

Houston Independent School District
389 Ketelsen Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

At Ketelsen we commit to working together to nurture young minds through academic excellence, enriching experiences, and positive relationships.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment totals approximately 460 students distributed into seven grade levels, pre-kindergarten to fifth grade. Programs offered include English, Bilingual, ESL, G/T and Special Education classrooms. The ethnicity of Ketelsen's students is 95% Hispanic; 3% African American and 2% other. In addition, 95% of our students are considered economically disadvantaged. All students participate in the free/reduced federal meal program. English Learners (ELs) at Ketelsen comprise 44% of the student population. Students who have been identified as Gifted and Talented make up 11% of the school's population. Special education students at Ketelsen make 12% of the student population. Ketelsen Elementary is a Title I campus that provides academic, enrichment, and social-emotional learning opportunities for all students.

Demographics Strengths

Ketelsen's mobility rate was 10%, and is also lower than the district and the state. Ketelsen has a strong GT identification process and the bilingual program facilitates strong language skills in both languages.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): While our attendance rate was high for 2020-2021 school year (97%), it did drop in 2021-2022. **Root Cause:** Due to no more virtual option for COVID, our attendance rate dropped because parents regularly kept students home due to illness or fear of being exposed.

Student Learning

Student Learning Summary

Based on STAAR data from the Spring of 2022, Ketelsen students showed growth in 3rd-5th grade reading and math. Third grade also showed gains in meets and masters and scores are similar to 2019 (Pre-COVID). Science scores increased, but were still low compared to the district and previous school years. In the lower grades, HFWE scores were strong. First grade HFWE passing rate in English was 95% and 96% in Spanish. Second grade HFWE passing rate in English was 95% and 93% in Spanish.

Ketelsen ES STAAR Data Comparison (2017 – 2022)

CAMPUS TOTAL: Reading 74% Math 88% Science 67%

5 th Grade		2017	2018	2019	2021	2022
Reading		84%	85%	95%	64%	84%
		Meets 48% Masters 25%	Meets 61% Masters 33%	Meets 55% Masters 27%	Meets 9% Masters 28%	Meets 67% Masters 35%
Math		89%	95%	90%	60%	75%
		Meets 48% Masters 23%	Meets 66% Masters 37%	Meets 71% Masters 50%	Meets 11 % Masters 12%	Meets 51% Masters 23%
Science		76%	78%	74%	37%	67%
		Meets 46% Masters 21%	Meets 47% Masters 19%	Meets 50% Masters 22%	Meets 12% Masters 2%	Meets 38% Masters 13%

4 th Grade		2017	2018	2019	2021	2022
Reading		66%	80%	71%	57%	78%
		Meets 39% Masters 23%	Meets 48% Masters 16%	Meets 46% Masters 25%	Meets 17% Masters 11%	Meets 51% Masters 34%
Math		87%	89%	83%	42%	75%
		Meets 50% Masters 33%	Meets 59% Masters 34%	Meets 58% Masters 39%	Meets 14% Masters 7%	Meets 58% Masters 32%
Writing		71%	72%	73%	48%	
		Meets 35% Masters 11%	Meets 37% Masters 4%	Meets 41% Masters 12%	Meets 17% Masters 4%	

3 rd Grade	2017	2018	2019	2021	2022
Reading	71% <i>Meets 35% Masters 21%</i>	69% <i>Meets 33% Masters 16%</i>	65% <i>Meets 32% Masters 19%</i>	55% <i>Meets 17% Masters 7%</i>	80% <i>Meets 37% Masters 20%</i>
	88% <i>Meets 54% Masters 27%</i>	83% <i>Meets 50% Masters 29%</i>	81% <i>Meets 48% Masters 20%</i>	33% <i>Meets 17% Masters 5%</i>	76% <i>Meets 25% Masters 9%</i>

Student Learning Strengths

- There were huge gains in Reading and Math in 3rd-5th grade.
- 5th Grade students performed well, especially in Reading.
- 3rd Grade students performed higher in Reading and Math when compared to data Pre-COVID.
- Teachers across all grade levels and contents participated in HB4545 tutorials and all identified students received intervention from campus based staff members.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): The percentage of STAAR math scores was lower than reading, because of learning gaps due to COVID related missed instruction from the previous year. While teachers and staff were able to close some gaps, there was not enough time in the daily schedule to cover all the missed material. **Root Cause:** Too many gaps to close and not enough time in daily schedule to address all the learning needs during small group instruction.

