tickets at the end of their lessons in order to adjust instruction as needed based on student mastery of expectation.
8	3	1	Teachers will follow a pacing calendar throughout the school year

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	The campus administration will review Kindergarten-2nd grade Math progress monitor reports using various resources. ( Eureka Math Mid-Module, End of Module Assessments ) every 3 weeks
2	4	1	The campus will host one Family Engagement activity that is focused on literacy.
2	5	1	The campus will research, plan, and offer reading activities for implementation during the Summer Academy in 2024.

# Campus Funding Summary

199-General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1	subject specific curriculum		\$2,486.00
7	2	1	Professional Development		\$5,000.00
7	3	1	Professional Development		\$2,500.00
8	1	1	Substitute Teachers		\$3,000.00
Sub-Total					\$12,986.00
211-Title I Parent Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1	Materials and Supplies		\$500.00
3	6	1	Materials and Supplies		\$500.00
5	2	1	Family Engagement Outreach Activities		\$1,500.00
Sub-Total					\$2,500.00
255-Title II, Part A (TPTR)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	Mentor Program		\$6,250.00
Sub-Total					\$6,250.00