

**Clint Independent School District**  
**Desert Hills Elementary**  
**2023-2024 Improvement Plan**



**Board Approval Date:** September 19, 2023

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Demographics Summary:

Desert Hills Elementary School located in Horizon, Texas in the Clint Independent School District. Our population has remained consistent with last year. At the moment, our current population is 943 students. Desert Hills is made up of 95% Hispanic students. We have 4.0% White and 1% African American. 38% of our students are LEP (Emergent Bilingual) and 78% are economically disadvantaged. We have 38% of our students in Bilingual Education, 3.6% in Gifted and Talented, 16% receiving Special Education Services, and our mobility rate is 15.1%, 48% are at-risk, 1.7% are receiving 504 accommodations. Approximately 8% of the student population has a parent or guardian that is a member of the military forces. We currently service 10 identified students for Dyslexia.

We follow the Dual Language model for Bilingual Education in grades PK-5

While our demographics have remained similar, our needs for materials in Spanish (newcomers) to target the needs of our English Language Learners has become a high priority. Our SPED continues to grow, our students are showing minimal growth and require additional resources and supports.

### Demographics Strengths

There is pride in the school and our culture. Family is very important to the community, so there is a lot of expanded support. A third of our population is Limited English Proficient, many of the students have family who can speak English, which helps to transition to English instruction.

College has become a goal for many students and an expectation of their parents. School provides the opportunity to showcase continuing their education by going to college by wearing college shirts on Thursdays.

The schools in the feeder pattern are working closely together to promote our schools and to provide a positive experience for the child, parents, and the community. The community is working together to provide opportunities for children outside of school for things such as sports, various clubs, and girl and boy scouts. Desert Hills also provides various school activities and clubs for student involvement. Desert Hills provides father/child participation through our WATCH DOGS program. The safety committee has made the recommendation to expand our WATCH DOGS program to include moms to increase the number of volunteers, provide more adults for security, and to expose students to more of the experiences of our parents. In the school year 2021-2022, all extracurricular activities are on hold due to COVID pandemic. Our hope is that all will return to normal in the Spring semester.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** SPED Students are showing minimal growth and overall achievement in the areas of Reading and Math **Root Cause:** Tier 1 Instruction alignment to Resource Instruction Co-Teachers need training and planning time with SPED Teachers SPED Team have high caseloads

**Problem Statement 2:** EB Students are showing minimal progress in the areas of Reading, Listening and Speaking (TELPAS) **Root Cause:** Inconsistent language instruction. This will be year two of dual language but students in upper grades are still facing the effects.

# Student Learning

## Student Learning Summary

Student achievement and progress on STAAR, Benchmarks, mClass, grades , English language assessments

## Student Learning Strengths

Strengths

- - The campus is now in its 4th year of implementation of Guided Reading. 3 instructional rounds took place last year to check for fidelity and consistency.
  - BAS and EDL are now being used to assess students at a more rigorous level
  - An aligned SEL component will be embedded into the daily schedule

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** The ELL and SPED sub populations score 10-40% below the rest of the campus populations on state assessments **Root Cause:** When EL students transition in second grade, students are left with academic gaps in phonics and foundations TEKS.

**Problem Statement 2:** The campus reading levels and language proficiency are affecting student success on state, district, and campus assessments as evidenced by the gaps between general education, bilingual education, and special education classes **Root Cause:** Lack of phonics, fluency and comprehension alignment in K-5

**Problem Statement 3:** Our students in grades 3-5 are not meeting the 60th Percentile Achievement Score on the MAP Test **Root Cause:** New Implementation of HQIM, fidelity to lesson internalization process and inconsistency of targeted small group instruction

# School Processes & Programs

## School Processes & Programs Summary

Summary - Families and community members are involved at Desert Hills Elementary through feeder pattern parent workshops, open house, parent teacher conferences, Fitness Friday, Military Breakfast, the WatchDog Program, implementation of ClassDojo, Career Week, Fall Festival, DHE Thanksgiving luncheon, Father/Daughter dance, Mother/Son dance, and parents are welcome to volunteer as long as they go through the background check. We also utilize our Partners in Education for Family Nights and have an established PTO. Monthly parent meetings and activities are in place to help parents and families feel at ease in being involved in the school. Desert Hills issues out a monthly newsletter/ calendar to communicate to families what is happening at the campus. (A lot of the teachers also issue a calendar to keep parents up to date with activities around the school and the learning that goes in the classroom). An increase in communication will serve to support teachers and the campus as a whole by bringing in more volunteers and a general increase in parental involvement in their child's education. We had Horizon High School students serve as Reading Buddies for Kinder students. Desert Hills has two (2) counselors and one (1) CIS employee that coordinate family functions and meetings to ensure that the campus community is aware of campus goals and initiatives. Counselors and CIS are also responsible to serve our at risk population and to seek ways to bring in business members and the community to better serve the students of DHE.

To increase parent engagement while supporting the social emotional aspect of parenting, DHE will offer parent classes to address wellness, nutrition and parenting skills. Our goal is to provide these classes a minimum of 4 times per year.

This school year, Clint ISD was awarded a grant, Teacher Incentive Allotment where teachers have the ability to earn up to:

\$4,531 for Recognized

\$9,063 for Exemplary teacher;

\$17,105 for Master teacher

In 2022, we had 6 Teachers receive this grant

## School Processes & Programs Strengths

Family engagement is a large component of Desert Hills as we try to involve parents as much as possible through academic events or extra curricular activities. Desert Hills is a large campus with over 850 students therefore specific programs and systems are in place to help support our goals.

Family Engagement Strengths:

STEM Night

Literacy Nights

Father-Daughter dance & Mother-Son Dances

Fitness Friday

Desert Hills Elementary

Generated by Plan4Learning.com

Coffee with the Principal

Fall Festival/Spring Festival

CIS coordinator

Academic Strengths:

\*Every classroom has an intervention block embedded in their schedule to provide differentiated support as needed.

\* Balanced Literacy

\* Curriculum Coaches and CTC coach to support teachers

\* Scholastic Leveled Libraries

\*HQIM

\* Interventionist Support

\* Saturday Camps, after school accelerated learning to provide targeted supported to students

\* PBIS for staff and students

# Perceptions

## Perceptions Summary

Desert Hills is an elementary school that prides itself with great customer service and for doing what is best for students. To maintain a positive culture among staff members, staff meets once a month to address concerns and frustrations that they may be facing. It is the goal of DHE to build a strong connection between home and school and build a partnership to ensure student success. DHE communicates through Class Dojo at the campus level as well as at the teacher level. All communication such as Blackboard (call outs), flyers, letters are written in both English and in Spanish. We offer parent trainings through our CIS representative as well as our counselors and coaches.

DHE is committed to enrich our partnerships and include more academic components with parents such as STEM night, Literacy Nights and Math Nights.

The integration of PBIS is the glue that holds all stakeholders together. The PBIS team meets monthly to address attendance, rituals & routines, safety, incentives for students and staff and much more. The core beliefs in PBIS is that students, staff, parents and community members must practice in being safe, responsible, and respectful. A monthly calendar is issued to staff to share with students. Our students are reminded daily on how to implement skills and coping skills to be a great well rounded Bobcat.

## Perceptions Strengths

Parent Communication:

- \* Progress and Report Cards
- \* Flyers and Letters
- \* STEM Night
- \* Literacy Nights
- \* Movie Nights with Parents
- \* Fitness Friday
- \* Grandparents' Day
- \* Open House and Parent-Teacher Conferences
- \* Coffee with the Principal

Communication among Faculty Members:

- \* Weekly Mail Updates
- \* Faculty Meetings



- \* Vertical Meetings
- \* Weekly PLCs
- \* Grade Level Meetings
- \* Google Classroom Resource Pages

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## **Student Data: Student Groups**

- Dyslexia data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

#### **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
- Other additional data






# Goals







**Goal 1:** Desert Hills Elementary will be a model of high standards for student academic excellence.

**Performance Objective 1:** By May 2024, RLA STAAR scores will increase by 10% in each of the Performance Levels (Approaches Meets and Masters)

**Evaluation Data Sources:** STAAR

| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <b>Strategy 1:</b> Teacher will receive high-quality, on-going professional learning opportunities grounded in the HQIM, research-based instructional strategies, writing process, ECR/SCR and literacy skills from campus, district, Lead4ward and Region 19.<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative   |     |     | Summative |
|   | Sept  | Nov | Feb | May       |
|   |    |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <b>Strategy 2:</b> All teachers will implement HMH (HQIM) for Tier 1 and Iready/Amplify/Think Up Tier 2 Instruction, teachers will also internalize the lessons during weekly 90 minute PLC's and have the necessary supplemental materials to support implementation (supplies and materials)  | Formative   |     |     | Summative |
|   | Sept  | Nov | Feb | May       |
|   |   |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <b>Strategy 3:</b> Teachers will use various sources of data to deliver targeted small group instruction and RLA Stations and engage in Data Talks to discuss student growth and achievement.<br><br><b>ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  | Formative   |     |     | Summative |
|   | Sept  | Nov | Feb | May       |
|   |  |     |     |           |

| Strategy 4 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <b>Strategy 4:</b> Teachers will be trained on RLA RBIS and how to implement them on a daily basis in all tiers of instruction.   | Formative   |     |     | Summative |
|   | Sept  | Nov | Feb | May       |
|   |    |     |     |           |
| Strategy 5 Details  | Reviews   |     |     |           |
| <b>Strategy 5:</b> Teachers will receive monthly RLA professional development and additional planning time during Thinking Thursdays, Dual Language Planning and SPED planning,<br><br><b>Funding Sources:</b> - 282 ESSER III - 282.13.6117.19.103.1.30 - \$31,978.32  | Formative   |     |     | Summative |
|   | Sept  | Nov | Feb | May       |
|   |    |     |     |           |
| Strategy 6 Details  | Reviews   |     |     |           |
| <b>Strategy 6:</b> DHE will provide RLA accelerated instruction during afterschool tutoring, intersession camps and Saturday School.<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br><b>Funding Sources:</b> Tutoring - 282 ESSER III - 282.11.6117.18.1.30 - \$39,400 | Formative   |     |     | Summative |
|   | Sept  | Nov | Feb | May       |
|   |    |     |     |           |
| Strategy 7 Details  | Reviews   |     |     |           |
| <b>Strategy 7:</b> DHE will provide RLA TEKS aligned enrichment through Book of the Month Activities, Read Across America Week, Bobcat Book Club, Field Trips and Literacy Nights<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture                                       | Formative   |     |     | Summative |
|   | Sept  | Nov | Feb | May       |
|   |  |     |     |           |
| Strategy 8 Details  | Reviews   |     |     |           |
| <b>Strategy 8:</b> Curriculum Coaches will conduct instructional coaching cycles through instructional observations, lesson rehearsal, actionable feedback and reflection.  | Formative   |     |     | Summative |
|   | Sept  | Nov | Feb | May       |
|   |  |     |     |           |