School Processes & Programs

School Processes & Programs Summary

The following programs and processes exist at Ketelsen Elementary related to instruction and social emotional learning.

Programs

- Bilingual
- GT
- special ed program, including PALS
- dyslexia
- fine arts (music/art)
- School partnerships that assist with student attendance and incentives

Processes

- RTI
- IAT
- campus attendance committee
- weekly grade level PLC
- school-wide process for parent communication (daily attendance, academic needs, etc.)
- Student Assistance Forms (SAFs) - utilized by staff and community to request assistance through wraparound services
- counseling services - facilitated by school social worker

School Processes & Programs Strengths

Processes

- school-wide process for parent communication (daily attendance, academic needs, etc.)
- IAT - meetings are scheduled regularly with teachers and parents
- weekly PLC meetings ensure time is allocated to discuss student data and plan for interventions

Programs

- Special Education students receive additional support from teaching assistant in addition to Resource Teacher
- Students participated in CODA (violin) program
- Students participated in Fine Arts activities and lower grades competed in Name that Book Competition (2nd place)
- Students participated in the MLK Oratory competition.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): The RTI process can benefit students by providing interventions that help them learn skills and close gaps. Due to the increased number of

students needing intervention due to previous virtual learning, the RTI process was not as detailed in documentation. **Root Cause:** There was lack of support to assist teachers with the increased workload related to the RTI process.

Perceptions

Perceptions Summary

At Ketelsen Elementary we believe that communication between the school and home is key to a student's success. We have the expectation that all faculty and staff members will use ClassDojo to communicate with parents and that there is something posted daily. Front office staff provides great customer service to parents and are part of the parent communication system when it comes to attendance and/or instruction. We also feel that Ketelsen is seen as a school that has strong partnerships with the community. There are several business partners that support the students and staff by providing incentives and financial assistance for celebrations. There are also community members that communicate regularly on neighborhood news and who are members of the school SDMC. In addition, Title I PAC meetings are held quarterly in both English and Spanish so that parents received information related to their child's education. This year Ketelsen has a newly formed PTA that will host regular PTA meetings.

Perceptions Strengths

Some strengths related to our school perceptions are that we do have a system in place that allows us to contact parents daily about attendance or other important information. We set up parent conferences regularly that include teachers and admin team members so parents feel they have access to staff members that can answer any questions they may have. We believe parents also know that they can request resources at any time for their child, regardless of their grade level. We also feel that Ketelsen finds ways to have regular events and celebrations so our parents have opportunities to visit the school and see their students participating in fun activities.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Strong parent involvement is crucial to a school's success. This year Ketelsen has a newly formed PTA with board members who are new to their roles and will require important training. **Root Cause:** Ketelsen has not had a PTA in years. The previous PTA disbanded because of issues related to lack of training for board members.

Priority Problems of Practice

Problem of Practice 1: While our attendance rate was high for 2020-2021 school year (97%), it did drop in 2021-2022.

Root Cause 1: Due to no more virtual option for COVID, our attendance rate dropped because parents regularly kept students home due to illness or fear of being exposed.

Problem of Practice 1 Areas: Demographics

Problem of Practice 2: The percentage of STAAR math scores was lower than reading, because of learning gaps due to COVID related missed instruction from the previous year. While teachers and staff were able to close some gaps, there was not enough time in the daily schedule to cover all the missed material.

