

Denver City Independent School District

Kelley Elementary

2025-2026 Campus Improvement Plan



Mission Statement

Kelley Elementary is a group of diverse educators who will be constant positive influences as we set high expectations, encourage, educate, and grow students to their full potential.

Vision

Denver City ISD will foster a respectful, safe, and challenging environment that provides all students opportunities to discover their full potential and become lifelong learners in a global world.

Value Statement

We believe in high expectations for all learners.

We believe that children learn best when the school environment supports children's social and emotional growth as a foundation for their academic growth.

We believe that cooperation among students, staff and parents, involving open communication and respect for each other's diversity, is critical to a child's academic and social emotional growth.

We believe that all children learn best when their diverse individual experiences, backgrounds and voices are valued and respected giving an equitable opportunity for all to reach their maximum potential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Kelley Elementary is a 3rd - 5th Grade Title I campus located in Denver City, Texas. Denver City is a small petroleum based community located about 85 miles southwest of Lubbock near the New Mexico border. Student enrollment is heavily based on the economic status of the oil and gas industry. We have approximately 325 students enrolled on our campus. Our enrollment is 87.38% Hispanic and 12% White. Our Hispanic population maintains a steady growth. Our economically disadvantaged population is 64.31.% with an ELL population of 24.31%. We have a migrant population at 0%. Our Special Education population is approximately 8.62% and the Gifted and Talented population is 6.7%.

Demographics Strengths

Our student-teacher ratio is approximately 17:2:1. Our campus attributes achievement to a strong partnership with parents and a focus on high quality education and an administration and school board who are committed to quality education for all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a shortage of Bi-lingual Certified teachers at Kelley Elementary. We had to file a Bi-lingual waiver every year.

Root Cause: There is a shortage of Bi-lingual certified teachers across the state, and our demographics for the Hispanic population is 87.1%.

Problem Statement 2: The percentage of attendance at Kelley Elementary is inconsistent, and has fallen below 98%.

Root Cause: As a result of COVID, there isn't a sense of urgency for parents to send their students. Incentives are needed to encourage students to come to school.

Student Learning

Student Learning Summary

Our greatest concern instructionally is in the percentage of students performing at or above grade level in both Language Arts and Math. In the area of Academic Growth, Kelley Elementary earned a 81 scaled score of a B, a Relative Performance a 74 scaled score of a C. Student Achievement was @ a 72, and Closing The Gaps @ 76. We determined that there is a lack of foundational skills, differentiated instruction, and common assessments to assess this deficit. We need to create TEKS aligned assessments that will ensure measurement of student mastery. We have adjusted our Master Schedule to include Whole group, Small group, and RTI time in each period. The overall expectation is teachers will provide small group instruction to every student every day. We have adjusted our Master Schedule to include Whole group, Small group, and RTI time in each period.

We have a shortage of Bilingual certified teachers. As a result, we had to file a waiver on all teachers assigned to bilingual students. DCISD has implemented a preparatory plan for teachers to gain their Bilingual Certification. Additionally, all teachers serving ELs are receiving training in ELPS. With this we have revamped our LPAC program to ensure consistency across the district in providing our students with proper intervention and documentation.

We have identified a need for an additional reading interventionist, that will work solely with Tier 3 students. Our Tier 2 Interventionist is also serving as an instructional coach when not providing direct instruction intervention. This need is still continued due to the teacher shortage.

We have identified a need for a more rigorous and aligned Math Curriculum. We have adopted Bluebonnet High Quality Instructional Materials for the 2025-26 school year. In addition we are participating in the LASO Cycle 3 grant for fidelity of implementation.

In order to support teachers instructionally, our campus is needing the following instructional supports:

- Strong Foundations Planning Grant and Implementation for Bluebonnet Math
- NWEA MAP Growth to identify RIT scores for purposes of differentiation, scaffolding and projection of STAAR
- IXL Learning for progress monitoring and accelerated instruction for students who did not pass STAAR in Reading Math and Science
- Lowman Bell Ringers for quick checks for learning on TEKS in both Math and Reading for use in TFAR
- We needed a new reading program that would support alignment across grade levels and instructional tools. This is NWEA Reading Fluency.