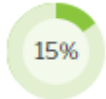

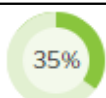
| Strategy 9 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <b>Strategy 9:</b> Purchase and replenish instructional materials to support implementation of HQIM (manipulatives, supplemental resources, reading materials, phonics manipulatives). Supplemental materials, supplies and technology will also be purchased to enhance instructional activities for all students and support instruction. Provide staff with updated technology to support instruction.<br><br><b>Funding Sources:</b> Manipulatives, supplemental resources, reading materials, phonics manipulatives - 211 ESEA, TI A IMP - 211.11.6399.00.103.4.30 - \$30,000, Reading materials - 199 GENERAL FUND - 199.11.6329.00.103.0.30 - \$11,000, Manipulatives, supplemental resources, reading materials, phonics manipulatives - 199 GENERAL FUND - 199.11.6399.00.103.0.30 - \$15,000, Special Ed supplemental resources/instructional materials - 199 GENERAL FUND - 199.11.6399.00.103.0.23 - \$9,200, Technology - 211 ESEA, TI A IMP - 211.11.6383.DE.103.4.30 - \$19,500, Art material - 199 GENERAL FUND - 199.11.6399.30.103.0.30 - \$6,960, Student technology - 211 ESEA, TI A IMP - 211.11.6382.DS.103.4.30 - \$8,000 | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
|  |  |     |     |           |
| Strategy 10 Details  | Reviews   |     |     |           |
| <b>Strategy 10:</b> Teachers will deliver instruction that is explicit, including systematic practice with foundational skills to ensure that all students obtain skills needed to become fluent readers. Teachers will also ensure that students engage in regular practice with grade-level, complex text, and developmentally appropriate academic language.<br><br><b>Title I:</b><br>2.4<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction   | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
|  |  |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>  |   |     |     |           |

**Goal 1:** Desert Hills Elementary will be a model of high standards for student academic excellence.






**Performance Objective 2:** By May 2024, Math STAAR scores will increase by 10% in each of the Performance Levels (Approaches Meets and Masters)







**High Priority**

**Evaluation Data Sources:** STAAR

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers will receive professional development in the areas of Eureka, Math Stations and Math Interventions from campus, district, Lead4ward and Region 19.<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Funding Sources:</b> Professional Development - 211 ESEA, TI A IMP - 211.13.6239.00.103.4.30 - \$5,000 | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
|  |    |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> All teachers will implement Eureka (HQIM) for Tier 1 and Iready/Think Up for Tier 2 Instruction, teachers will also internalize the lessons during weekly 90 minute PLC's and have the necessary supplemental materials to support implementation (supplies and materials).   | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
|  |    |     |     |           |
| Strategy 3 Details   | Reviews   |     |     |           |
| <b>Strategy 3:</b> Teachers will use various sources of data to deliver targeted small group instruction and math stations and engage in Data Talks to discuss student growth and achievement.<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
|  |  |     |     |           |


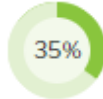











| Strategy 4 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <b>Strategy 4:</b> Teachers will be trained on Math RBIS and how to implement them on a daily basis in all tiers of instruction.<br><br><b>Title I:</b><br>2.4, 2.5<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction  | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
|  |    |     |     |           |
| Strategy 5 Details   | Reviews   |     |     |           |
| <b>Strategy 5:</b> Teachers will receive math professional development and additional planning time during Thinking Thursdays, Dual Language Planning and SPED planning,   | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
|  |    |     |     |           |
| Strategy 6 Details   | Reviews   |     |     |           |
| <b>Strategy 6:</b> DHE will provide math accelerated instruction during afterschool tutoring, intersession camps and Saturday School.<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
|  |    |     |     |           |
| Strategy 7 Details   | Reviews   |     |     |           |
| <b>Strategy 7:</b> DHE will provide Math TEKS aligned enrichment through STEAM nights, field trips and math focused activities.  | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
|  |  |     |     |           |
| Strategy 8 Details   | Reviews   |     |     |           |
| <b>Strategy 8:</b> Implement daily use of HQIM and Assessments (Summative & Formative) that support learning at appropriate levels of rigor aligned to district planning calendars to include: Eureka TRS TEKS Specificity, IFD and District Math Framework (Small Group Instruction, GUIDE Stations, TEKS Based Problem Solving Model and ST Math ) | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
|  |  |     |     |           |

| Strategy 9 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <b>Strategy 9:</b> Curriculum Coaches will conduct instructional coaching cycles through instructional observations, lesson rehearsal, actionable feedback and reflection.<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction           | Formative   |     |     | Summative |
|   | Sept  | Nov | Feb | May       |
|   |  |     |     |           |
| Strategy 10 Details   | Reviews   |     |     |           |
| <b>Strategy 10:</b> Purchase and replenish instructional materials to support implementation of HQIM (manipulatives, supplemental resources, reading materials, phonics manipulatives, online programs).<br><br><b>Funding Sources:</b> IXL LEARNING - 199 GENERAL FUND - 199.11.6395.00.103.0.30 - \$7,000   | Formative   |     |     | Summative |
|   | Sept  | Nov | Feb | May       |
|   |  |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> |   |     |     |           |

**Goal 1:** Desert Hills Elementary will be a model of high standards for student academic excellence.

**Performance Objective 3:** By May 2024, Science STAAR scores will increase by 15% in each of the Performance Levels (Approaches Meets and Masters)




| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers will receive professional development in the areas of Stemscores, Science Literacy Connection and Labs from campus, district, Lead4ward and Region 19, CAST23.<br><br><b>Funding Sources:</b> - 211 ESEA, TI A IMP - 211.13.6411.00.103.4.30 - \$4,000 | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
|  |    |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> All teachers will implement Stemscores (HQIM) for Tier 1 and Think Up for Tier 2 Instruction, teachers will also internalize the lessons and have the necessary supplemental materials to support implementation (supplies and materials).                      | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
|  |    |     |     |           |
| Strategy 3 Details   | Reviews   |     |     |           |
| <b>Strategy 3:</b> DHE will provide Science accelerated instruction during afterschool tutoring, intersession camps and Saturday School.   | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
|  |   |     |     |           |
| Strategy 4 Details   | Reviews   |     |     |           |
| <b>Strategy 4:</b> Teacher will provide students lab instruction according to the Grade level expectations, in the Science Lab (with all necessary supplies and materials)   | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
|  |  |     |     |           |








| Strategy 5 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <b>Strategy 5:</b> Teachers will implement science content areas in RLA stations and SCR .<br><br><b>ESF Levers:</b><br>Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  | Formative   |     |     | Summative |
|   | Sept  | Nov | Feb | May       |
|   |  |     |     |           |
| Strategy 6 Details  | Reviews   |     |     |           |
| <b>Strategy 6:</b> Teachers will provide PBL (Project Based Learning) in Science and Social Studies through project based learning. We will purchase materials for PBL projects and presentations.<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction   | Formative   |     |     | Summative |
|   | Sept  | Nov | Feb | May       |
|   |  |     |     |           |
| Strategy 7 Details  | Reviews   |     |     |           |
| <b>Strategy 7:</b> Teachers will plan field trips aligned to the Science TEKS.<br><b>Strategy's Expected Result/Impact:</b> Science STAAR, Checkpoints<br><b>Staff Responsible for Monitoring:</b> Teachers<br><br><b>Title I:</b><br>2.4<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture, Lever 5: Effective Instruction<br><b>Funding Sources:</b> Field trips - 199 GENERAL FUND - 199.11.6494.00.103.0.30 - \$2,000 | Formative   |     |     | Summative |
|   | Sept  | Nov | Feb | May       |
|   |  |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                   |   |     |     |           |

**Goal 1:** Desert Hills Elementary will be a model of high standards for student academic excellence.

**Performance Objective 4:** By May 2024, 90% of EB students will demonstrate a minimum of one proficiency level of growth in their overall composite TELPAS score

