

Dallas Independent School District
289 Felix G. Botello Elementary School
2024-2025 Campus Improvement Plan

Mission Statement

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Comprehensive Needs Assessment

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Student Learning

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Felix G. Botello has received an official letter grade of A for the 21-22 school year, resulting from overall student growth, in comparison to a

- MAP Data in comparison from year to year, reading grew by 10% overall.

5th Grade STAAR 2023:

5th Grade Reading:

APP- 90% MET - 50% MST - 35%

5th Grade Math:

App - 100% MET - 71% MST - 32%

5th Grade Science:

App - 77% MET - 48% MST - 26%

Weaknesses:

- Targeted reading professional development in K-1st
- Ineffective guided reading and math in all grades with a focus on lower grades
- 4th Grade Reading low data
- 3rd Grade Math low data
- Minimal vertical team meetings and collaboration
- Testing alignment between grade levels
- MAP Data in comparison from year to year, math decreased by 2% overall.

Areas of Need:

- Aligned and effective guiding reading practices
- Integration of writing across all subject areas with the ECR and SCR framework with WICOR strategies
- Strengthen Personalized Learning practices for all students in order to continue meeting individual student needs

School Processes & Programs

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Felix G. Botello has filled all teaching positions, with media specialist still available. We provide a pipeline of "grow your own" by partnering with Texas Tech and allowing our seasoned staff mentors to have the student teachers. We mentor and train 5 to 10 student teachers per year where they observe high quality instruction and then turn around and teach and co-teach with our highly effective teachers. The principal asks campus teacher recommendations for these student teachers and asks their supervisor about their performance and recommendations. The principal also asks teachers to recommend other professionals to interview are invited to be part of the interview process.

Professional development is planned to depend on the needs of the campus and through feedback from the campus staff. Professional Learning Committees (PLCs) have been established and are a different method in which the leadership can collaborate and provide a more personalized PD for the staff. Botello's Leadership team meets once a week to establish the needs and the instructional plan for the following week. Reflection, data analysis, TEKS breakdown, reviewing upcoming LOs, and Instruction alignment are the methods used on how to best improve student achievement. PLCs are held on a weekly basis and provide an opportunity for planning and alignment.

76% Percentage of students are considered at risk that currently attend Felix Botello Elementary. In order to close the gaps, students are provided tutoring after school, and during school (interventions) in order to assist the at-risk students who still need to meet the challenging state academic standards. This upcoming school year, we will have a DEMO supporting 3rd and 4th grade students and teachers. Accelerated instruction is given to the students by highly qualified certified staff members that have expertise in their content. Daily instruction is personalized to the students' needs.

We currently serve 511 students from the surrounding neighborhoods with 13% serviced through Special Education and 17% which are served in TAG.

We serve a homeless population, which includes students from Genesis. Currently, we have 6 students, which make up about 1% of our current population.

Currently, our demographics are as shown below:

	Special Education	At Risk
2023	13%	76%
2022	13%	76.79%

2021	8.5%	68.9%
2020	7.5%	70.9%
2019	7.8%	65.7%
2018	8.8%	62.8%

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60 Writing across all contents (WICOR)

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30 Master schedules are created to accurately reflect the allotted amount of instruction that is needed for each content area

40 Library is part of the specials rotation schedule to build student reading fluency

50 Multiple PreK events for increased enrollment

60 Kinder camp to help with the transition and student retention from Pre-K to Kinder

70 Feeder Middle School counselor and our school counselor partner to provide a smooth transition for our 5th graders to middle school. They help with courses, extracurricular activities, and to help the students to understand the programs they have to offer.

30 All students 1:1 student: Chromebook or iPad

40 Kami App which gives an opportunity for real time feedback

50 All teachers have a classroom display (Promethean board or Newline)

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30 Support for maintenance of student technology is needed

40 School iPads available for student checkout, when technology is broken

50 Extra iPad chargers for PreK-1 classes

60 Training for maintenance of technology for students to take better care

70 Storage area or COWS for technology

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Retention Rate = 94%

Source: MyDataPortal Campus Data Packet 8/25/23, Teacher Commitment Survey 2024, Climate and Culture Survey Spring 2024

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Uvchh"ctmge teacher trust - 96% on campus climate survey support â M

- Teacher Led PD
- Training for TAs to better support teachers in the classroom
- MAP Training for teachers

Counseling/SEL: Our school counselor conducts the required guidance lessons including Bullying, Peer Conflict Resolution, Drug Free Awareness/Prevention, etc.

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Felix G. Botello's campus recruitment is focused on bringing in staff members who are passionate and committed to value, serve and teach the children in our community. For this reason, teachers and staff are chosen carefully, based on their experience and strengths that will ensure that every student's needs are met. For the upcoming school year, we have hired a 3rd grade math teacher, our Reading Interventionist is transitioning to the SPED Inclusion position, and our Campus Coordinator is transitioning to a Demo position.

Highly qualified teachers are recruited at job fairs organized by Dallas ISD. Candidates also apply thru the Dallas ISD career website. Teachers are interviewed by the recruitment team and then the administrative team to determine if they are qualified to be part of the campus culture. To ensure the new staff members thrive, mentor teachers are assigned to guide and support them.

To retain high quality educators, we continuously offer PD that will encourage them to grow professionally. We also leverage their strengths to build the capacity in other teachers.

Personnel at Botello are always eager to learn and grow, they are open to feedback from spot observations which provide educators the opportunity to improve in their teaching practices allowing them to modify and adjust depending on their strengths and areas of growth.