Student Learning Strengths

Kelley Elementary has made strides in reading in grades 4 -5. Fourth grade reading exceeded the region by 11% and the state by 7%. Fifth grade reading exceeded the region by 12% and the state by 8%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of students that score meets grade level or above on STAAR Math in grades 3-5 is 39%. We are below the state and region in math.

Root Cause: As a result of teacher turn-over, we are needing instructional support in implementation and planning of the Bluebonnet Math. We are also needing an interim

assessment that is district wide to identify instructional deficits. We still need to continue small group instruction to support differentiation.

Problem Statement 2 (Prioritized): The percentage of students that score meets grade level or above on STAAR Reading in grades 3-5 is 58%. Although we are above the state in 4 & 5th grade reading, we are well below the state and region in 3rd grade.

Root Cause: We still have a continued need of small group instruction to support differentiation as well as consistent implementation of TFAR through the continued use of open-ended responses and writing across the curriculum. There is a need for vertical & horizontal alignment in grades 3-5 to employ more cohesive teaming with special focus on third grade.

School Processes & Programs

School Processes & Programs Summary

The Master Schedules at Kelley Elementary campus has been created in order to allow for whole group instruction and small group instruction to meet the need for differentiated instruction as well as allowing for intervention opportunities for students without missing prime instructional opportunities within the classroom. Reading Interventionists for Tier 2 intervention are provided at Kelley.

Scheduling at Kelley Elementary ensures teachers have a designated time so they are able to participate in Professional Learning Communities (PLC's) to focus on student achievement and to track student progress and performance. They are also able to discuss effective learning strategies and to consider evidence-based approaches. Teachers also participate in goal-setting for students. Progress toward those goals is tracked through the grade levels.

As we recognized the need to address our EL population, we brought in training on the ELPS at all levels. We are intentional to place ELs with ESL certified teachers. Additionally, we are working to support teachers gain their ESL certification as well as Bilingual Certification.

DCISD recognized the need for Social Emotional Learning Support for students. We have added a Student Support Specialist to help with the overall counseling responsibilities district wide for all students in the area of mental health.

In addition to the RtI process, DCISD provides special programs that address the learning needs of our students. Students identified with special needs are served through the appropriate programs such as Dyslexia, Section 504, Gifted and Talented, English as a Second Language, Bilingual Education, and Special Education. These identified students are monitored for progress through Eduphoria. The GT program has had changes in order to meet the TEA regulations and guidelines. We now have a full-time GT instructor for grades K-12, and we are participating in the Cal Ripkin STEM Grant.

DCISD ensures the implementation of the TEKS (Texas Essential Knowledge and Skills). It is an expectation that teachers of core courses implement the TEKS with fidelity to ensure that there are no gaps in curriculum. Beginning in 2025-26, the district is providing the TCMPC as a tool for ensuring the TEKS are implemented with fidelity. TCMPC resources provide a clear and common understanding of what our students are to know and be able to do, and serve as the centerpiece for teacher study, planning, and collaboration. All teachers, regardless of content area, are expected to provide students with instruction aligned with the TEKS. Our focus is on providing high quality instruction aligned to the standards to ensure student mastery of the content.

Kelley Elementary uses both benchmarks and 6-Weeks Assessments as a measure of progress toward state assessments. Our focus remains on high quality instruction while emphasizing learning strategies necessary for success in the 21st century. It is our objective to provide a quality educational environment that motivates and inspires our students to go beyond what is simply required and expands learning opportunities as students become self-directed learners. In an effort to remove the pressure from high stakes testing, our district uses multiple measures of progress. The measurements used to determine student learning include, 6-Weeks Assessments, TCMPC K-12, IXL for math and reading, Moby Max for SPED as well as classroom work and assessments to name a few. By using the data from multiple measures, teachers are able to respond quickly to students' educational needs.

Kelley Elementary has adopted new Math Curriculum in Bluebonnet, combined with the LASO Cycle 3 Grant.