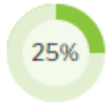


**Evaluation Data Sources:** TELPAS





| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <b>Strategy 1:</b> Teacher will receive high-quality, on-going professional learning opportunities grounded in the DL Framework, research-based instructional strategies, and literacy skills from campus, district, Lead4ward and Region 19.<br><b>Strategy's Expected Result/Impact:</b> TELPAS<br><b>Staff Responsible for Monitoring:</b> ILT DL teachers<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
|  |    |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> Teacher will be trained on an Image Analysis Strategy to be used during Science Instruction<br><b>Strategy's Expected Result/Impact:</b> TELPAS Scores<br><b>Staff Responsible for Monitoring:</b> ILT/DL Teachers<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction  | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
|  |    |     |     |           |
| Strategy 3 Details   | Reviews   |     |     |           |
| <b>Strategy 3:</b> DL Teachers will engage in monthly planning sessions and PD in the area of Dual language Instructional Practices<br><b>Strategy's Expected Result/Impact:</b> TELPAS<br><b>Staff Responsible for Monitoring:</b> ILT Admin<br><br><b>Title I:</b><br>2.5, 2.6<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
|  |  |     |     |           |

| Strategy 4 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <b>Strategy 4:</b> DL Teachers will engage in Data Talks to discuss the biliteracy progress of DL students, they will set goals and progress monitor student growth<br><b>Strategy's Expected Result/Impact:</b> TELAPAS. Lectura. STAAR<br><b>Staff Responsible for Monitoring:</b> ILT, Teachers<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction | Formative   |     |     | Summative |
|   | Sept  | Nov | Feb | May       |
|   |  |     |     |           |
| Strategy 5 Details  | Reviews   |     |     |           |
| <b>Strategy 5:</b> DL Teachers will attend conferences and PD to improve biliteracy and dual language instruction<br><b>Strategy's Expected Result/Impact:</b> TELPAS. STAAR<br><b>Staff Responsible for Monitoring:</b> ILT DL Teachers<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br><b>Funding Sources:</b> - 211 ESEA, TI A IMP - 211.13.6411.00.103.4.30 - \$6,000    | Formative   |     |     | Summative |
|   | Sept  | Nov | Feb | May       |
|   |  |     |     |           |
| Strategy 6 Details  | Reviews   |     |     |           |
| <b>Strategy 6:</b> Will purchase materials and supplies for EB students to increase academic achievement in the 4 core subject areas.<br><br><b>Funding Sources:</b> Materials and supplies - 199 GENERAL FUND - 199.11.6399.00.103.0.25 - \$5,000  | Formative   |     |     | Summative |
|   | Sept  | Nov | Feb | May       |
|   |  |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                           |   |     |     |           |

**Goal 1:** Desert Hills Elementary will be a model of high standards for student academic excellence.

**Performance Objective 5:** By May of 2024, 90 % of SPED students will show a 15% growth in the area of overall achievement on Reading MAP and RLA STAAR



| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <b>Strategy 1:</b> Teacher will receive high-quality, on-going professional learning opportunities grounded in the SPED Framework, research-based instructional strategies ,and literacy skills from campus, district, Lead4ward and Region 19.<br><b>Strategy's Expected Result/Impact:</b> Increase in Data for SPED on STAAR<br><b>Staff Responsible for Monitoring:</b> SPED Teachers, Co-Teachers, ILT<br><br><b>ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
|  |    |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> SPED Teachers will engage in monthly planning sessions and PD in the area of SPED Instructional Practices and Practices<br><b>Strategy's Expected Result/Impact:</b> STAAR STAAR ALT<br><b>Staff Responsible for Monitoring:</b> SPED Teachers, Co-Teachers, ILT<br><br><b>ESF Levers:</b><br>Lever 2: Strategic Staffing, Lever 5: Effective Instruction   | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
|  |    |     |     |           |
| Strategy 3 Details   | Reviews   |     |     |           |
| <b>Strategy 3:</b> SPED Teachers will engage in Data Talks to discuss the progress of SPED students, they will set goals and progress monitor student growth using data growth tracker<br><b>Staff Responsible for Monitoring:</b> SPED Teachers<br><br><b>ESF Levers:</b><br>Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction   | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
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| Strategy 4 Details   |  | Reviews   |     |     |           |
|--|--|-----------|-----|-----|-----------|
| <b>Strategy 4:</b> Purchase and replenish instructional materials and personal care supplies for SPED students. Purchase printer and ink for all SPED needs.<br><b>Staff Responsible for Monitoring:</b> SPED Teachers<br><br><b>Funding Sources:</b> - 199 GENERAL FUND - 199.11.6399.103.0.23.PCS - \$1,000, - 199 GENERAL FUND - 199.11.6399.00.103.23 - \$2,000  |  | Formative |     |     | Summative |
|  |  | Sept      | Nov | Feb | May       |
|  |  | N/A       |     |     |           |
| <div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div> |  |           |     |     |           |



**Goal 1:** Desert Hills Elementary will be a model of high standards for student academic excellence.



**Performance Objective 6:** Desert Hills Elementary will utilize the ESF Framework and Effective Instructional Levers to implement a MTSS for students with learning gaps (5.4)







| Strategy 1 Details   | Reviews  |     |     |           |
|--|--|-----|-----|-----------|
| <b>Strategy 1:</b> The Campus will provide SUPPLEMENTAL SERVICES (paraprofessionals, staff, and teachers) and supplemental instruction (supplemental programs) to students to support and increase student achievement.<br>Support Staff-Instructional Aides (Teacher Assistants)<br>PIC 11<br>PIC 21<br>PIC 22<br>PIC 23<br>PIC24/30<br>PIC 25<br>PIC 31<br>PIC 32<br><br><b>ESF Levers:</b><br>Lever 2: Strategic Staffing | Formative  |     |     | Summative |
|  | Sept   | Nov | Feb | May       |
|  |   |     |     |           |
| Strategy 2 Details   | Reviews  |     |     |           |
| <b>Strategy 2:</b> Monthly RTI Meetings will be conducted with teachers and MTSS team to discuss student academic and behavior progress<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction   | Formative  |     |     | Summative |
|  | Sept   | Nov | Feb | May       |
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| Strategy 3 Details   |  | Reviews  |     |     |           |
|--|--|--|-----|-----|-----------|
| <b>Strategy 3:</b> GT students will be served through a pull out program that is project based (supplies will be purchased for the projects), attend field trips and competitions (transportation included).<br><b>Strategy's Expected Result/Impact:</b> STAAR Results<br><b>Staff Responsible for Monitoring:</b> GT Teachers<br><br><b>ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Funding Sources:</b> Registration Fees - 199 GENERAL FUND - 199.11.6410.00.103.0.21 - \$1,900, GT Field trips - 199 GENERAL FUND - 199.11.6494.00.103.0.21 - \$500, GT supplies - 199 GENERAL FUND - 199.11.6399.00.103.21 - \$1,400 |  | Formative  |     |     | Summative |
|  |  | Sept   | Nov | Feb | May       |
|  |  |   |     |     |           |
|  |  |  No Progress  Accomplished  Continue/Modify  Discontinue |     |     |           |

**Goal 2:** Desert Hills Elementary will ensure a safe well-disciplined positive learning environment for all students



**Performance Objective 1:** Desert Hills Elementary will utilize the ESF Framework and Effective Instructional Levers to support a positive school culture through implementation of explicit school wide behavioral expectations and culture routines (3.1)







| Strategy 1 Details   | Reviews  |     |     |           |
|--|--|-----|-----|-----------|
| <b>Strategy 1:</b> DHE will implement PBIS school wide to promote positive behavior by following the PBIS systems and Matrix including monthly meetings with the PBIS Committee. PBIS matrix will set the behavior expectations that will be followed and PBIS incentives will be used as rewards for positive behavior. (To include purchasing all supporting materials of the PBIS Program,(training, incentives, guest speakers, supplies and attend conferences)<br><b>Strategy's Expected Result/Impact:</b> Increase positive behavior, decrease office referrals.<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Funding Sources:</b> PBIS - 282 ESSER III - 282.31.6117.00.103.1.30.SEL - \$800, PBIS - 282 ESSER III - 282.13.6117.19.103.1.30 - \$6,000, PBIS - 282 ESSER III - 282.31.6117.19.103.1.30 - \$500 | Formative  |     |     | Summative |
|  | Sept   | Nov | Feb | May       |
|  |   |     |     |           |
| Strategy 2 Details   | Reviews  |     |     |           |
| <b>Strategy 2:</b> Teach conflict resolutions and peace paths to build positive relationships and strategies to overcome bullying.<br><b>Strategy's Expected Result/Impact:</b> Student and family surveys and reduce office referrals.<br><b>Staff Responsible for Monitoring:</b> Campus administration and all campus staff.<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Funding Sources:</b> - 211 ESEA, TI A IMP, - 199 GENERAL FUND, - 282 ESSER III   | Formative  |     |     | Summative |
|  | Sept   | Nov | Feb | May       |
|  |  |     |     |           |

| Strategy 3 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <b>Strategy 3:</b> Conduct monthly and yearly award ceremonies and to celebrate student success, growth and attendance.<br><b>Strategy's Expected Result/Impact:</b> Improved student achievement. Calendar of events.<br><b>Staff Responsible for Monitoring:</b> Campus administration, counselors<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>Funding Sources:</b> - 199 GENERAL FUND, - 211 ESEA, TI A IMP, - 282 ESSER III                   | Formative   |     |     | Summative |
|   | Sept  | Nov | Feb | May       |
|   |  |     |     |           |
| Strategy 4 Details  | Reviews   |     |     |           |
| <b>Strategy 4:</b> Utilize bulletin boards (to be updated monthly) and spaces in the main hallways and grade level hallways to celebrate academic achievements and display student work,<br><b>Strategy's Expected Result/Impact:</b> Positive Environment, Calendar of events<br><b>Staff Responsible for Monitoring:</b> Campus Admin.<br>Teachers<br>Counselor<br>Parents<br>Office Staff<br><br><b>Title I:</b><br>2.4, 2.5<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Funding Sources:</b> - 199 GENERAL FUND, - 211 ESEA, TI A IMP | Formative   |     |     | Summative |
|   | Sept  | Nov | Feb | May       |
|   |  |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>   |   |     |     |           |

**Goal 2:** Desert Hills Elementary will ensure a safe well-disciplined positive learning environment for all students


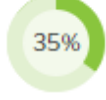




**Performance Objective 2:** Desert Hills Elementary will utilize the ESF Framework and Effective Instructional Levers to create, implement and monitor proactive and responsive student support services.