Root Cause 2: Too many gaps to close and not enough time in daily schedule to address all the learning needs during small group instruction.

Problem of Practice 2 Areas: Student Learning

Problem of Practice 3: The RTI process can benefit students by providing interventions that help them learn skills and close gaps. Due to the increased number of students needing intervention due to previous virtual learning, the RTI process was not as detailed in documentation.

Root Cause 3: There was lack of support to assist teachers with the increased workload related to the RTI process.

Problem of Practice 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- 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
- Special education/non-special education population including discipline, progress and participation 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

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: ELAR: Increase the percentage of 3rd-5th grade students at Meets in STAAR reading from 19% to 25%.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Students in 3rd - 5th grade will score at 70% meets after taking the TEA interim assessment in March.

Evaluation Data Sources: Common and interim assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement small group instruction and guided reading lessons in order to improve students reading levels, teach targeted skills, and fill learning gaps.</p> <p>Strategy's Expected Result/Impact: Students will show an increase of 10% on fall TEA interim assessment and spring TEA interim assessment.</p> <p>Staff Responsible for Monitoring: Admin team and Special Education department chair.</p> <p>Action Steps: 1. Pre-Service training on Guided Reading 2. Weekly PLC meetings to review individual student data and lesson planning 3. Classroom observations of small group instruction.</p> <p>Title I: 2.4, 2.6 - 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>				

Measurable Objective 1 Problems of Practice:

School Processes & Programs
<p>Problem of Practice 1: The RTI process can benefit students by providing interventions that help them learn skills and close gaps. Due to the increased number of students needing intervention due to previous virtual learning, the RTI process was not as detailed in documentation. Root Cause: There was lack of support to assist teachers with the increased workload related to the RTI process.</p>

Measurable Objective 2: Students in Grades 3rd-5th will score at 70% on Writing TEKS assessed on TEA fall and spring assessments.

Evaluation Data Sources: Fall and Spring interim assessments
Common assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement mini-lessons based on Patterns of Power resource.</p> <p>Strategy's Expected Result/Impact: Students in Grades 3rd-5th will score at 60% on Writing TEKS assessed on spring TEA common assessment.</p> <p>Staff Responsible for Monitoring: Admin Team and SpEd Department Chair</p> <p>Action Steps: 1. Planning focused lessons during PLC meetings 2. Classroom Observations</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 3: 70% of special education students in 3rd - 5th grade will show growth from fall TEA interim assessment to spring TEA interim assessment.

Evaluation Data Sources: TEA interim assessments
Common assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: SpEd students who did not pass 3rd or 4th grade STAAR reading will participate in small group intervention according to HB4545 guidelines.</p> <p>Strategy's Expected Result/Impact: Students will show an increase of 10% on scores based on fall TEA interim assessment, and 15% on scores based on spring TEA interim assessment.</p> <p>Staff Responsible for Monitoring: Admin Team SpEd Department Chair</p> <p>Action Steps: 1. Participation in PD sessions with Ms. Nitsch on implementing effective small group instruction. 2. Weekly PLC meetings to review individual student data and lesson planning 3. Classroom observations of small group instruction.</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 3 Problems of Practice:

Student Learning

Problem of Practice 1: The percentage of STAAR math scores was lower than reading, because of learning gaps due to COVID related missed instruction from the previous year. While teachers and staff were able to close some gaps, there was not enough time in the daily schedule to cover all the missed material. **Root Cause:** Too many gaps to close and not enough time in daily schedule to address all the learning needs during small group instruction.

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: MATH: Increase the percentage of 3rd-5th grade students at Meets in STAAR from 15% to 20%.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Students in 3rd - 5th grade will score at 70% meets after taking the TEA Math interim assessment in March.

