

Houston Independent School District
187 Kelso Elementary School
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

At Anna B. Kelso Eureka Math and Amplify are used for daily instruction and is aligned to the district curriculum maps. Eureka and Amplify are High Quality Instructional Materials (HQIM) as outlined by the Texas Education Agency. Teachers internalize these pre-made plans and make the necessary adjustments to meet the needs of their scholars. Internalized plans and slide decks are reviewed by the Instructional Leadership Team and feedback is provided to the teacher prior to lesson delivery. Teachers conduct a daily assessment of the lesson delivery via Demonstrations of Learning which gauge the effectiveness of the instruction delivered that day. Based on the percentage of mastery scholars are placed into small groups and reteaching of current skills is given. To gauge how scholars retained the information the teachers will use similar question stems the next day during the Do Now which is also graded and analyzed for level of mastery/retention.

The use of the All-In-Learning interactive system, Canvas Lessons, along with MRS (Multiple Response Strategies) promote high levels of engagement. Each day scholars are afforded an opportunity to engage with lesson content that is rigorous and thought-provoking. They are also given multiple chances to discuss what they think with their peers and here other perspectives of the lesson content.

Student Achievement Strengths

After conducting a comprehensive analysis of Kelso's Student Achievement data, the area of strength that was revealed is Mathematics. From the 2019 STAAR to present Math scores have remained the strongest across all three tested grade levels. Prior to the 2020 Covid year Kelso's Math data was on the rise with 67.8% of tested scholars scoring Approaches or higher. After Covid the campus experienced a major decline in performance, but at the end of the 2023 school year . had increased performance from the previous year by 8.8% points. This increase is directed attributed to the implementation of Eureka Math in 2023. This HQIM provided Math instruction at high levels of rigor that promoted critical thinking that aligned with the rigor of the assessment scholars were asked to take. As a result, they were able to perform at higher levels and improve student performance. This year the goal is to increase Approaches performance or higher from 58.8% to 70% in Math.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1 (Prioritized): During this deep analysis of assessment data a huge problem was also unearthed. As the data was disaggregated, we realized that the Reading scores were heavily impacted by the scholar's performance on the Writing TEKS across all three grade levels. **Root Cause:** After conducting a 5 Why Root Cause Analysis it was discovered that a lack of laser focus on developing short and extended constructed responses caused. Kelso scholars underachieved in this area of the assessments. Scholars were

unable to thoroughly respond to text using text evidence and appropriately addressing the topic being discussed.

School Culture and Climate

School Culture and Climate Summary

Kelso is a warm and caring school community that caters to the whole child. It is a school where scholars and staff want to come every day. There is always something going on at Kelso that meets the scholars academic, social and emotional needs. As a result of the increase of themed days, and an intentional focus on those scholars who have not had consistent attendance the attendance rate is increasing. In two weeks' time we were able to increase the attendance from 94.3% to 94.6%. This targeted focus has also allowed Kelso to experience a decrease in tardies and discipline infractions are an all-time low. As a part of the Kelso culture we adopted the three district rules as a foundation to establishing our firm beliefs around the instruction and daily interactions at Kelso. 1. The classroom will not be disrupted. 2. Respect every one. 3. Bullying will not be tolerated. Our campus is also a House based campus. There are three Houses, based on the Character Traits, Responsibility, Respect, and Loyalty. These houses frequently engage in challenges that bring the houses together and create a healthy dose of competition to keep the scholars and staff motivated to achieve excellence.

Kelso is also a Restorative Practices Community. Scholars engage in daily mindfulness activities and connect with SEL practices fueled by ReThink Ed.

School Culture and Climate Strengths

Scholars at Kelso are extremely helpful and kind to one another. The collaborative culture established amongst adults has trickled down to the scholars. The Leadership Ambassadors, our Student Council, play a huge role in motivating other scholars to achieve elevated levels. Scholars are held accountable for their actions and how they interact with one another. Patterns of support for student relationships exist here at Kelso. Strong peer tutoring processes and community service through which scholars read to their peers and provide additional support in Reading and Math. Based on our most recent Possip data these practices have created an environment where scholars feel safe and supported. This is a significant improvement from data collected in previous years.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Student Achievement data reflects that teachers are not being appraised based on student performance. The proportion of teachers who are rated proficient does not align with student performance outcomes in several grade levels. When analyzed the disproportionality of these outcomes suggest that scholars at Kelso are not receiving high quality instruction for if this were the case the data would show major gains.