School Processes & Programs Strengths

- Kelley Elementary has a well-developed, proven RtI Model in place, and the process is supported by evidence-based interventions for struggling students.
- Denver City ISD has added reading interventionist positions at Kelley Elementary to help close the instructional gaps. There is a need for two total interventionists, with one position posted waiting for a qualified applicant.
- Professional Learning Communities are being implemented at Kelley weekly in both math and reading.
- We are a 1:1 Chromebook/device district. The district is continuing to support the use of TCMPC to align the curriculum.

- NWEA Map Growth district wide.
- All classes employ small group, differentiated instruction.
- All campuses have the support of a Curriculum Director
- Teachers are supported through a wide variety of ongoing professional development opportunities.
- Through Eduphoria and Success Ed, teachers have timely access to student learning data that informs instruction.
- Walkthroughs occur bi-weekly, with sometimes daily visits.

Perceptions

Perceptions Summary

Kelley Elementary is safe place for students and staff. We work hard to maintain and implement daily safety through our interactions and building set-up. We also believe in celebrating the progress and success of students. We believe safety and celebration are a way to create a strong learning environment for students and staff.

Priority Problem Statements

Problem Statement 1: The percentage of students that score meets grade level or above on STAAR Math in grades 3-5 is 39%. We are below the state and region in math.

Root Cause 1: As a result of teacher turn-over, we are needing instructional support in implementation and planning of the Bluebonnet Math. We are also needing an interim assessment that is district wide to identify instructional deficits. We still need to continue small group instruction to support differentiation.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The percentage of students that score meets grade level or above on STAAR Reading in grades 3-5 is 58%. Although we are above the state in 4 & 5th grade reading, we are well below the state and region in 3rd grade.

Root Cause 2: We still have a continued need of small group instruction to support differentiation as well as consistent implementation of TFAR through the continued use of open-ended responses and writing across the curriculum. There is a need for vertical & horizontal alignment in grades 3-5 to employ more cohesive teaming with special focus on third grade.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a shortage of Bi-lingual Certified teachers at Kelley Elementary. We had to file a Bi-lingual waiver every year.

Root Cause 3: There is a shortage of Bi-lingual certified teachers across the state, and our demographics for the Hispanic population is 87.1%.

Problem Statement 3 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data

Employee Data

- Professional learning communities (PLC) data

Goals

Revised/Approved: October 20, 2025

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

Performance Objective 1: Math: The percent of grades 3-5 students that score meets grade level or above on STAAR Math will increase from 39% to 50% by June 2026.

High Priority

HB3 Goal

Evaluation Data Sources: NWEA Map Growth
Bluebonnet Math Assessments
T-Far Assessments for Lowman
IXL
Interim STAAR Assessment

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

Performance Objective 2: ENGLISH LANGUAGE ARTS SKILLS: The percent of grades 3-5 students that score meets grade level or above on STAAR Reading will increase from 58% to 68% in June 2026. Although we are above the state in 4 & 5th grade reading, we are well below the state and region in 3rd grade.

High Priority

Evaluation Data Sources: STAAR results

TELPAS results

IXL Data

ARD Data





LPAC Recommendations

504 Recommendations

Eduphoria Data

STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Pacing guides will be developed to ensure full alignment to the standards integrating HMH and TCMPC.</p> <p>Strategy's Expected Result/Impact: Increase NWEA Map Reading Tier 1 percentage by the following: 5th NWEA Map Reading Goal: EOY reach 64th percentile (8% growth) 4th NWEA Map Reading Goal: EOY reach 55th percentile (8% growth) 3rd NWEA Map Reading Goal: EOY reach 40th percentile (8% growth) We will be on point with evidence in pacing guide.</p> <p>Staff Responsible for Monitoring: Administrators Reading Teachers Interventionists</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: We will accelerate student writing skills through the use of pacing guides, region center support, as well as whole and small group instruction in writing that will give students daily writing activities in the classroom and the computer lab.</p> <p>Strategy's Expected Result/Impact: Improve student learning and increase mastery for each benchmark by an average of 10% overall and increase standardized test scores by 15% overall for 4th grade writing.</p> <p>Staff Responsible for Monitoring: Administrators Classroom teachers Region Center Support Chief Academic Officer Special Education Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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





Performance Objective 3: PLC's will be conducted with meetings occurring weekly with focus on Student Data, Instructional Practices, Standards and Alignment and Small Group instruction. Vertical alignment will occur monthly.