Evaluation Data Sources: TEA interim assessments

Common assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement small group instruction and math lessons based on monthly PD sessions provided by Carolyn White (Rice University) in order to teach targeted skills, and fill learning gaps.</p> <p>Strategy's Expected Result/Impact: Students will show an increase of 10% on scores based on fall TEA interim assessment, and 15% on the spring TEA interim assessment.</p> <p>Staff Responsible for Monitoring: Admin team and Special Education department chair.</p> <p>Action Steps: 1. Monthly PD sessions with Carolyn White (Rice University) 2. Weekly PLC meetings to review individual student data and lesson planning 3. Classroom observations of small group instruction.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problems of Practice:

Student Learning
<p>Problem of Practice 1: The percentage of STAAR math scores was lower than reading, because of learning gaps due to COVID related missed instruction from the previous year. While teachers and staff were able to close some gaps, there was not enough time in the daily schedule to cover all the missed material. Root Cause: Too many gaps to close and not enough time in daily schedule to address all the learning needs during small group instruction.</p>

School Processes & Programs

Problem of Practice 1: The RTI process can benefit students by providing interventions that help them learn skills and close gaps. Due to the increased number of students needing intervention due to previous virtual learning, the RTI process was not as detailed in documentation. **Root Cause:** There was lack of support to assist teachers with the increased workload related to the RTI process.

Measurable Objective 2: Students in Grades 1st and 2nd at Intervention or Urgent Intervention will drop from 32% to 15% at EOY

Evaluation Data Sources: EOY Common Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement small group instruction and math lessons based on monthly PD sessions provided by Carolyn White (Rice University) in order to teach targeted skills, and fill learning gaps.</p> <p>Strategy's Expected Result/Impact: Students will score at 75% on grade level on MOY Ren360.</p> <p>Staff Responsible for Monitoring: Admin Team Special Education Department Chair</p> <p>Action Steps: 1. Monthly PD sessions with Carolyn White (Rice University) 2. Weekly PLC meetings to review individual student data and lesson planning 3. Classroom observations of small group instruction.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Measurable Objective 2 Problems of Practice:

Student Learning

Problem of Practice 1: The percentage of STAAR math scores was lower than reading, because of learning gaps due to COVID related missed instruction from the previous year. While teachers and staff were able to close some gaps, there was not enough time in the daily schedule to cover all the missed material. **Root Cause:** Too many gaps to close and not enough time in daily schedule to address all the learning needs during small group instruction.

School Processes & Programs

Problem of Practice 1: The RTI process can benefit students by providing interventions that help them learn skills and close gaps. Due to the increased number of students needing intervention due to previous virtual learning, the RTI process was not as detailed in documentation. **Root Cause:** There was lack of support to assist teachers with the increased workload related to the RTI process.

Measurable Objective 3: 100% of all Tier II and Tier III students will participate in additional intervention block for Math.

Evaluation Data Sources: Ren360 Progress Monitoring

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will received additional 50 minutes of intervention weekly during ancillary rotation.</p> <p>Strategy's Expected Result/Impact: Students will show an increase of 10% on scores based on Ren360 MOY, and 15% points on Ren360 EOY.</p> <p>Staff Responsible for Monitoring: Admin Team Special Education Department Chair</p> <p>Action Steps: 1. Create master schedule that includes additional 50 minutes of intervention time 2. Weekly PLC meetings to review individual student data and lesson planning</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3 Problems of Practice:

Student Learning
<p>Problem of Practice 1: The percentage of STAAR math scores was lower than reading, because of learning gaps due to COVID related missed instruction from the previous year. While teachers and staff were able to close some gaps, there was not enough time in the daily schedule to cover all the missed material. Root Cause: Too many gaps to close and not enough time in daily schedule to address all the learning needs during small group instruction.</p>
School Processes & Programs
<p>Problem of Practice 1: The RTI process can benefit students by providing interventions that help them learn skills and close gaps. Due to the increased number of students needing intervention due to previous virtual learning, the RTI process was not as detailed in documentation. Root Cause: There was lack of support to assist teachers with the increased workload related to the RTI process.</p>

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: SCHOOL PROGRESS To increase the percentage of students scoring Meets on STAAR for all tests from 24% to 30% and Masters on STAAR for all tests from 26% to 30%

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Students in 3rd - 5th grade will score at 25% Meets and 15% Masters for all tests after taking the spring TEA interim assessment in March.