Based on the needs of the campus and trends we see during daily walkthroughs, campus based Professional Development is planned by Admin to provide the support teachers need to provide High Quality Instruction.

Staff have attended the following PD: Engagement using MRS, Data Driven Instruction, Classroom Management with TEACH, NWEA MAP 101, Kelso Vision Walk-High Quality Instruction. Implementation of learned strategies is monitored daily via walkthroughs and feedback is provided via spot observations and coaching notes. The impact this process has had is teachers know what is expected of them and that leadership will follow-up and monitor that the expectation is being implemented with fidelity.

Staff Quality, Recruitment, and Retention Strengths

Staff attendance rates and retention rates of highly effective teachers is high. Most teachers show an attendance rating of 95% or higher. The turnover of teachers year to year is less than 20% and teacher retention for the past three years has been 85% or higher.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents at Kelso are on the move. We have an active PTA that provides supplemental support and parent involvement daily with our scholars. Parents can be seen helping with morning duty and afternoon dismissal. Monthly PTA meetings are held and plans are made to enhance the academic experiences of our scholars. Currently our PTA sponsors grade level celebrations, teacher surprises, supply drives, food drives, and much more. This year they have been instrumental in planning the Harvest Fest event- Trunk or Treat. PTA is also responsible for Parent Workshop and seminars that meet the needs of our families, Financial Literacy, mentorship, and Entrepreneurship. Most of our parents get involved with events that promote Literacy, Math and Science. The greatest number of participants enjoy opportunities where they can learn new techniques and strategies to help their scholars. In the past many parents did not participate because of previous interactions with school staff and leadership. Over the course of four years this relationship has been rebuilt with the common message that we are a partnership and the school cannot educate our scholars alone. We are a team.

At Kelso we have been able to build partnerships with community businesses, and parent owned businesses who give back to the Kelso community.

Parent and Community Engagement Strengths

Several events that we hold monthly are: Red Table Talk with Principal Walker, Community Outreach and Service events: Back to School Festival, Holiday Meal Giveaways, Thanksgiving Food Drive, Parent Walks of Kelso. Volunteers in Public Schools.

Family and Community Engagement with HISD has been very beneficial in assisting us in building a strong rapport with our community. Constant communication using acceptable forms of Social Media and Class Dojo has helped keep a healthy line of communication flowing. It is this consistent practice that has helped Kelso build a reputation of bridging the gaps between school and home.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: We have a core group of parents who support, however, we need more parents to get involved. **Root Cause:** Parents' schedules don't always allow for them to participate. Parents don't understand the impact of parent involvement and student achievement.

Priority Problems of Practice

Problem of Practice 1: During this deep analysis of assessment data a huge problem was also unearthed. As the data was disaggregated, we realized that the Reading scores were heavily impacted by the scholar's performance on the Writing TEKS across all three grade levels.

Root Cause 1: After conducting a 5 Why Root Cause Analysis it was discovered that a lack of laser focus on developing short and extended constructed responses caused. Kelso scholars underachieved in this area of the assessments. Scholars were unable to thoroughly respond to text using text evidence and appropriately addressing the topic being discussed.

Problem of Practice 1 Areas: Student Achievement

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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Key Actions