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <b>Strategy 1:</b> All students, staff and teachers will have the necessary supplies and materials to provide quality SEL instruction to meet students emotional needs.<br><b>Strategy's Expected Result/Impact:</b> Improve student mental health and decrease office referrals.<br><b>Staff Responsible for Monitoring:</b> PBIS/SEL Lead teacher, campus administration.<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Funding Sources:</b> - 282 ESSER III   | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
|  |  |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> Provide counseling and family services from school counselors and outside agencies to address student's social and emotional learning. (through weekly lessons, targeted groups, individual counseling, parent classes, and responsive services)<br><b>Strategy's Expected Result/Impact:</b> a) Teacher Reports (GL Mtgs)<br>b) Discipline Referral Reports<br>c) Counselor Schedule & Evaluation<br><b>Staff Responsible for Monitoring:</b> Campus Admin.<br>Teachers<br>Counselor<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>Funding Sources:</b> - 199 GENERAL FUND, - 211 ESEA, TI A IMP | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
|  |  |     |     |           |

| Strategy 3 Details  | Reviews  |     |     |           |
|---|--|-----|-----|-----------|
| <b>Strategy 3:</b> Utilize Communities in Schools coordinator to provide support in the areas of:<br>1. Supportive Guidance (Attendance)<br>2. Health Human Services<br>3. Parental and Family Engagement<br>4. College and Career Awareness<br>5. Enrichment Activities<br>6. Academic Enhancement and Support<br><br><b>Strategy's Expected Result/Impact:</b> a) Improved Attendance<br>b) At-Risk students with increases on progress and grade reports<br>c) Decrease in Referrals<br>d) Improved living conditions through improved living conditions<br>e) Students with adequate clothing, school supplies, and food<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br>CIS Personnel<br><br><b>Title I:</b><br>2.4, 2.5, 2.6, 4.1<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture<br><b>Funding Sources:</b> - 211 ESEA, TI A IMP | Formative  |     |     | Summative |
|   | Sept   | Nov | Feb | May       |
|   |   |     |     |           |
| Strategy 4 Details  | Reviews  |     |     |           |
| <b>Strategy 4:</b> Campus counselors will attend professional development and conferences to learn about research based responsive services.<br><br><b>Strategy's Expected Result/Impact:</b> Increase in services<br><b>Staff Responsible for Monitoring:</b> Counselors<br><br><b>Title I:</b><br>2.5, 2.6<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>Funding Sources:</b> FOR CONFERENCES - 211 ESEA, TI A IMP - 211.31.6411.00.103.4.30 - \$12,800   | Formative  |     |     | Summative |
|   | Sept   | Nov | Feb | May       |
|   |  |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>   |  |     |     |           |

**Goal 2:** Desert Hills Elementary will ensure a safe well-disciplined positive learning environment for all students

**Performance Objective 3:** Desert Hills Elementary will utilize the ESF Framework and Effective Instructional Levers to involve families and the community to ensure a positive and safe learning environment.

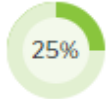

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <b>Strategy 1:</b> DHE will promote activities (Red Ribbon week, career week, high school homecoming events, etc. ) to motivate and encourage students to stay drug-free and make good choices.<br><b>Strategy's Expected Result/Impact:</b> Calendar of activities<br><b>Staff Responsible for Monitoring:</b> Campus administration, counselors, pbis/sel teacher.<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>Funding Sources:</b> - 199 GENERAL FUND, - 211 ESEA, TI A IMP, - 282 ESSER III  | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
|  |  |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> Campus will provide monthly opportunities for parent involvement (CWP, Performances, SEL Classes, Festivals, Holiday Events) and establish a parent volunteer program<br><b>Strategy's Expected Result/Impact:</b> Increase in Parental Involvement and Community Interaction, Increase Partners in Ed<br><b>Staff Responsible for Monitoring:</b> Campus Admin and CIS and Events Committee<br><br><b>Title I:</b><br>2.4, 2.5<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>Funding Sources:</b> - 211 ESEA, TI A IMP | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
|  |  |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>  |   |     |     |           |

**Goal 2:** Desert Hills Elementary will ensure a safe well-disciplined positive learning environment for all students







**Performance Objective 4:** DHE campus leaders will create and implement safety systems. DHE students and staff will participate in activities that will promote greater safety and security.

**High Priority**

**Evaluation Data Sources:** Safety reports to include fire drill and lock down drills.

| Strategy 1 Details   | Reviews  |     |     |           |
|--|--|-----|-----|-----------|
| <b>Strategy 1:</b> Campus Safety will meet to review and evaluate safety procedures each semester.<br><b>Strategy's Expected Result/Impact:</b> Upkeep safety systems and adjust if needed.<br><b>Staff Responsible for Monitoring:</b> Safety Administration and safety team.<br><br><b>Title I:</b><br>2.4, 2.5<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Funding Sources:</b> - 211 ESEA, TI A IMP, - 199 GENERAL FUND  | Formative  |     |     | Summative |
|  | Sept   | Nov | Feb | May       |
|  |   |     |     |           |
| Strategy 2 Details   | Reviews  |     |     |           |
| <b>Strategy 2:</b> Practice emergency protocols in coordination with local Law Enforcement agencies and Fire Departments. (Fire Drills, Lock Downs).<br><b>Strategy's Expected Result/Impact:</b> Safety/Security Audits/Inspections<br>Calendar of events<br><b>Staff Responsible for Monitoring:</b> Safety Administration and safety team.<br><br><b>Title I:</b><br>2.4, 2.5<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Funding Sources:</b> - 199 GENERAL FUND | Formative  |     |     | Summative |
|  | Sept   | Nov | Feb | May       |
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| Strategy 3 Details  |  | Reviews   |     |     |           |
|---|--|---|-----|-----|-----------|
| <b>Strategy 3:</b> Train staff, parents and students on safety (Emergency Response Protocols) and visitor procedures, pick-up/drop-off procedures. Annual safety meeting for parents, staff and students on Emergency Response Protocols. Flyers and Class Dojo post on visitor procedures and pick-up/drop-off procedures will be sent out annually and as modifications are made.<br><b>Strategy's Expected Result/Impact:</b> Safety/Security Audits/Inspections<br><b>Staff Responsible for Monitoring:</b> Campus administration, campus safety team, tech coach.<br><br><b>Title I:</b><br>2.4, 2.5<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Funding Sources:</b> - 199 GENERAL FUND |  | Formative   |     |     | Summative |
|   |  | Sept  | Nov | Feb | May       |
|   |  |  |     |     |           |
| Strategy 4 Details  |  | Reviews   |     |     |           |
| <b>Strategy 4:</b> Members of the staff on campus are trained in first aid, cpr, medical screenings and use of AEDs and their locations will be indicated on the evacuation map.<br><b>Strategy's Expected Result/Impact:</b> Safety/Security Audits/Inspections<br><b>Staff Responsible for Monitoring:</b> Campus administration and Nurse<br><br><b>Title I:</b><br>2.4, 2.5<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Funding Sources:</b> - 199 GENERAL FUND   |  | Formative   |     |     | Summative |
|   |  | Sept  | Nov | Feb | May       |
|   |  |  |     |     |           |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |  |   |     |     |           |

**Goal 2:** Desert Hills Elementary will ensure a safe well-disciplined positive learning environment for all students

**Performance Objective 5:** To promote a positive learning environment, the building and surrounding areas will be maintained well and repairs will be performed as needed with equipment that is in good condition.