Evaluation Data Sources: TEA interim assessments

Common assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Students will use individual data trackers to set goals for approaches, meets, and masters. Teachers will hold individual data conferences with students in order to discuss progress.</p> <p>Strategy's Expected Result/Impact: Students will score Meets at 10% on fall TEA interim assessment and 15% on spring TEA interim assessment. Students will score Masters at 8% on fall TEA interim assessment and 12% on spring TEA interim assessment.</p> <p>Staff Responsible for Monitoring: Leadership team</p> <p>Action Steps: 1. Weekly PLC meetings to review students data. 2. Classroom observations to review student trackers and observe data conferences.</p> <p>Title I: 2.4, 2.6</p>	 70%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problems of Practice:

Student Learning
<p>Problem of Practice 1: The percentage of STAAR math scores was lower than reading, because of learning gaps due to COVID related missed instruction from the previous year. While teachers and staff were able to close some gaps, there was not enough time in the daily schedule to cover all the missed material. Root Cause: Too many gaps to close and not enough time in daily schedule to address all the learning needs during small group instruction.</p>

Measurable Objective 2: 100% of staff required to participate HB3 Reading Academy for the 2022-2023 school year will complete the Academy by June 8,

Evaluation Data Sources: Completion Status Reports from Cohort Leaders

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers with updates and coverage related to attending required HB3 Reading Academy Sessions.</p> <p>Strategy's Expected Result/Impact: Kinder - 3rd grade teachers will be able to implement research based strategies from the HB3 Reading Academy</p> <p>Staff Responsible for Monitoring: Admin Team</p> <p>Action Steps: 1. Ensure new kindergarten teachers and 1st grade teachers have registered for academy. 2. Ensure 2nd and 3rd grade teachers have registered for academy. 3. Provide time on inservice days for teachers to work on modules. 4. Provide time during PLC for teachers to discuss strategies or work on artifacts.</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 3: 100% of all Tier II and Tier III students will participate in additional intervention block for Reading.

Evaluation Data Sources: Ren360 Progress Monitoring
Benchmark Running Records

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will received additional 50 minutes of intervention weekly during ancillary rotation.</p> <p>Strategy's Expected Result/Impact: The number of Tier II and Tier III students will decrease to 10% by EOY assessment.</p> <p>Staff Responsible for Monitoring: Admin Team Special Education Department Chair</p> <p>Action Steps: 1. Create master schedule that includes additional 50 minutes of intervention time 2. Weekly PLC meetings to review individual student data and lesson planning</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 3 Problems of Practice:

School Processes & Programs

Problem of Practice 1: The RTI process can benefit students by providing interventions that help them learn skills and close gaps. Due to the increased number of students needing intervention due to previous virtual learning, the RTI process was not as detailed in documentation. **Root Cause:** There was lack of support to assist teachers with the increased workload related to the RTI process.

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: CLOSING THE GAPS By May 2023, the number of students identified as needing Intervention or Urgent Intervention on the Renaissance 360 Math and Reading assessment will decrease from 27% to 10%

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: After Ren360 MOY, the number of students identified as needing Intervention or Urgent Intervention on the Renaissance 360 Math and Reading assessment will decrease from 27% to 20%