Key Action 1: Daily use of HQIM (High Quality Instructional Materials) aligned to instructional planning using district scope and sequence and interim and formative assessments to deliver a rigorous curriculum in grades K-5th.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: 70% of scholars will score proficient (70% or higher) on all unit assessments administered from October to February 2024. This percentage will increase to 80% by April 2024.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective?</p> <p>School Leaders' Actions</p> <p>Trained in Eureka and Amplify instructional lesson cycle, expectations of internalization, and effective curriculum mapping that targets highly tested TEKS.</p> <p>Review internalization documents and instructional slides weekly to provide feedback to improve quality of instructional delivery.</p> <p>Provide effective and actionable feedback during At-Bat/Instructional Practice sessions and monitor in class delivery with in-the-moment coaching.</p> <p>Lead collaborative data disaggregation meetings to create action plans to address achievement gaps and gauge the levels of progress toward campus goals of 80% of all scholars achieving mastery of TEKS at 70% or higher.</p> <p>Staff Actions</p> <p>Receive training on Eureka and Amplify (HQIM) and instructional expectations by August 2023.</p> <p>Internalized and annotated lesson plans completed by Wednesday and brought to PD Thursdays for review and feedback prior to instruction.</p> <p>Upload internalized lesson plans and slide decks into the common Google Drive by Thursday by 11:59 pm.</p> <p>Participate in weekly Professional Development with At -Bats sessions to ensure the internalization of lesson content has been achieved and to receive feedback to correct any misconceptions prior to instruction.</p> <p>Engage in collaborative data assessment analysis to gauge level of progress toward campus goal of 80% of all scholars achieving mastery of TEKS at 70% or higher.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Key Action 1: Daily use of HQIM (High Quality Instructional Materials) aligned to instructional planning using district scope and sequence and interim and formative assessments to deliver a rigorous curriculum in grades K-5th.

Indicator of Success 2: 50% of scholars will increase 1.5 times the U.S. growth in NWEA by the MOY administered in March 2024. By the EOY administration of NWEA this percentage will increase to 70%

Specific Action 1 Details	Reviews			
<p>Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective?</p> <p>School Leaders' Actions</p> <p>Trained in Eureka and Amplify instructional lesson cycle, expectations of internalization, and effective curriculum mapping that targets highly tested TEKS.</p> <p>Review internalization documents and instructional slides weekly to provide feedback to improve quality of instructional delivery.</p> <p>Provide effective and actionable feedback during At-Bat/Instructional Practice sessions and monitor in class delivery with in-the-moment coaching.</p> <p>Lead collaborative data disaggregation meetings to create action plans to address achievement gaps and gauge the levels of progress toward campus goals of 80% of all scholars achieving mastery of TEKS at 70% or higher.</p> <p>Staff Actions</p> <p>Receive training on Eureka and Amplify (HQIM) and instructional expectations by August 2023.</p> <p>Internalized and annotated lesson plans completed by Wednesday and brought to PD Thursdays for review and feedback prior to instruction.</p> <p>Upload internalized lesson plans and slide decks into the common Google Drive by Thursday by 11:59 pm.</p> <p>Participate in weekly Professional Development with At -Bats sessions to ensure the internalization of lesson content has been achieved and to receive feedback to correct any misconceptions prior to instruction.</p> <p>Engage in collaborative data assessment analysis to gauge level of progress toward campus goal of 80% of all scholars achieving mastery of TEKS at 70% or higher.</p>	Formative			Summative
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Key Action 1: Daily use of HQIM (High Quality Instructional Materials) aligned to instructional planning using district scope and sequence and interim and formative assessments to deliver a rigorous curriculum in grades K-5th.

Indicator of Success 3: By April 2024, Based on the Reading STAAR data from 2022-2023 school year, by April 2024 students performing at or above grade level, in Student Achievement Domain 1, will increase by:

Indicator 1: Meets (at grade level)- from 22 % to 40 %

Indicator 2: Masters (above grade level)- from 4% to 30 %

Specific Action 1 Details	Reviews			
<p>Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective?</p> <p>School Leaders' Actions</p> <p>Trained in Eureka and Amplify instructional lesson cycle, expectations of internalization, and effective curriculum mapping that targets highly tested TEKS.</p> <p>Review internalization documents and instructional slides weekly to provide feedback to improve quality of instructional delivery.</p> <p>Provide effective and actionable feedback during At-Bat/Instructional Practice sessions and monitor in class delivery with in-the-moment coaching.</p> <p>Lead collaborative data disaggregation meetings to create action plans to address achievement gaps and gauge the levels of progress toward campus goals of 80% of all scholars achieving mastery of TEKS at 70% or higher.</p> <p>Staff Actions</p> <p>Receive training on Eureka and Amplify (HQIM) and instructional expectations by August 2023.</p> <p>Internalized and annotated lesson plans completed by Wednesday and brought to PD Thursdays for review and feedback prior to instruction.</p> <p>Upload internalized lesson plans and slide decks into the common Google Drive by Thursday by 11:59 pm.</p> <p>Participate in weekly Professional Development with At -Bats sessions to ensure the internalization of lesson content has been achieved and to receive feedback to correct any misconceptions prior to instruction.</p> <p>Engage in collaborative data assessment analysis to gauge level of progress toward campus goal of 80% of all scholars achieving mastery of TEKS at 70% or higher.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Key Action 1: Daily use of HQIM (High Quality Instructional Materials) aligned to instructional planning using district scope and sequence and interim and formative assessments to deliver a rigorous curriculum in grades K-5th.