**Evaluation Data Sources:** Work orders and droplet orders.

| Strategy 1 Details  | Reviews  |     |     |           |
|---|--|-----|-----|-----------|
| <b>Strategy 1:</b> Work with district maintenance personnel to ensure that accessible areas (doors, windows, roof access and utility rooms) are maintained and repaired as necessary.<br><b>Strategy's Expected Result/Impact:</b> Safety/security audits/inspections<br><b>Staff Responsible for Monitoring:</b> Campus admin, security, maintenance<br><br><b>Title I:</b><br>2.4, 2.5<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Funding Sources:</b> - 199 GENERAL FUND  | Formative  |     |     | Summative |
|   | Sept   | Nov | Feb | May       |
|   |   |     |     |           |
| Strategy 2 Details  | Reviews  |     |     |           |
| <b>Strategy 2:</b> Implement a preventive maintenance program and schedule to maintain facilities and grounds (such as paint, replacing tile/fixtures, and grass on play field)<br><b>Strategy's Expected Result/Impact:</b> a) Work Orders<br>b) Needs Assessments and Inventory Reports<br>c) Purchase Order Reports<br><b>Staff Responsible for Monitoring:</b> Campus Admin.<br>Custodians<br><br><b>Title I:</b><br>2.4, 2.5<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>Funding Sources:</b> - 199 GENERAL FUND | Formative  |     |     | Summative |
|   | Sept   | Nov | Feb | May       |
|   |  |     |     |           |

| Strategy 3 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <b>Strategy 3:</b> Purchase, replace or repair broken furniture, audio visual equipment, technology, carpet, and items on or associated with the facilities and grounds.<br><b>Strategy's Expected Result/Impact:</b> a) Work Orders<br>b) Needs Assessments and Inventory Reports<br>c) Purchase Order Reports<br><b>Staff Responsible for Monitoring:</b> Campus Admin.<br>Custodians<br><br><b>Title I:</b><br>2.4, 2.5<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture<br><b>Funding Sources:</b> - 199 GENERAL FUND | Formative   |     |     | Summative |
|   | Sept  | Nov | Feb | May       |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>   |   |     |     |           |








**Goal 2:** Desert Hills Elementary will ensure a safe well-disciplined positive learning environment for all students

**Performance Objective 6:** Students will receive additional Enrichment opportunities to excel inside and outside of the classroom

| Strategy 1 Details  | Reviews  |     |     |           |
|---|--|-----|-----|-----------|
| <b>Strategy 1:</b> DHE will provide a quality music program for students in Pre-K through 5th grade. The music teacher will incorporate Quaver Music Curriculum into his daily lessons. Purchase instruments for students to learn rhythm and music students will acquire fine motor skills<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture   | Formative  |     |     | Summative |
|   | Sept   | Nov | Feb | May       |
|   |   |     |     |           |
| Strategy 2 Details  | Reviews  |     |     |           |
| <b>Strategy 2:</b> DHE will provide all students with technology instruction through our Makerspace Initiative, Robotics, E-Sports and Live Announcements. Supplies and Materials will be purchased to support program implementation.  | Formative  |     |     | Summative |
|   | Sept   | Nov | Feb | May       |
|   |   |     |     |           |
| Strategy 3 Details  | Reviews  |     |     |           |
| <b>Strategy 3:</b> DHE will provide all students with educational enrichment through our UIL Program, Elementary NJHS, Robotics Competitions and E-Sports Competitions , Supplies, Materials and Registrations will be purchased to support program implementation.<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction<br><b>Funding Sources:</b> Entry/Registration fees - 281 TITLE IV, PART A SSAEP - 281.11.6410.RB.103.4.30.HCD - \$1,600, - 281 TITLE IV, PART A SSAEP - 281.11.6412.RB.103.4.30.HCD - \$720 | Formative  |     |     | Summative |
|   | Sept   | Nov | Feb | May       |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>   |  |     |     |           |

**Goal 2:** Desert Hills Elementary will ensure a safe well-disciplined positive learning environment for all students




**Performance Objective 7:** DHE will provide a quality Makerspace and STEM program for students in Pre-K through 5th grade and purchase materials to support campus wide Makerspace implementation and STEM instruction and STEM Family Nights.


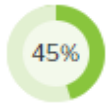




| Strategy 1 Details  | Reviews  |     |     |           |
|---|--|-----|-----|-----------|
| <b>Strategy 1:</b> We will hire a Makerspace/Media Center Instructional Aide to assist with creating stations, managing materials and assisting students in the stations<br><br><b>ESF Levers:</b><br>Lever 2: Strategic Staffing, Lever 3: Positive School Culture   | Formative  |     |     | Summative |
|   | Sept   | Nov | Feb | May       |
|   |   |     |     |           |
| Strategy 2 Details  | Reviews  |     |     |           |
| <b>Strategy 2:</b> Purchase materials for Makerspace stations (technology, games, STEM activities, Art materials, craft supplies, furniture)  | Formative  |     |     | Summative |
|   | Sept   | Nov | Feb | May       |
|   |   |     |     |           |
| Strategy 3 Details  | Reviews  |     |     |           |
| <b>Strategy 3:</b> Attend Technology Conferences to learn about blended learning, STEM and Makerspace activities to implement in daily instruction for students<br><br><b>ESF Levers:</b><br>Lever 2: Strategic Staffing, Lever 5: Effective Instruction  | Formative  |     |     | Summative |
|   | Sept   | Nov | Feb | May       |
|   |  |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> |  |     |     |           |

**Goal 3:** Desert Hills Elementary will operate efficiently being fiscally responsible.

**Performance Objective 1:** Desert Hills will utilize the ESF Framework and Effective Instructional Levers to operate being fiscally responsible to maintain a daily attendance rate of 96%

**Evaluation Data Sources:** Increase in attendance, Weekly Attendance Reports, Daily Absence Reports

| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <b>Strategy 1:</b> Maintain ADA above 96% with a target of 96.5% by providing incentives and recognition for short and long term attendance.<br><b>Strategy's Expected Result/Impact:</b> Increase in attendance, Weekly Attendance Reports, Daily Absence Reports<br><b>Staff Responsible for Monitoring:</b> Campus Admin.<br>Teachers  | Formative   |     |     | Summative |
|   | Sept  | Nov | Feb | May       |
|   |    |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Provide a positive learning environment that promotes daily attendance along with incentives that reinforce daily attendance.<br><b>Strategy's Expected Result/Impact:</b> a) Campus Surveys<br><b>Staff Responsible for Monitoring:</b> All Campus Staff<br><br><b>Funding Sources:</b> Student Awards - 199 GENERAL FUND - 199 E 11 6498 00 103 0 99 - \$6,000 | Formative   |     |     | Summative |
|   | Sept  | Nov | Feb | May       |
|   |    |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <b>Strategy 3:</b> Educate parents/guardians to the importance of daily attendance, compulsory attendance laws, and how to prevent disease and illnesses<br><b>Strategy's Expected Result/Impact:</b> a) Campus Surveys<br>b) Communication Portfolio<br><b>Staff Responsible for Monitoring:</b> Campus Admin.<br>Teachers<br>Office Staff<br>Nurse<br>Counselor                   | Formative   |     |     | Summative |
|   | Sept  | Nov | Feb | May       |
|   |  |     |     |           |








| Strategy 4 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <b>Strategy 4:</b> Use weekly, 9 week, semester, and year end incentives for students that achieve perfect attendance (free dress, extra time for lunch, coupons, pencils, certificates, and prizes)<br><b>Strategy's Expected Result/Impact:</b> a) Communication Portfolio<br>b) Purchase Order Reports<br>c) PEIMS Reports<br><b>Staff Responsible for Monitoring:</b> Campus Admin.<br>Teachers<br>Counselor<br>Office Staff<br><br><b>Funding Sources:</b> Student Awards - 199 GENERAL FUND - 199 E 11 6498 00 103 0 99 - \$6,000 | Formative   |     |     | Summative |
|   | Sept  | Nov | Feb | May       |
|   |  |     |     |           |
| Strategy 5 Details  | Reviews   |     |     |           |
| <b>Strategy 5:</b> Admin. meet with parents for compulsory attendance/tardy related issues. Work with parents through CIS and campus resources to provided assistance if needed to improve attendance.<br><b>Strategy's Expected Result/Impact:</b> a) Sign In logs<br>b) Meeting/Warning Letter Copies<br><b>Staff Responsible for Monitoring:</b> Campus Admin.<br>Teachers<br>Nurse  | Formative   |     |     | Summative |
|   | Sept  | Nov | Feb | May       |
|   |  |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>   |   |     |     |           |

**Goal 3:** Desert Hills Elementary will operate efficiently being fiscally responsible.

**Performance Objective 2:** Desert Hills will utilize the ESF Framework and Effective Instructional Levers to operate being fiscally responsible :1.3 Focused Plan/Monitoring

**High Priority**



**Evaluation Data Sources:** Local, ESSER and Federal Budget balances





| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| Strategy 1: Have weekly meetings with admin and budget clerk and campus secretary  | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
|  |    |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| Strategy 2: Follow the district requisition process (to include campus administration) and meet budget deadlines set by the district   | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
|  |    |     |     |           |
| Strategy 3 Details   | Reviews   |     |     |           |
| Strategy 3: Review the Budget with School Leadership Team on a monthly basis   | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
|  |  |     |     |           |
|  No Progress  Accomplished  Continue/Modify  Discontinue |   |     |     |           |



**Goal 4:** At Desert Hills Elementary all students will be taught by highly qualified teachers while becoming the employer of choice in order to seek and retain effective personnel.

**Performance Objective 1:** Desert Hills Elementary will utilize the ESF Framework and Effective Instructional Levers to recruit, select, assign, induct, and retain a full staff of highly qualified educators.



| Strategy 1 Details   | Reviews  |     |     |           |
|--|--|-----|-----|-----------|
| <b>Strategy 1:</b> Recruit and interview teacher and paraprofessional candidates who are certified for available position, all interviews will include teachers and/or support staff<br><b>Strategy's Expected Result/Impact:</b> Staff campus with most qualified personnel<br><b>Staff Responsible for Monitoring:</b> Campus Admin<br><br><b>Title I:</b><br>2.5<br>- <b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br>- <b>ESF Levers:</b><br>Lever 2: Strategic Staffing | Formative  |     |     | Summative |
|  | Sept   | Nov | Feb | May       |
|  |   |     |     |           |
| Strategy 2 Details   | Reviews  |     |     |           |
| <b>Strategy 2:</b> All teachers will maintain the appropriate certifications for their grade level and subject, teachers in grades K-3 will have their STR certification or completed Texas Reading Academies<br><b>Strategy's Expected Result/Impact:</b> 100% Certified Teachers<br><b>Staff Responsible for Monitoring:</b> Campus Admin<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br>- <b>ESF Levers:</b><br>Lever 2: Strategic Staffing                       | Formative  |     |     | Summative |
|  | Sept   | Nov | Feb | May       |
|  |  |     |     |           |

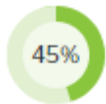
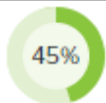




| Strategy 3 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 3:</b> Send Teachers and members of ILT/Administration to conferences and professional development to be able to implement and train on HQIM , address the needs of special populations (SPED, DL, Military, GT) and educational technology.<br><b>Strategy's Expected Result/Impact:</b> Increase in STAAR Scores<br><b>Staff Responsible for Monitoring:</b> Teachers and ILT<br><br><b>Funding Sources:</b> - 211 ESEA, TI A IMP - 211.23.6411.00.103.4.30 - \$3,000, - 199 GENERAL FUND - 199.13.6239.00.103.0.23 - \$3,000 | Formative |     |     | Summative |
|   | Sept      | Nov | Feb | May       |
|   | N/A       |     |     |           |
| <div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>  |           |     |     |           |

**Goal 4:** At Desert Hills Elementary all students will be taught by highly qualified teachers while becoming the employer of choice in order to seek and retain effective personnel.