Evaluation Data Sources: Renaissance 360 for Reading and Math

Strategy 1 Details	Reviews			
<p>Strategy 1: Tier II and III students will receive intervention instruction during their Reading and Math Block from their classroom teacher or school interventionist.</p> <p>Strategy's Expected Result/Impact: Tier II and III students will progress into Tier I or Tier II for interventions.</p> <p>Staff Responsible for Monitoring: Leadership Team School Interventionist</p> <p>Action Steps: 1. Weekly PLC meetings to review individual student data and lesson planning 2. Classroom observations of small group instruction.</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 1 Problems of Practice:

School Processes & Programs
<p>Problem of Practice 1: The RTI process can benefit students by providing interventions that help them learn skills and close gaps. Due to the increased number of students needing intervention due to previous virtual learning, the RTI process was not as detailed in documentation. Root Cause: There was lack of support to assist teachers with the increased workload related to the RTI process.</p>

Measurable Objective 2: 100% of SpEd 4th and 5th grade students who did not pass STAAR last year will participate in additional intervention time as outlined by HB4545

Evaluation Data Sources: Snapshot assessments
Released STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Create an intervention schedule for SpEd Teaching Assistant to provide tutorials/intervention to 4th and 5th grade SpEd students during the school day.</p> <p>Strategy's Expected Result/Impact: Students will show an increase of 10% on scores based on fall TEA interim assessment, and 15% based on spring TEA interim assessment.</p> <p>Staff Responsible for Monitoring: Admin Team Special Education Department Chair</p> <p>Action Steps: 1. Create daily intervention schedule for SpEd teaching Assistant 2. Review data in weekly PLC meetings.</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2 Problems of Practice:

Student Learning
<p>Problem of Practice 1: The percentage of STAAR math scores was lower than reading, because of learning gaps due to COVID related missed instruction from the previous year. While teachers and staff were able to close some gaps, there was not enough time in the daily schedule to cover all the missed material. Root Cause: Too many gaps to close and not enough time in daily schedule to address all the learning needs during small group instruction.</p>

Measurable Objective 3: 100% of 4th and 5th grade students who did not pass STAAR last year will participate in additional intervention/tutorial time as outlined by HB4545.

Evaluation Data Sources: TEA interim assessments
Common assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Create an after school tutorial program for all 4th and 5th grade students who did not pass STAAR last year utilizing Ketelsen faculty and staff.</p> <p>Strategy's Expected Result/Impact: Students will show an increase of 10% on scores based on TEA fall interim assessment and 15% based on spring TEA interim assessment.</p> <p>Staff Responsible for Monitoring: Admin team</p> <p>Action Steps: 1. Create after school schedule based on teacher availability (PK-5th grade teachers) 2. Create small groups for tutorial - no more than 3-5 students per group 3. Purchase resources for after school tutorials - Kamico</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3 Problems of Practice:

Student Learning
<p>Problem of Practice 1: The percentage of STAAR math scores was lower than reading, because of learning gaps due to COVID related missed instruction from the previous year. While teachers and staff were able to close some gaps, there was not enough time in the daily schedule to cover all the missed material. Root Cause: Too many gaps to close and not enough time in daily schedule to address all the learning needs during small group instruction.</p>

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE Increase our attendance rate from 95% to 97%

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Our attendance rate will be 98% monthly.

Evaluation Data Sources: Monthly attendance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: System for contacting parents daily will be implemented. Office staff will begin calling parents to ask about absence and assist with any issue that may prevent a student from reporting that day.</p> <p>Strategy's Expected Result/Impact: Daily personal phone calls will allow us to collect data on students who are regularly absent so that attendance committee identify student with needs immediately and can provide assistance.</p> <p>Staff Responsible for Monitoring: Leadership team, SIR, School Nurse, Wraparound Specialist</p> <p>Action Steps: 1. Attendance committee will meet weekly. Anecdotal notes, parent meetings, and home visits will be scheduled.</p> <p>2. Teachers post absences outside door by 8:30 am each morning.</p> <p>3. Create campus incentive program for student attendance.</p> <p>4. Discuss attendance committee notes during PLC.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 1 Problems of Practice:

Demographics
<p>Problem of Practice 1: While our attendance rate was high for 2020-2021 school year (97%), it did drop in 2021-2022. Root Cause: Due to no more virtual option for COVID, our attendance rate dropped because parents regularly kept students home due to illness or fear of being exposed.</p>

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Measurable Objective 1: Maintain an OSS an ISS rate of less than 0.05%

Evaluation Data Sources: Discipline referrals submitted to Leadership Teams reviewed monthly during PLCs.