Indicator of Success 4: By May 2024, to close achievement gaps, based on the Reading STAAR data from 2022-2023 school year, students that do not meet the standard will decrease by 20% points:

Indicator 1: DNM- from 50 % to 30 %

Specific Action 1 Details	Reviews			
<p>Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective?</p> <p>School Leaders' Actions</p> <p>Trained in Eureka and Amplify instructional lesson cycle, expectations of internalization, and effective curriculum mapping that targets highly tested TEKS.</p> <p>Review internalization documents and instructional slides weekly to provide feedback to improve quality of instructional delivery.</p> <p>Provide effective and actionable feedback during At-Bat/Instructional Practice sessions and monitor in class delivery with in-the-moment coaching.</p> <p>Lead collaborative data disaggregation meetings to create action plans to address achievement gaps and gauge the levels of progress toward campus goals of 80% of all scholars achieving mastery of TEKS at 70% or higher.</p> <p>Staff Actions</p> <p>Receive training on Eureka and Amplify (HQIM) and instructional expectations by August 2023.</p> <p>Internalized and annotated lesson plans completed by Wednesday and brought to PD Thursdays for review and feedback prior to instruction.</p> <p>Upload internalized lesson plans and slide decks into the common Google Drive by Thursday by 11:59 pm.</p> <p>Participate in weekly Professional Development with At -Bats sessions to ensure the internalization of lesson content has been achieved and to receive feedback to correct any misconceptions prior to instruction.</p> <p>Engage in collaborative data assessment analysis to gauge level of progress toward campus goal of 80% of all scholars achieving mastery of TEKS at 70% or higher.</p>	Formative			Summative
	Feb	Mar	Apr	June
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Key Action 2: Increase the level of student engagement by developing a systematic approach for instructional feedback around the use of Multiple Response Strategies to improve the quality of instruction.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: By December 2023, out of 50 Spot Observations of classrooms conducted by the ILT 80% of teachers will receive "2" or higher on Engagement. This percentage will increase to 90% by February 2024.

Specific Action 1 Details		Reviews			
Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective? School Leaders' Actions Train teachers on how the Spot Observation Tool will be used and how to properly gauge proficient and developing criterion for Student Engagement and the use of the 8 key Multiple Response Strategies used district wide. Select and train teachers on when to use the 8 Multiple Response Strategies effectively during lesson plan feedback sessions by explicitly modeling and practicing with them. Review annotated Amplify/Eureka lesson plans to specifically address the intentional placement of multiple response strategies into the lesson cycle and provide written feedback to the teacher prior to instruction. Leaders will give specific expectations around when MRS is to be implemented when the feedback is given. Prior to observing teachers, leaders will participate in training on how to give in the moment feedback to ensure professional standards are upheld and feedback is bite-size and actionable. Observe the implementation of the Multiple Response Strategies in the classroom and provide "in-the-moment" coaching on the effectiveness of that implementation. Conduct one informal Spot Observation of Multiple Response Strategies, then meet with each teacher informally to discuss and provide additional feedback prior to formal Spot Observation. Staff Actions Attend campus-based training over the 8 District Wide MRS strategies that will be expected in every classroom daily. Embed the MRS strategies into internalized and annotated lesson plans at least 3 times within the lesson cycle.		Formative			Summative
		Feb	Mar	Apr	June

Receive coaching and feedback during the weekly Professional Development meeting where lesson plans are reviewed.

Participate in Lesson Rehearsals and At-Bats prior to each Unit to ensure MRS Strategies are being embedded effectively to achieve high yielding instructional results.

Receive in the moment coaching during the lesson cycle as needed to ensure the lesson is being delivered as designed.