Evaluation Data Sources: PLC Pacing Guides
Meeting Agendas

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

Performance Objective 1: SRP - Safety Response Protocol: Effective and consistent implementation of processes through monthly emergency drills.

- Evaluation Data Sources:** Crisis Go
 Drill Documentation
 Active Shooter Drill
 SHAC Meetings
 Staff Meetings
 Remind 101
 Counseling Referrals





Strategy 1 Details	Reviews			
Strategy 1: Designate a command center for crisis team operation Strategy's Expected Result/Impact: Increase the efficiency of the operation of the team and allow information to be disseminated efficiently and appropriately as needed Staff Responsible for Monitoring: Superintendent Elizabeth Calk	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Practice and prepare for crisis situations, such as fire drills, tornado drills, lock downs, evacuation; etc. Strategy's Expected Result/Impact: Prepare students and staff for any emergency situation Staff Responsible for Monitoring: Elizabeth Calk Kathy Wilde Katy Duncan Crisis Team	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Employ a Campus Resource Officer Strategy's Expected Result/Impact: Monitor campus safety and build relationships with parents and students Staff Responsible for Monitoring: Superintendent Elizabeth Calk Kathy Wilde Katy Duncan	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 3: Parents and members of the community shall have meaningful opportunities to communicate and participate in the educational processes of the District.

Performance Objective 1: Kelley Elementary will encourage parent and community engagement in an effort to build strong relationships and positively affect students and increase parental and community involvement across the campus as evidence by parent event agendas.

Evaluation Data Sources: Region 17 Title I Parent Meeting
 Facebook Data
 Remind 101 Data
 Turkey Trot Community/Parent Participation & Attendance
 Family Reading Night Participation
 Parent Conference Participation (Title I)
 504/ARD Meeting Participation (Title I)
 Meet the Teacher Night Participation
 GT Showcase Parent/Community Attendance
 UIL Awards Assembly Parent Attendance
 End of Year Awards Assembly Parent Attendance
 Dancing Showcase Community/Parent Attendance
 Fitness Gram Data Collection





Strategy 1 Details	Reviews			
Strategy 1: Provide a Meet the Teachers event before school starts Strategy's Expected Result/Impact: Promote parent-teacher relationships, as well as introduce teachers to students and begin the student-teacher relationship Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Use Facebook and Remind 101 to increase parent and community communication Strategy's Expected Result/Impact: Establish and increase parent-teacher and school-community relationships Staff Responsible for Monitoring: Administrators Grade Level Teams Homeroom Teachers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Encourage and support parental attendance in Family Learning Nights, such as Family Reading Night, Science Night, Math, and/or Writing Nights, Art and/or GT Showcases.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement in the educational process of their child and celebrate student learning</p> <p>Staff Responsible for Monitoring: Administrators All Teachers & Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Parents and members of the community shall have meaningful opportunities to communicate and participate in the educational processes of the District.

Performance Objective 2: CELEBRATION: Take opportunities to recognize students in many areas to promote a growth mindset, as well as achievement and increase student engagement





Evaluation Data Sources: Celebration of Success
AR Parties
Parent Involvement

Strategy 1 Details	Reviews			
Strategy 1: Plan and Implement a 9-Weeks Breakfast of Champions Strategy's Expected Result/Impact: Celebrate student academic performance, attendance, UIL; etc to promote and recognize students for various achievements Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Promote and Plan Accelerated Reading Celebrations Strategy's Expected Result/Impact: Increase an awareness of independent reading and achievement Staff Responsible for Monitoring: Administrators Reading Teachers Reading Interventionists	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 4: The District shall recruit, hire, train, and retain a highly qualified staff.