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Botello will have one demonstration teacher who will teach an upper grade class part time. The demo teacher will also help guide teachers into the right direction the rest of the day to ensure that we narrow achievement gaps. This teacher will support both teachers and students. Teachers and demonstration teacher will work continuously as a team to create improvement plans to target students with low performance. Teachers are offered PD that differs as the year progresses to target the current needs, patterns, and data of both students and teachers. These weekly PLCs are rich because they give teachers an opportunity to share among themselves, what they are facing in the classroom, and what we can do as a team to improve. At the same time, it is an opportunity for teachers to build a healthy work relationship. PD include in-house trainings imparted by teachers with strengths who develop PD such as writing workshops and technology integration sessions, district

trainings, outside PD, and conferences as well. Every week teachers and the

opportunities. Eureka and Amplify will be utilized. Each grade has several different learning platforms that they use to access digital curriculum and online study tools. This is dependent on the operational status of the school's technology. Teachers have a set

We assess students through TX-KEA, CIRCLE, MAP (NWEA), curriculum assessments, Common Assessments, teacher made assessments, and STAAR.

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Perceptions

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Culture of Feedback and Support	;80; '					

50 Perot Museum of Nature and Science

60 Botello PTO

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Parent Survey (Spring 2023)"

- **Strengths:** Overall 90 and above in all categories in combined strongly agree and agree responses
- **Area of Need:** An increase of parents attending parent teacher conferences.

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Student Survey"

- **Strengths:**

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30 99th Percentile in the National comparison for all areas

40 Scored higher in all areas in comparison to the district

50 Pedagogical Effectiveness was 94%

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- **Area of Need:**
 - Engagement at 88%
 - Rigorous Expectations 90%

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Family and Community Involvement:

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- Increase of community involvement events were held at Botello this year.
 - Fall & Spring Carnivals
 - Brighter Bites
 - CIS (Communities in Schools)
 - Perot Museum of Nature and Science

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 Botello PTO

Community Partnerships with:

- Brighter Bites
- CIS (Communities in Schools)
- Perot Museum of Nature and Science
- Botello PTO

Area of Need: An increase of parents attending parent teacher conferences.

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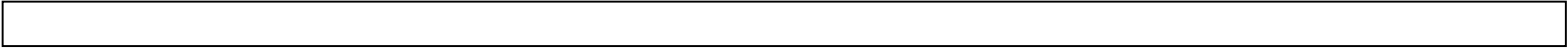
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	Qev	Hgd	Lwpg
	"	"	"



Pq"Rtqi tguu



Ceeq o rnkujgf




Eqpvkpwgl Oqfk{




Fkueqpvkpwg

<p>Rtqdn g o "Uvevg o gpv"4< M/3uv" i tcfg" Gp i nku j" Tgc fki" OCR" fcvc" ku" cv" qt" dng y" vj g" 64p f" rgt egpvkng" hqt" OQ [0" Vj g" i qcn" ku" vj cv" cnn" i tcfg" ngxgnu" tgcj" qt" uwtrcuu" vj g" 72vj" rgt egpvkng" d{</p> <p>GG [0" "" Tqqv" Ecvug< Okpk o cn" g z rquwtg" vq" rtcevkeg" swguvkqpu" cpf" cec fg o ke" ncp i wc i g" vj cv" o cve j gu" vj g" OCR" cuuguu o gpv0" Ncem" qh" r tqr gt" vtckkpi" hqt" tgc fki" kpvgtxgpkqp" vk o g" dcug f</p> <p>qp" fcvc0"</p>
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Uvtevgi {"5" Fgvcknu	Hqt o cvkxg "Tgxkyu		
<p>Uvtevgi {"5" Fcvc"vtcemkpi" yknn"dg"wugf"vj tqwi j qwv"vj g" { gct0" OCR"kpvgtxgpvkqp"uvtevgi kgu"urgekhe"vq"kpfxkfwcn"fcvc" yknn"dg"cr rnkgtf0</p> <p>Uvtevgi {"u" Gzrgevfg" TguwnvK o rcev< Kpetgcug"cec fg o ke"cej kgxg o gpv"qp" Fkuvtkv" Cuuguu o gpvu0</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvtkpi< Kpuvtwekqpcn" Ngefgtu" cpf" Vgcejgtu</p> <p>Vkvnng" K<</p> <p>406."407."408</p> <p>"/" VGC" Rtkqtkvku<</p> <p>Dwknf" c" hqwpfcvkqp" qh" tgcfkpi" cpf" o cvj. "K o rtxg" hqy / rgt hqt o kpi "uejqnu</p> <p>Rtqdnng o "Uvevg o gpvu< Uvwfgpv" Ngctkpi 4."5</p>	Hqt o cvkxg		
	Qev	Hgd	Lwpg
	"	"	"




Pq"Rtqi tguu



Ceeq o rnkujgf



Eqpvkpwgl Oqfkh{



Fkueqpvkpwg

Rtqdnng o "Uvevg o gpv"4< M/3uv" i tcf g" Gp i nku j" Tgc f kpi" OCR" fcvc" ku" cv" qt" dgnq y" vj g" 64p f" rgt egpvkng" hqt" OQ [0" Vj g" i qcn" ku" vj cv" cnn" i tcf g" ngxgnu" tgc ej" qt" uwtrcuu" vj g" 72v j" rgt egpvkng" d{ GQ [0" "" " Tqqv" Ecwug< Okpk o cn" g z rquwtg" vq" rtcevkeg" swguvkqpu" cpf" cec fg o ke" ncp i wc i g" vj cv" o cve j gu" vj g" OCR" cuuguu o gpv0" Ncem" qh" r tqr gt" vtckkpi" hqt" tgc f kpi" kpvgtxgpvkqp" vk o g" dcug f qp" fcvc0" ""

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Jki j"Rtkqtkv{

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