Receive formal Spot Observation feedback from Instructional Leader once observation is complete. Make adjustments, if needed, during the next lesson.

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Key Action 2: Increase the level of student engagement by developing a systematic approach for instructional feedback around the use of Multiple Response Strategies to improve the quality of instruction.

Indicator of Success 2: By December 2023, 80% of all classrooms at Kelso will engage in daily instruction that includes 6 out of 8 Multiple Response Strategies. By February 2024, this number will increase to 100%

Specific Action 1 Details		Reviews			
Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective? School Leaders' Actions		Formative			Summative
		Feb	Mar	Apr	June

<p>Train teachers on how the Spot Observation Tool will be used and how to properly gauge proficient and developing criterion for Student Engagement and the use of the 8 key Multiple Response Strategies used district wide.</p> <p>Select and train teachers on when to use the 8 Multiple Response Strategies effectively during lesson plan feedback sessions by explicitly modeling and practicing with them.</p> <p>Review annotated Amplify/Eureka lesson plans to specifically address the intentional placement of multiple response strategies into the lesson cycle and provide written feedback to the teacher prior to instruction. Leaders will give specific expectations around when MRS is to be implemented when the feedback is given.</p> <p>Prior to observing teachers, leaders will participate in training on how to give in the moment feedback to ensure professional standards are upheld and feedback is bite-size and actionable.</p> <p>Observe the implementation of the Multiple Response Strategies in the classroom and provide "in-the-moment" coaching on the effectiveness of that implementation.</p> <p>Conduct one informal Spot Observation of Multiple Response Strategies, then meet with each teacher informally to discuss and provide additional feedback prior to formal Spot Observation.</p> <p>Staff Actions</p> <p>Attend campus-based training over the 8 District Wide MRS strategies that will be expected in every classroom daily.</p> <p>Embed the MRS strategies into internalized and annotated lesson plans at least 3 times within the lesson cycle.</p> <p>Receive coaching and feedback during the weekly Professional Development meeting where lesson plans are reviewed.</p> <p>Participate in Lesson Rehearsals and At-Bats prior to each Unit to ensure MRS Strategies are being embedded effectively to achieve high yielding instructional results.</p> <p>Receive in the moment coaching during the lesson cycle as needed to ensure the lesson is being delivered as designed.</p> <p>Receive formal Spot Observation feedback from Instructional Leader once observation is complete. Make adjustments, if needed, during the next lesson.</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Key Action 2: Increase the level of student engagement by developing a systematic approach for instructional feedback around the use of Multiple Response Strategies to improve the quality of instruction.

Indicator of Success 3: As a result of increased engagement by March 2024, 80% of all scholars will score at least 70% or higher on all campus based and district level assessments.

Specific Action 1 Details	Reviews			
	Formative			Summative
	Feb	Mar	Apr	June
Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective?				
School Leaders' Actions				

<p>Train teachers on how the Spot Observation Tool will be used and how to properly gauge proficient and developing criterion for Student Engagement and the use of the 8 key Multiple Response Strategies used district wide.</p> <p>Select and train teachers on when to use the 8 Multiple Response Strategies effectively during lesson plan feedback sessions by explicitly modeling and practicing with them.</p> <p>Review annotated Amplify/Eureka lesson plans to specifically address the intentional placement of multiple response strategies into the lesson cycle and provide written feedback to the teacher prior to instruction. Leaders will give specific expectations around when MRS is to be implemented when the feedback is given.</p> <p>Prior to observing teachers, leaders will participate in training on how to give in the moment feedback to ensure professional standards are upheld and feedback is bite-size and actionable.</p> <p>Observe the implementation of the Multiple Response Strategies in the classroom and provide "in-the-moment" coaching on the effectiveness of that implementation.</p> <p>Conduct one informal Spot Observation of Multiple Response Strategies, then meet with each teacher informally to discuss and provide additional feedback prior to formal Spot Observation.</p> <p>Staff Actions</p> <p>Attend campus-based training over the 8 District Wide MRS strategies that will be expected in every classroom daily.</p> <p>Embed the MRS strategies into internalized and annotated lesson plans at least 3 times within the lesson cycle.</p> <p>Receive coaching and feedback during the weekly Professional Development meeting where lesson plans are reviewed.</p> <p>Participate in Lesson Rehearsals and At-Bats prior to each Unit to ensure MRS Strategies are being embedded effectively to achieve high yielding instructional results.</p> <p>Receive in the moment coaching during the lesson cycle as needed to ensure the lesson is being delivered as designed.</p> <p>Receive formal Spot Observation feedback from Instructional Leader once observation is complete. Make adjustments, if needed, during the next lesson.</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>				

Key Action 3: Build staff capacity to provide quality instruction on how to produce topic driven written responses to text using RACES strategy.