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers receive training on referrals to social worker, wraparound specialist, and RTI committee for behavior concerns.</p> <p>Strategy's Expected Result/Impact: Identified students will have a classroom behavior plan that facilitates learning and continued instruction in the classroom.</p> <p>Staff Responsible for Monitoring: Leadership Team Campus Social Worker</p> <p>Action Steps: 1. Provide time during PLC for WrapAround Specialist and Social Worker to train staff on initial reporting procedures 2. Meet monthly during weekly PLCs to discuss student behavior concerns and get an update on how interventions are working 3. Leadership Team will facilitate parent conferences that include teacher, WrapAround Specialist, and Social Worker.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problems of Practice:

School Processes & Programs
<p>Problem of Practice 1: The RTI process can benefit students by providing interventions that help them learn skills and close gaps. Due to the increased number of students needing intervention due to previous virtual learning, the RTI process was not as detailed in documentation. Root Cause: There was lack of support to assist teachers with the increased workload related to the RTI process.</p>

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Measurable Objective 1: 100% of classes in K-5th will complete 15 lessons of Mind Up Curriculum by May 2023

Evaluation Data Sources: Weekly lesson plans submitted by classroom teachers.

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional development will be provided to teachers on Mind Up curriculum during campus PD days.</p> <p>Strategy's Expected Result/Impact: Students will learn strategies to help monitor their own emotions and teachers will be able to facilitate a positive classroom environment.</p> <p>Staff Responsible for Monitoring: Leadership Team. School Social Worker</p> <p>Action Steps: 1. Review Mind Up Curriculum during campus PD days. 2. Allow time for SEL lesson planning during district PD days 3. Monitor lesson plans and daily schedule for implementation</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Measurable Objective 1: Increase the percentage of special education students who score approaches on the STAAR exam for all contents combined from 10% to 20%

Evaluation Data Sources: TEA interim assessments
Common assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of all SpEd students will participate in additional intervention block.</p> <p>Strategy's Expected Result/Impact: Special education students in 3rd - 5th grade will score at 15% approaches on fall TEA interim assessment and 20% on spring TEA interim assessment.</p> <p>Staff Responsible for Monitoring: Leadership Team Special Education Department Chair.</p> <p>Action Steps: 1. Weekly PLC meetings to review individual student data and lesson planning 2. Classroom observations of small group instruction.</p>	Formative			Summative
	Nov	Jan	Mar	June
	 75%			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Measurable Objective 1: Teachers will use the Texas Performance Standards Projects (TPSP) with their GT students in order to facilitate 100% participation by GT students in GT Expo.

Evaluation Data Sources: End of year school/district GT Expo

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all teachers have received professional development on use of TPSP in their classroom by October 31, 2022.</p> <p>Strategy's Expected Result/Impact: Students will receive differentiated instruction and learn to do research based projects that deepens their academic learning.</p> <p>Staff Responsible for Monitoring: GT Administrator, Principal</p> <p>Action Steps: 1. PLC to review TPSP website and resources 2. Create a time-line to help set goals for project completion in K-2 and 3-5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Measurable Objective 1: During the 2022-2023 school year, the school will help coordinate the formation of a school PTA by coordinating with PTA organization to train parents.