**Performance Objective 2:**






Desert Hills Elementary will utilize the ESF Framework and Effective Instructional Levers to provide teachers and staff with job-embedded professional development for effective classroom instruction.

| Strategy 1 Details  | Reviews  |     |     |           |
|---|--|-----|-----|-----------|
| <b>Strategy 1:</b> All teachers with participate in a Monthly Thinking Thursday PD/Planning Session (CC will deliver ELAR PD and Guide ELAR planning)<br><b>Strategy's Expected Result/Impact:</b> Increase in Reading Achievement (STAAR, MAP, McLass)<br><b>Staff Responsible for Monitoring:</b> ILT<br><br><b>Title I:</b><br>2.4, 2.6<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction | Formative  |     |     | Summative |
|   | Sept   | Nov | Feb | May       |
|   |   |     |     |           |
| Strategy 2 Details  | Reviews  |     |     |           |
| <b>Strategy 2:</b> SPED and Dual Language teachers with participate in a Monthly PD/Planning Session (Admin will deliver PD and guide planning)<br><b>Strategy's Expected Result/Impact:</b> Increase in SPED and DL student achievement<br><br><b>Title I:</b><br>2.4, 2.5<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction   | Formative  |     |     | Summative |
|   | Sept   | Nov | Feb | May       |
|   |  |     |     |           |

| Strategy 3 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <b>Strategy 3:</b> DHE will provide monthly Bobcat 101 PD Sessions for new teachers and teachers/staff that are new to DHE.<br><b>Strategy's Expected Result/Impact:</b> Retain and Support Teachers<br><b>Staff Responsible for Monitoring:</b> ILT<br><br><b>Title I:</b><br>2.4, 2.5<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing<br><b>Funding Sources:</b> - 211 ESEA, TI A IMP - 211.13.6411.00.103.4.30 - \$1,500 | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
|  |  |     |     |           |
| Strategy 4 Details   | Reviews   |     |     |           |
| <b>Strategy 4:</b> PE Teachers will attend conferences to gain knowledge on physical fitness and health.<br><b>Strategy's Expected Result/Impact:</b> Increase in health/fitness<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br><b>Funding Sources:</b> - 211 ESEA, TI A IMP - 211.13.6411.00.103.4.30 - \$1,500   | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
|  |  |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>  |   |     |     |           |







**Goal 4:** At Desert Hills Elementary all students will be taught by highly qualified teachers while becoming the employer of choice in order to seek and retain effective personnel.

**Performance Objective 3:** Desert Hills Elementary will utilize the ESF Framework and Effective Instructional Levers to build teacher capacity through observation and feedback cycles

| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <b>Strategy 1:</b> Weekly Walkthroughs, Monthly Learning Walks and Instructional Rounds will be conducted by ILT and Teachers on a monthly basis. Teachers will receive feedback via, Strive, Email, In person or Kick up<br><b>Strategy's Expected Result/Impact:</b> Teachers will receive feedback and improve classroom instruction<br><b>Staff Responsible for Monitoring:</b> ILT and teachers<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction | Formative   |     |     | Summative |
|   | Sept  | Nov | Feb | May       |
|   |  25% |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>   |   |     |     |           |

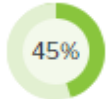
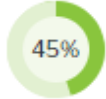
**Goal 5:** Desert Hills Elementary will include parents, community, and business members in the education of all students.






**Performance Objective 1:** Desert Hills Elementary will utilize the ESF Framework and Effective Instructional Levers to create an inclusive and welcoming environment that engages all families in critical aspects of student learning.

| Strategy 1 Details   | Reviews  |     |     |           |
|--|--|-----|-----|-----------|
| <b>Strategy 1:</b> Campus will provide monthly opportunities for parent involvement (Parent Workshops, CWP, Performances, SEL Classes, Festivals, Holiday Events) and establish a parent volunteer program<br><b>Strategy's Expected Result/Impact:</b> Increase in Parental Involvement and Community Interaction, Increase Partners in Ed<br><b>Staff Responsible for Monitoring:</b> Campus Admin and CIS and Events Committee<br><br><b>Title I:</b><br>2.4, 2.5<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>Funding Sources:</b> - 211 ESEA, TI A IMP | Formative  |     |     | Summative |
|  | Sept   | Nov | Feb | May       |
|  |   |     |     |           |
| Strategy 2 Details   | Reviews  |     |     |           |
| <b>Strategy 2:</b> Campus will provide monthly opportunities for parent education/engagement classes that will have a positive impact on student achievement and behaviors (ESL classes, Technology Classes, Nutrition Classes, Citizenship classes)<br><b>Strategy's Expected Result/Impact:</b> increase in Parental Involvement and Community Interaction<br><b>Staff Responsible for Monitoring:</b> Campus Admin, Counselors and CIS<br><br><b>Title I:</b><br>4.2<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture  | Formative  |     |     | Summative |
|  | Sept   | Nov | Feb | May       |
|  |  |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>  |  |     |     |           |

**Goal 5:** Desert Hills Elementary will include parents, community, and business members in the education of all students.

**Performance Objective 2:** Desert Hills Elementary will utilize the ESF Framework and Effective Instructional Levers to ensure systems are in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way, including their child's college and career preparation and postsecondary success.

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <b>Strategy 1:</b> DHE will host various events to engage and help parents understand their child's academic progress and how they can assist their child at home (Meet the Teacher Night, Fall and Spring Open House, Literacy Night and STEAM night) (Light refreshments will be provided.)<br><b>Strategy's Expected Result/Impact:</b> Increase of Academic Achievement, Higher Attendance and Positive Home to School Relationships<br><b>Staff Responsible for Monitoring:</b> Teachers, Campus Admin, CORE Team<br><br><b>Title I:</b><br>2.4, 2.6, 4.1, 4.2<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>Funding Sources:</b> - 199 GENERAL FUND, Parent meetings - 211 ESEA, TI A IMP - 211.61.6496.P2.103.4.30 - \$1,400, - 282 ESSER III - 282.11.6117.00.1.30 - \$5,300 | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
|  |    |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> DHE will provide opportunities for families to learn how to model and practice SEL with their children to support the improved academic outcome and social behavior. (Classes and Information Provided)<br><b>Strategy's Expected Result/Impact:</b> Increase in academic and social behaviors<br><b>Staff Responsible for Monitoring:</b> Campus Admin, Teachers, CIS, Counselors, SEL/PBIS<br><br><b>Title I:</b><br>2.4, 4.2<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>Funding Sources:</b> - 211 ESEA, TI A IMP   | Formative   |     |     | Summative |
|  | Sept  | Nov | Feb | May       |
|  |  |     |     |           |







| Strategy 3 Details  |  | Reviews   |  |   |   |
|---|--|---|--|---|---|
| <b>Strategy 3:</b> DHE Teachers and staff will inform parents of student progress through timely conferences, notes, progress reports, Skyward Parent Portal, and phone calls<br><b>Strategy's Expected Result/Impact:</b> a) Survey Data<br><b>Staff Responsible for Monitoring:</b> Campus Admin and Teachers<br><br><b>Title I:</b><br>2.5<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction<br><b>Funding Sources:</b> - 211 ESEA, TI A IMP |  | Formative   |  |   | Summative   |
|   |  | Sept  | Nov  | Feb   | May   |
|   |  |            |  |   |   |
|   |  |  No Progress |  Accomplished |  Continue/Modify |  Discontinue |



**Goal 5:** Desert Hills Elementary will include parents, community, and business members in the education of all students.

**Performance Objective 3:** DHE will ensure multiple communication strategies with families are integrated into teacher roles and responsibilities.