Strategic Priorities:




Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: By December 2023, 100% of Kelso classrooms will engage in structured written responses across content areas that follow the RACES format and are aligned to TEK standards.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective?</p> <p>School Leaders' Actions</p> <p>Provide weekly professional development facilitating a purposeful writing plan with all teachers focused on improving student writing skills using RACES.</p> <p>Train teachers how to rate student writing samples on the 10 pt. holistic rubric.</p> <p>Train teachers to align instruction to the grade level specific expectations of RACES. Pre-K-1st Grade: R.A. 2nd-3rd Grades: R.A.C.E 4th-5th Grades: R.A.C.E.S.</p> <p>Monitor consistently and provide daily classroom "in-the-moment" coaching with immediate feedback to all teachers as they rate student responses.</p> <p>Consistently monitor the All In Learning platform to analyze current student levels and determine next steps.</p> <p>Staff Actions</p> <p>Implement RACES strategy in all Kelso classrooms with fidelity.</p> <p>Use Explicit Vocabulary Instruction, modeling and writing with students to increase their responses to various texts using the R.A.C.E./R.A.C.E.S. strategy.</p> <p>Internalize and purposefully integrate the language arts and writing curriculum to efficiently use instructional time.</p> <p>Create and analyze weekly/unit campus writing assessments to determine independent student needs to increase writing fluency.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Key Action 3: Build staff capacity to provide quality instruction on how to produce topic driven written responses to text using RACES strategy.

Indicator of Success 2: By December 2023, 60% of the students will score at or above the proficient level using a 10pt. holistic rubric as measured by the timed Campus Based Writing assessments. The percentage will increase to 65% by February 2024.

Specific Action 1 Details	Reviews			
	Formative			Summative
	Feb	Mar	Apr	June
Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective? School Leaders' Actions Provide weekly professional development facilitating a purposeful writing plan with all teachers focused on improving student writing skills using RACES. Train teachers how to rate student writing samples on the 10 pt. holistic rubric. Train teachers to align instruction to the grade level specific expectations of RACES. Pre-K-1st Grade: R.A. 2nd-3rd Grades: R.A.C.E 4th-5th Grades: R.A.C.E.S. Monitor consistently and provide daily classroom "in-the-moment" coaching with immediate feedback to all teachers as they rate student responses. Consistently monitor the All In Learning platform to analyze current student levels and determine next steps. Staff Actions Implement RACES strategy in all Kelso classrooms with fidelity. Use Explicit Vocabulary Instruction, modeling and writing with students to increase their responses to various texts using the R.A.C.E./R.A.C.E.S. strategy. Internalize and purposefully integrate the language arts and writing curriculum to efficiently use instructional time. Create and analyze weekly/unit campus writing assessments to determine independent student needs to increase writing fluency.				
0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Key Action 3: Build staff capacity to provide quality instruction on how to produce topic driven written responses to text using RACES strategy.




Indicator of Success 3: By March 2024, 70% of students will meet or master intended writing benchmarks targets, scoring between 5 to 10 pts, using the state writing standards as measured by end of unit writing assessments.