Performance Objective 1: STAFF RETENTION: Maintain a positive environment to build staff morale and retain competent teachers, and staff by providing weekly PLC's and monthly appreciations.

Evaluation Data Sources: Surveys
 Teacher Turnover
 Monthly Team Building
 Social Committee Activity & Participation

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers opportunities for growth through staff development in the areas of STAAR redesign, NWEA Map Testing , and TFAR. Strategy's Expected Result/Impact: Increase the competency of teachers and support student academic growth Staff Responsible for Monitoring: Administrators Chief Academic Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain a positive climate and build and maintain staff morale Strategy's Expected Result/Impact: Focus on creating an environment where teachers feel appreciated and reduce turn-over and burn-out, which will in turn improve student performance Staff Responsible for Monitoring: Administrators Chief Academic Officer Hospitality Committee</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

Performance Objective 1: The percentage of overall daily attendance percentage will increase to 98% by May 2026.

Evaluation Data Sources: Incentives every 6 weeks including no tardy parties and recognition at Celebration of Success for perfect attendance.

Goal 6: Monitor and encourage attendance in an effort to receive maximum state funding.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kim Hammed	Reading Interventionist	Title I Classroom Teacher	Full Time


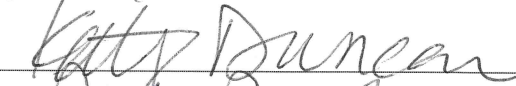
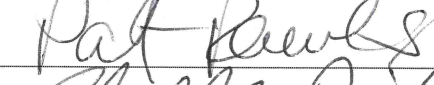
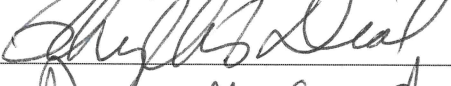

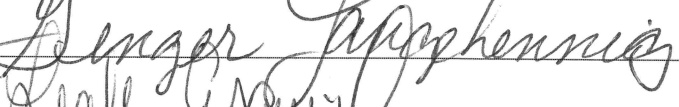
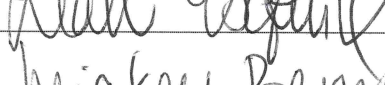
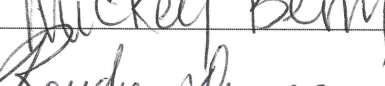


Addendums

HMH ELAR ADOPTION TRAINING

DCISD

KELLEY ELEMENTARY

Meeting Date: August 22, 2019

Name (Print)	Signature
Bobby Barron	
Katy Duncan	
Pat Rawls	
Phyllis Dial	
Danielle Conde	
Ginger Langenhennig	
Leah Esquivel	
Mickey Berry	
Kendra Duncan	
Serikaye Ladgett	

STANDARD RESPONSE PROTOCOL (SRP)

Campus:
Kelley

Meeting Date: August 12, 2019

Name	Name
Bobby Barron	Bobby Barron
Leslie McLawrin, wn	Stephanie Smith
Dusty Joiner	Jany Taylor
Jori Frazier	Char Hough
Mickey Benn	Nate Hulse
Krystal Woodley	Fatima Beggs
Linger Langhennig	Peri Kaye Padgett
Ashlee Madison	Hiara Chaves
B Pierson	Danielle Conde
Glenn Groves	Karl J
BJ Green	Sonya Roberts
Alexander	Jimmie Brown
Chyllis Deil	Cathy Guesler
Jodie Keith	Mary Espaze
Leah Isquith	
Ramona Valdez	
Ayleen Sanchez	
C. Amos	

STANDARD RESPONSE PROTOCOL (SRP)

Campus:
Kelley

Meeting Date: August 12, 2019

Name	Name
Monica Rueda	
Adrienne Williams	
Genie K. Koo	
Alysa Armendariz	
Crystal Garcia	
Debra Solis	
Rachel Clark	
Pat Rowls	
Kathy Duncan	
Liz Lopez	
Michelle	
Oni Doshe	
Jonny Young	
Linda Villegas	
Tristy Deaton	
Huylla Jones	