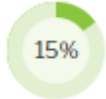




**Evaluation Data Sources:** Teacher Roles and Responsibilities

| Strategy 1 Details  | Reviews  |     |     |           |
|---|--|-----|-----|-----------|
| <b>Strategy 1:</b> DHE will communicate with SMORE newsletters, website, Social Media, Class Dojo, agendas, call outs, marquee, and flyers to provide parents with events, successes, and information which will be in English and Spanish<br><b>Strategy's Expected Result/Impact:</b> a) Survey Data<br>b) Communication Portfolio<br><b>Staff Responsible for Monitoring:</b> Campus Admin.<br>Teachers<br>Nurse<br>Counselor<br><br><b>Title I:</b><br>2.5, 4.1<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture                   | Formative  |     |     | Summative |
|   | Sept   | Nov | Feb | May       |
|   |   |     |     |           |
| Strategy 2 Details  | Reviews  |     |     |           |
| <b>Strategy 2:</b> DHE Teachers will communicate parents regarding grades, attendance, behavior (positive and desired) and student progress, through phone calls, emails, conferences or notes home on a consistent basis<br><b>Strategy's Expected Result/Impact:</b> Increase in attendance and achievement<br><b>Staff Responsible for Monitoring:</b> Teachers Campus Admin<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture, Lever 5: Effective Instruction<br><b>Funding Sources:</b> - 199 GENERAL FUND, - 211 ESEA, TI A IMP | Formative  |     |     | Summative |
|   | Sept   | Nov | Feb | May       |
|   |  |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>   |  |     |     |           |

**Goal 5:** Desert Hills Elementary will include parents, community, and business members in the education of all students.

**Performance Objective 4:** DHE will utilize family and community engagement and impact data are reviewed regularly, and plans are adapted as needed

**Evaluation Data Sources:** Surveys and Data from Parents, CWP

| Strategy 1 Details   | Reviews  |     |     |           |
|--|--|-----|-----|-----------|
| <b>Strategy 1:</b> Will conduct a parent survey to get feedback and information about their children, we will use that data to plan campus family events and parenting classes.<br><b>Strategy's Expected Result/Impact:</b> Increase Parental Involvement<br><b>Staff Responsible for Monitoring:</b> Teachers, CIS Campus Administration<br><br><b>Title I:</b><br>4.1<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>Funding Sources:</b> - 211 ESEA, TI A IMP, - 199 GENERAL FUND | Formative  |     |     | Summative |
|  | Sept   | Nov | Feb | May       |
|  | <br>15% |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>  |  |     |     |           |

# State Compensatory

## Budget for Desert Hills Elementary

**Total SCE Funds:** \$197,366.15

**Total FTEs Funded by SCE:** 10

### Brief Description of SCE Services and/or Programs

Coding of At Risk Students Clint ISD uses the At-Risk Criteria to code students and benefit from the SCE program. The campus administration will ensure that all students, who meet At-Risk Criteria, are coded in the appropriate PEIMS submission. The PEIMS department reviews the criteria annually, and ensures all criteria are reviewed and submitted into the student data system – SKYWARD. Annual PEIMS Reviews ensure the coding is correct. Student Supports At all levels, staff are put in place to provide student supports and accelerated instruction. At the Elementary School Level, the district has funded curriculum coach positions and campuses have allocated funding for supplemental resources, extra duty pay for tutoring and travel for staff to gain knowledge of how best to support students. Elementary campuses also fund a Technology Coach to assist teachers and students with integrating technology to support instructional needs. Activities and Support Programs All district campuses conduct intervention programs to strengthen student academic skills. Campuses, at all levels, use SCE funds for extra duty pay for tutoring which will occur before, after-school and on Saturdays. The district also may use SCE funds for intersession. All campuses place SCE funding for resources to support intervention programs. These programs are designed to compliment the regular education program and offer additional supports for students who meet the SCE criteria. Data Review and Program Evaluation The campus and district teams, review student academic data after formative and summative assessments have been administered to ensure the success of programs, use of resources and effectiveness of staff. The Federal Programs annually evaluates the programs, staff, and activities funded through the SCE program. Campuses ensure that all activities are funded with the appropriate SCE funds which are actually entered into strategies of the CIP and DIP.

## Personnel for Desert Hills Elementary

| <u>Name</u>               | <u>Position</u>               | <u>FTE</u> |
|---------------------------|-------------------------------|------------|
| ALBA, NANCY ARELY         | INST AIDE SPED SELF-CONTAINED | 1          |
| ALEX AGUIRRE              | INST AIDE SPED SELF-CONTAINED | 1          |
| BASURTO, JESSICA JOSEFINA | INST AIDE SPED SELF-CONTAINED | 1          |
| CHAVEZ, OMAR              | INST AIDE SPED SELF-CONTAINED | 1          |
| CRISTINA CASTANEDA        | TECHNOLOGY STIPEND CAMPUS     | 1          |
| CRISTINA CASTANEDA        | TECHNOLOGY COACH              | 1          |
| MALDONADO, MELANIE M      | INST AIDE SPED SELF-CONTAINED | 1          |
| PATRICIA RIVERA           | INST AIDE SPED SELF-CONTAINED | 1          |
| PEDROZA, GRISELDA         | INST AIDE SPED SELF-CONTAINED | 1          |
| ROBY, MARIA SOLEDAD       | INST AIDE SPED SELF-CONTAINED | 1          |

# Title I

## 1.1: Comprehensive Needs Assessment

Desert Hills Elementary will ensure all students demonstrate proficient and advanced levels of academic achievement on state standards. We have developed a school wide campus improvement plan, the entire community, composed of students, parents, and staff will ensure the programs developed are based on the campus needs in an effort to promote an overall capacity of campus successes. Based on the economically disadvantaged criteria, we will function as a schoolwide Title I program. In order to develop this plan, the campus conducted a comprehensive needs assessment and reviewed current data to ensure that our plan is aligned with the new ESSA requirements and the new Texas Accountability System.

The following data was reviewed:

- Data from the T-TESS evaluation system
- STAAR Participation Scores
- STAAR Student Scores
- District Benchmark and Interim Assessments
- Special Population Scores

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Site Based Decision Making Committee will review the plan in June/July 2023 and make recommendations included in the final published document. The committee met this past Spring, created the plan by reviewing strategies, data and updating each portion by goals.

Work group documentation was kept for each goal. Grade Level Leads helped to create the CIP by reviewing their goals and updating the strategies. The CIP will be posted online for the community.

## 2.2: Regular monitoring and revision

The CIP is a working document that changes as the campus needs change. The Campus ILT will update sections as the need for purchases or new initiatives/strategies arises. Furthermore, the Campus ILT will monitor the plan during the review months - September, November January, and May. Each goal will be updated and notes on the progress of the CIP will be included. During the review months, any revisions will be done by each department and reviewed with the ILT.

## 2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan will be accessible on the website and shared with the School Leadership Team. The campus team will ensure that the CIP is translated into Spanish and posted on the and Campus website.

## 2.4: Opportunities for all children to meet State standards

DHE will provide reform strategies as interventions for all Title I school-wide students to ensure the needs of all children, but particularly the needs of children of target populations of any program use effective methods and instructional strategies based on scientifically based research to ensure the state academic achievement standards are met. The lower grades will implement an initiative to ensure that all students are reading on grade level by the end of the Third grade. The "Ready by Third" program will ensure success district-wide for our At-Risk population. Again during 2023-2024, the District will operate on a balanced calendar with student support intersessions in October and March. Throughout the year, we will have additional support for students through an intervention program named I-SUPPORT. These intersessions will focus on students who are at risk or not on grade level, or need support to be successful on the state assessments. Also, Title I funds are allocated to support instructional software and afterschool tutoring programs. ESSER funding will be provided to campuses to support interventions, SEL programs, fund staff and provide additional instructional resources.

## 2.5: Increased learning time and well-rounded education

DHE will provide any student who did not pass STAAR grades 3-8, accelerated instruction must be delivered in the 2023-2024 school year (starting in fall 2023) or subsequent summer 2024. Accelerated instruction entails either 1) assigning a classroom teacher who is a certified master, exemplary, or recognized teacher, or 2) delivering supplemental instruction (i.e., tutoring) before or after school, or embedded in the school day and meeting HB 4545 requirements.

We will establish an HB Hours Log for students who did not pass the STAAR in grades 3rd, 5th, or 8th math or reading beginning to the start of the school year.

Elementary students who did not pass or take the STAAR exam must also have targeted interventions for all STAAR exams that they did not score at least Approached Grade Level or higher on the Spring 2023 STAAR administrations.

All students will have a scheduled time for accelerated instruction. During the 2023-2024 school year, students will be provided targeted intervention before, after and during school. These intervention times must be documented and provided at least 30 minutes a week, per subject. Each campus will work with their respective Assistant Superintendent to develop an approved plan that is uniform and consistent. We will need to provide information on the I-SUPPORT plan to TEA as needed so all program requirements will be adhered.

All student plans must have data to drive their development. Campuses should use STAAR data, MAP data, and screener data. Accelerated instruction should meet the following requirements:

- Delivers targeted Texas Essential Knowledge and Skills (TEKS)-aligned instruction for the applicable grade level and subject areas
- Is provided for no less than 30 hours total (The recommendation is for 30 hours each semester)
- If a student does not pass the mathematics and reading STAAR, 30 hours of accelerated instruction must be provided for each subject area.
- Is designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area
- Utilizes effective instructional materials designed for supplemental instruction.
- Is delivered in a 1-on-1 or small group environment, with no more than 3 students in a small group (or in a larger ratio with permission from all parents or guardians connected to students in the group)
- Is provided by an individual with training in aligned instructional materials and under the LEA's oversight

To the extent possible, is provided by one person for the entirety of the student's supplemental instruction period.

## 2.6: Address needs of all students, particularly at-risk

All student groups will have campus supports where the master schedule will be leveraged to schedule students in classes that can identify gaps and ensure acceleration of instruction. Student plans will be developed to address any learning gaps.