Specific Action 1 Details	Reviews			
	Formative			Summative
	Feb	Mar	Apr	June
Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective? School Leaders' Actions Provide weekly professional development facilitating a purposeful writing plan with all teachers focused on improving student writing skills using RACES. Train teachers how to rate student writing samples on the 10 pt. holistic rubric. Train teachers to align instruction to the grade level specific expectations of RACES. Pre-K-1st Grade: R.A. 2nd-3rd Grades: R.A.C.E 4th-5th Grades: R.A.C.E.S. Monitor consistently and provide daily classroom "in-the-moment" coaching with immediate feedback to all teachers as they rate student responses. Consistently monitor the All In Learning platform to analyze current student levels and determine next steps. Staff Actions Implement RACES strategy in all Kelso classrooms with fidelity. Use Explicit Vocabulary Instruction, modeling and writing with students to increase their responses to various texts using the R.A.C.E./R.A.C.E.S. strategy. Internalize and purposefully integrate the language arts and writing curriculum to efficiently use instructional time. Create and analyze weekly/unit campus writing assessments to determine independent student needs to increase writing fluency.				
<div><div>0% No Progress</div><div>100% Accomplished</div><div>→ Continue/Modify</div><div>✗ Discontinue</div></div>				

Key Action 3: Build staff capacity to provide quality instruction on how to produce topic driven written responses to text using RACES strategy.

Indicator of Success 4: By April 2024, Based on the Reading STAAR 2022-2023 data the percent of students obtaining a rating of 5 or more on their extended constructed response will increase by 5 points:

Indicator 1: Constructed response ratings- from 0 pts. to 5 pts, those who scored 3 pts to 8 pts.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective?</p> <p>School Leaders' Actions</p> <p>Provide weekly professional development facilitating a purposeful writing plan with all teachers focused on improving student writing skills using RACES.</p> <p>Train teachers how to rate student writing samples on the 10 pt. holistic rubric.</p> <p>Train teachers to align instruction to the grade level specific expectations of RACES. Pre-K-1st Grade: R.A. 2nd-3rd Grades: R.A.C.E 4th-5th Grades: R.A.C.E.S.</p> <p>Monitor consistently and provide daily classroom "in-the-moment" coaching with immediate feedback to all teachers as they rate student responses.</p> <p>Consistently monitor the All In Learning platform to analyze current student levels and determine next steps.</p> <p>Staff Actions</p> <p>Implement RACES strategy in all Kelso classrooms with fidelity.</p> <p>Use Explicit Vocabulary Instruction, modeling and writing with students to increase their responses to various texts using the R.A.C.E./R.A.C.E.S. strategy.</p> <p>Internalize and purposefully integrate the language arts and writing curriculum to efficiently use instructional time.</p> <p>Create and analyze weekly/unit campus writing assessments to determine independent student needs to increase writing fluency.</p> <p>Create and analyze weekly/unit campus writing assessments to determine independent student needs to increase writing fluency.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Key Action 4: Consistently monitor and track student achievement data post-delivery of high-quality instructional material to increase daily student achievement at Meets and Masters levels.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: By December 2023, 40% of scholars will perform at advanced levels, meets and masters, on district and campus-based assessments. This performance indicator will increase to 50% by March 2024.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective?</p> <p>School Leaders' Actions</p> <p>Train teachers tracking expectations and show how this information should be presented and posted weekly.</p> <p>Monitor the fidelity with which teachers execute the expectations and meet weekly to review and collaborate on action steps if 70% goal is not achieved.</p> <p>Set timelines for reteach and reassessment of non-mastered TEKS with teachers and follow through with a check-up at the weekly data review to monitor progress.</p> <p>Post progress toward campus goals weekly in the Data Room to track and create a culture of celebrating excellence.</p> <p>Staff Actions</p> <p>Track daily DOL using All In Learning or Quizzes created products.</p> <p>Record DOL results daily on DOL trackers using the LSAE model.</p> <p>Create and track Do Nows using All in Learning or Quizzes to review the previous day's instruction to CFU of presented TEKS.</p> <p>Record daily TEK percentages of mastery, any TEK receiving less than 70% mastery will be addressed during small group instruction the next instructional day. Progress toward 70% mastery will be discussed and next steps planned during the weekly data review PD (PLC) sessions.</p> <p>Post and celebrate progress data weekly with scholars.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Key Action 4: Consistently monitor and track student achievement data post-delivery of high-quality instructional material to increase daily student achievement at Meets and Masters levels.

Indicator of Success 2: *By February/March 2024, during weekly data reviews of TEKS, 80% of scholars will perform at 70% or above on all instructed TEKS.