Evaluation Data Sources: Formation of PTA with elected officers by end of September 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Partner with national PTA organization to coordinate services for starting a campus PTA.</p> <p>Strategy's Expected Result/Impact: An active PTA will help to strengthen the parent/school partnership and positively impact student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Title I Coordinator</p> <p>Action Steps: 1. Elect board members for new PTA 2. Adopt bylaws 3. Schedule 4 PTA meetings for the 2022-2023 school year.</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

Measurable Objective 1: All students will attend PE classes with a PE certified teacher once a week and 3rd/5th grader will participate in Fitness Gram.

Evaluation Data Sources: EOY Fitness Gram assessment.

Strategy 1 Details	Reviews			
<p>Strategy 1: Create master schedule that allows for extra time during the week for 3rd and 5th graders to meet with PE teacher in addition to regular ancillary time.</p> <p>Strategy's Expected Result/Impact: 3rd and 5th grade students will improve performance on EOY Fitness Gram Assessment.</p> <p>Staff Responsible for Monitoring: PE Teacher Admin Team</p> <p>Action Steps: Create master schedule with additional weekly rotation Monitor progress through walkthroughs and observations</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for 389 Ketelsen Elementary School

Total SCE Funds: \$126,176.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Two teachers are funded from these funds. Ms. Malone is a 5th grade teacher and Ms. Logan is a kindergarten teacher. Both teachers help to reduce the class size in their grade levels.

Personnel for 389 Ketelsen Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Erynn Malone	Tchr, 5th Grade	1
Waverly Logan	Tchr, Kinder	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by school admin and SDMC committee.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

- PLC meetings
- PAC Title I meetings
- SDMC meetings

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

- review of student data in PLC meetings
- review of school data with parents through PAC meetings
- review of school progress with school support officer and administrative team

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

The SIP is available to parents in the following locations:

The SIP was made available to parents by:

- school website

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

Small Group Pull Outs during Intervention Block - Teacher Interventionist
Data Driven PLC's (Weekly)
HB4545 Interventions for current 4th and 5th grade students

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

- Full time PE teacher and Fine Arts teacher
- Weekly library visits
- Weekly art activities
- Accelerated Reader Incentive Program
- Participation in Name that Book
- Participation in MLK Oratory Competition

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

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas: Monthly Math PD with Dr. Carolyn White/Rice University
- Proficient Tier I instruction taking place in all content areas
- Small Group Instruction based on student data needs
- Guided Reading lessons during RLA block

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

This will be done in June at the completion of the school year.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

During Open House and quarterly Title I parent meetings.

4.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - October 6th (8:30 a.m.)
- Meeting #1 Alternate - October 6th (4:00 p.m.)
- Meeting #2 - December 8th (8:30 a.m.)
- Meeting #2 Alternate - December 8th (4:00 p.m.)
- Meeting #3 - February 9th (8:30 a.m.)
- Meeting #3 Alternate - February 9th (4:00)
- Meeting #4 - April 6th (8:30 a.m.)
- Meeting #4 Alternate - April 6th (4:00 p.m.)

5. Targeted Assistance Schools Only

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

All students at Ketelsen ES.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Melissa Cantu	Teacher	Classroom Size Reduction	1.0
Nataly Trevino	Teacher	Classroom Size Reduction	1.0

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Christina Aguirre-Oliva	Principal
Community Representative	Delphina Torres	Northside Community Representative
Business Representative	Denise Encarnacion	Golden Group Realty
Classroom Teacher	Jane Haynes	Music Teacher
Paraprofessional	Judith Trevino	School Secretary
Special Education Representative	Marianna Goins	Special Education Resource Teacher
Classroom Teacher	Nataly Trevino	3rd Grade Teacher
Classroom Teacher	Norma Gonzales	PreK Teacher
Non-classroom Professional	Serena Nitsch	Teacher Specialist
Parent	Elva Hernandez	Parent
Classroom Teacher	Prudencio Munoz	Fourth Grade Teacher
Classroom Teacher	Melissa Cantu	First Grade Teacher
Community Representative	Moses Becerra	Community Partner
Parent	Natalie Galicia	Parent