All student plans must have data to drive their development. Campuses should use STAAR data, MAP data, and screener data. Accelerated instruction should meet the following requirements:

- Delivers targeted Texas Essential Knowledge and Skills (TEKS)-aligned instruction for the applicable grade level and subject areas
- Is provided for no less than 30 hours total (The recommendation is for 30 hours each semester)
- If a student does not pass the mathematics and reading STAAR, 30 hours of accelerated instruction must be provided for each subject area.
- Is designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area
- Utilizes effective instructional materials designed for supplemental instruction.
- Is delivered in a 1-on-1 or small group environment, with no more than 3 students in a small group (or in a larger ratio with permission from all parents or guardians connected to students in the group)
- Is provided by an individual with training in aligned instructional materials and under the LEA's oversight

To the extent possible, is provided by one person for the entirety of the student's supplemental instruction period.

### **3.1: Annually evaluate the schoolwide plan**

DHE will use scientifically based research strategies to promote and increase the parent & family engagement efforts in all Title I school-wide campuses. The Communities in Schools program has been implemented to enhance parental & family engagement activities. Also, we have involved parents through Parent & Family Engagement activities, technology integration, and district programs. The District has also updated its software applications and programs to provide parents with more information about the district's activities and programs.

### **4.1: Develop and distribute Parent and Family Engagement Policy**

Our Communities in School Coordinators (CIS), DHE administration and Parent & Family Engagement programs have events scheduled at all campuses throughout 2023-2024 school year. Also, campus administration conducts all required parental involvement meetings and publicizes those through the web, twitter and through the District's call out system. Each campus will also have additional SEL support by having an SEL Lead Teacher who will assist with coordinating parental involvement activities to support social and emotional learning as students transition back to the campus after the pandemic.

### **4.2: Offer flexible number of parent involvement meetings**

We offer monthly parent engagement sessions in English and Spanish to assist parents to obtain knowledge to help better their children for school preparedness.

# Title I Personnel

| <u>Name</u>     | <u>Position</u>                   | <u>Program</u> | <u>FTE</u> |
|-----------------|-----------------------------------|----------------|------------|
| Irene Rodriguez | Communities in School Coordinator | Title 1        | 1          |
| Ralph Fjelstad  | Makerspace Paraprofessional       | Title 1        | 1          |

# Campus Funding Summary

| 199 GENERAL FUND |           |          |   |                           |             |
|------------------|-----------|----------|---|---------------------------|-------------|
| Goal             | Objective | Strategy | Resources Needed  | Account Code              | Amount      |
| 1                | 1         | 9        | Manipulatives, supplemental resources, reading materials, phonics manipulatives | 199.11.6399.00.103.0.30   | \$15,000.00 |
| 1                | 1         | 9        | Art material  | 199.11.6399.30.103.0.30   | \$6,960.00  |
| 1                | 1         | 9        | Reading materials   | 199.11.6329.00.103.0.30   | \$11,000.00 |
| 1                | 1         | 9        | Special Ed supplemental resources/instructional materials                       | 199.11.6399.00.103.0.23   | \$9,200.00  |
| 1                | 2         | 10       | IXL LEARNING  | 199.11.6395.00.103.0.30   | \$7,000.00  |
| 1                | 3         | 7        | Field trips   | 199.11.6494.00.103.0.30   | \$2,000.00  |
| 1                | 4         | 6        | Materials and supplies  | 199.11.6399.00.103.0.25   | \$5,000.00  |
| 1                | 5         | 4        |   | 199.11.6399.103.0.23.PCS  | \$1,000.00  |
| 1                | 5         | 4        |   | 199.11.6399.00.103.23     | \$2,000.00  |
| 1                | 6         | 3        | GT Field trips  | 199.11.6494.00.103.0.21   | \$500.00    |
| 1                | 6         | 3        | GT supplies   | 199.11.6399.00.103.21     | \$1,400.00  |
| 1                | 6         | 3        | Registration Fees   | 199.11.6410.00.103.0.21   | \$1,900.00  |
| 2                | 1         | 2        |   |                           | \$0.00      |
| 2                | 1         | 3        |   |                           | \$0.00      |
| 2                | 1         | 4        |   |                           | \$0.00      |
| 2                | 2         | 2        |   |                           | \$0.00      |
| 2                | 3         | 1        |   |                           | \$0.00      |
| 2                | 4         | 1        |   |                           | \$0.00      |
| 2                | 4         | 2        |   |                           | \$0.00      |
| 2                | 4         | 3        |   |                           | \$0.00      |
| 2                | 4         | 4        |   |                           | \$0.00      |
| 2                | 5         | 1        |   |                           | \$0.00      |
| 2                | 5         | 2        |   |                           | \$0.00      |
| 2                | 5         | 3        |   |                           | \$0.00      |
| 3                | 1         | 2        | Student Awards  | 199 E 11 6498 00 103 0 99 | \$6,000.00  |
| 3                | 1         | 4        | Student Awards  | 199 E 11 6498 00 103 0 99 | \$6,000.00  |



| 199 GENERAL FUND   |           |          |   |                          |             |
|--------------------|-----------|----------|---|--------------------------|-------------|
| Goal               | Objective | Strategy | Resources Needed  | Account Code             | Amount      |
| 4                  | 1         | 3        |   | 199 .13.6239.00.103.0.23 | \$3,000.00  |
| 5                  | 2         | 1        |   |                          | \$0.00      |
| 5                  | 3         | 2        |   |                          | \$0.00      |
| 5                  | 4         | 1        |   |                          | \$0.00      |
| Sub-Total          |           |          |   |                          | \$77,960.00 |
| 211 ESEA, TI A IMP |           |          |   |                          |             |
| Goal               | Objective | Strategy | Resources Needed  | Account Code             | Amount      |
| 1                  | 1         | 9        | Technology  | 211.11.6383.DE.103.4.30  | \$19,500.00 |
| 1                  | 1         | 9        | Student technology  | 211.11.6382.DS.103.4.30  | \$8,000.00  |
| 1                  | 1         | 9        | Manipulatives, supplemental resources, reading materials, phonics manipulatives | 211.11.6399.00.103.4.30  | \$30,000.00 |
| 1                  | 2         | 1        | Professional Development  | 211.13.6239.00.103.4.30  | \$5,000.00  |
| 1                  | 3         | 1        |   | 211.13.6411.00.103.4.30  | \$4,000.00  |
| 1                  | 4         | 5        |   | 211.13.6411.00.103.4.30  | \$6,000.00  |
| 2                  | 1         | 2        |   |                          | \$0.00      |
| 2                  | 1         | 3        |   |                          | \$0.00      |
| 2                  | 1         | 4        |   |                          | \$0.00      |
| 2                  | 2         | 2        |   |                          | \$0.00      |
| 2                  | 2         | 3        |   |                          | \$0.00      |
| 2                  | 2         | 4        | FOR CONFERENCES   | 211.31.6411.00.103.4.30  | \$12,800.00 |
| 2                  | 3         | 1        |   |                          | \$0.00      |
| 2                  | 3         | 2        |   |                          | \$0.00      |
| 2                  | 4         | 1        |   |                          | \$0.00      |
| 4                  | 1         | 3        |   | 211.23.6411.00.103.4.30  | \$3,000.00  |
| 4                  | 2         | 3        |   | 211.13.6411.00.103.4.30  | \$1,500.00  |
| 4                  | 2         | 4        |   | 211.13.6411.00.103.4.30  | \$1,500.00  |
| 5                  | 1         | 1        |   |                          | \$0.00      |
| 5                  | 2         | 1        | Parent meetings   | 211.61.6496.P2.103.4.30  | \$1,400.00  |
| 5                  | 2         | 2        |   |                          | \$0.00      |
| 5                  | 2         | 3        |   |                          | \$0.00      |

| 211 ESEA, TI A IMP         |           |          |                         |                             |             |
|----------------------------|-----------|----------|-------------------------|-----------------------------|-------------|
| Goal                       | Objective | Strategy | Resources Needed        | Account Code                | Amount      |
| 5                          | 3         | 2        |                         |                             | \$0.00      |
| 5                          | 4         | 1        |                         |                             | \$0.00      |
| Sub-Total                  |           |          |                         |                             | \$92,700.00 |
| 281 TITLE IV, PART A SSAEP |           |          |                         |                             |             |
| Goal                       | Objective | Strategy | Resources Needed        | Account Code                | Amount      |
| 2                          | 6         | 3        |                         | 281.11.6412.RB.103.4.30.HCD | \$720.00    |
| 2                          | 6         | 3        | Entry/Registration fees | 281.11.6410.RB.103.4.30.HCD | \$1,600.00  |
| Sub-Total                  |           |          |                         |                             | \$2,320.00  |
| 282 ESSER III              |           |          |                         |                             |             |
| Goal                       | Objective | Strategy | Resources Needed        | Account Code                | Amount      |
| 1                          | 1         | 5        |                         | 282.13.6117.19.103.1.30     | \$31,978.32 |
| 1                          | 1         | 6        | Tutoring                | 282.11.6117.18.1.30         | \$39,400.00 |
| 2                          | 1         | 1        | PBIS                    | 282.13.6117.19.103.1.30     | \$6,000.00  |
| 2                          | 1         | 1        | PBIS                    | 282.31.6117.00.103.1.30.SEL | \$800.00    |
| 2                          | 1         | 1        | PBIS                    | 282.31.6117.19.103.1.30     | \$500.00    |
| 2                          | 1         | 2        |                         |                             | \$0.00      |
| 2                          | 1         | 3        |                         |                             | \$0.00      |
| 2                          | 2         | 1        |                         |                             | \$0.00      |
| 2                          | 3         | 1        |                         |                             | \$0.00      |
| 5                          | 2         | 1        |                         | 282.11.6117.00.1.30         | \$5,300.00  |
| Sub-Total                  |           |          |                         |                             | \$83,978.32 |