Specific Action 1 Details	Reviews			
	Formative			Summative
	Feb	Mar	Apr	June
Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective? School Leaders' Actions Train teachers tracking expectations and show how this information should be presented and posted weekly. Monitor the fidelity with which teachers execute the expectations and meet weekly to review and collaborate on action steps if 70% goal is not achieved. Set timelines for reteach and reassessment of non-mastered TEKS with teachers and follow through with a check-up at the weekly data review to monitor progress. Post progress toward campus goals weekly in the Data Room to track and create a culture of celebrating excellence. Staff Actions Track daily DOL using All In Learning or Quizzes created products. Record DOL results daily on DOL trackers using the LSAE model. Create and track Do Nows using All in Learning or Quizzes to review the previous day's instruction to CFU of presented TEKS. Record daily TEK percentages of mastery, any TEK receiving less than 70% mastery will be addressed during small group instruction the next instructional day. Progress toward 70% mastery will be discussed and next steps planned during the weekly data review PD (PLC) sessions. Post and celebrate progress data weekly with scholars.				

0%

No Progress

100%

Accomplished

→

Continue/Modify

✕

Discontinue

Key Action 4: Consistently monitor and track student achievement data post-delivery of high-quality instructional material to increase daily student achievement at Meets and Masters levels.

Indicator of Success 3: By April 2024, based on the Reading STAAR data from 2022-2023 school year, by April 2024 students performing at or above grade level, in Student Achievement Domain 1, will increase by:

Indicator 1: Meets (at grade level)- from 22 % to 40 %

Indicator 2: Masters (above grade level)- from 4% to 30 %

Specific Action 1 Details	Reviews			
<p>Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective?</p> <p>School Leaders' Actions</p> <p>Train teachers tracking expectations and show how this information should be presented and posted weekly.</p> <p>Monitor the fidelity with which teachers execute the expectations and meet weekly to review and collaborate on action steps if 70% goal is not achieved.</p> <p>Set timelines for reteach and reassessment of non-mastered TEKS with teachers and follow through with a check-up at the weekly data review to monitor progress.</p> <p>Post progress toward campus goals weekly in the Data Room to track and create a culture of celebrating excellence.</p> <p>Staff Actions</p> <p>Track daily DOL using All In Learning or Quizzes created products.</p> <p>Record DOL results daily on DOL trackers using the LSAE model.</p> <p>Create and track Do Nows using All in Learning or Quizzes to review the previous day's instruction to CFU of presented TEKS.</p> <p>Record daily TEK percentages of mastery, any TEK receiving less than 70% mastery will be addressed during small group instruction the next instructional day. Progress toward 70% mastery will be discussed and next steps planned during the weekly data review PD (PLC) sessions.</p> <p>Post and celebrate progress data weekly with scholars.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

State Compensatory

Budget for 187 Kelso Elementary School

Total SCE Funds: \$96,854.00

Total FTEs Funded by SCE: 1.33

Brief Description of SCE Services and/or Programs

The goal of the State Compensatory Education (SCE) program is to provide funding to reduce disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. The purpose of the SCE program is to increase academic achievement and reduce the dropout rate for these students by providing supplemental programs and services.

Personnel for 187 Kelso Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Gonzala Pineda	Teacher, Bilingual	0.83
Rodney Conner	Teacher, Fifth	0.5

Title I

1.1: Comprehensive Needs Assessment

Please see TitleI Crate for the following documentation.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see TitleI Crate for the following documentation.

2.2: Regular monitoring and revision

Please see TitleI Crate for the following documentation.

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

Please see TitleI Crate for the following documentation.

2.4: Opportunities for all children to meet State standards

Please see TitleI Crate for the following documentation.

2.5: Increased learning time and well-rounded education

Please see TitleI Crate for the following documentation.

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

Please see TitleI Crate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Please see TitleI Crate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see TitleI Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see TitleI Crate for the following documentation.

5.1: Determine which students will be served by following local policy

Please see TitleI Crate for the following documentation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
DIPERSIO, KEILA FRANCO	Tchr, Intervention (Rdng)-Ttl1		1
REYNA, EDNA	Tchr,ClassSize Reduct Bil-Ttl1		1
Vacancy	Sr. Academic Tutor - 10M		1
WILLIAMS, SHONA TENNILLE	Tchr, Intervention(Genrl)-Ttle1 (ESSER)		1