

# Canutillo Independent School District Deanna Davenport Elementary School 2019-2020 Campus Improvement Plan

**Accountability Rating: B**



**Board Approval Date:** September 24, 2019

# Mission Statement

**The Deanna Davenport Community will become self-motivated citizens, problem solvers of sound character, and achieve the highest academic and social standards to be prepared for the future.**

## Vision

**Deanna Davenport Elementary students will be actively engaged in the learning process as they acquire the skills and knowledge needed to become responsible, contributing citizens to society.**

## Core Beliefs

**Culture of Excellence**

**Student Centered**

**High Expectations**

**Accountability**

**Transparency**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

**Demographics Summary--** OUR CAMPUS STORY: DDE is a public school 100% Title I with a non-growing community and high mobility rate. Enrollment is currently at 338 students. At the beginning of the school year, we had 45 No-shows and 35 withdrawals. We have lost 80 students throughout the school year, 30 transfers approved to BCE and students enrolling in EPISD. Overall, parental and community involvement at DDE is low regardless of attempts to reach out to parents; however we have increased the number of parent volunteers that help daily. We have about 10 parent volunteers. Rate of student attendance has recently dropped Our school population is declining in enrollment due to slow economic development in the area, an overall perception of low academic performance, and a high rate of student transfers approved by central office. In spite of the low parental support, the campus has academically performed at the same level as all other campuses in the district . Staff Quality Comprehensive Needs Assessment indicates that Davenport employs highly qualified teachers, Paraprofessionals are qualified and have the required college credit hours, There is high Teacher retention rate. Academic Tutors are assigned based on data. There are Professional Development opportunities. The iterative process of T-TESS Goal-setting, observations, walkthroughs and summatives provides opportunities for professional growth. Parental involvement is low; however, this past school year instructional workshops in reading, math and science engaged a considerable number of families. There are many programs and activities at the campus such music, instrument, tennis, Nike nights, robotics, folkloric, multicultural clubs and other enrichment activities. There are strong committees such as Language Proficiency Assessment Committee (LPAC), Attendance Review Committee (ARC) and Positive Behavior Intervention and Supports (PBIS). Special populations of students are served to accommodate their needs. There is a high retention rate of teachers due to a positive, supportive environment.

### Demographics Strengths

Our campus is driven by student data

Student achievement is priority for all teachers and staff

We offer a wide variety of extracurricular activities: French Club, MD/FS, Robotics, Tennis, Music (Choir and Orchestra) Folkloric, Kids Excel.

Low number of students (16%) are classified as RTI Tier 2. Students are classified as RTI early enough to provide accurate interventions.]

## School Population (2019-2020)

### Count Percent

Student Total 327 100%

Early Education Grade 5 .015%

Pre-Kindergarten Grade 31 9%

Kindergarten Grade 49 14% 1st Grade 54 16%

2nd Grade ` 52 15%

3rd Grade 43 13%

4th Grade 42 12%

5th Grade 51 14%

## Student Demographics (2018 - 2019 Fall PEIMS 12/4/18)

### Gender

Female 155 47%

Male 172 53%

### Ethnicity

Hispanic-Latino 321 98.17%

### Race

Black - African American 2 006%

White 4 1.22%

Two-or-More 10 1.82%

## Student by Program

LEP 200 62%

Economically Disadvantage 268 82%

Military Connected 5 .015%

Gifted and Talented 30 0.09%

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** There is a high number of student retention in the lower grades. **Root Cause:** Excessive absences by students and teachers, as shown on reports, result in academic gaps.

**Problem Statement 2:** There is a high number of students conditionally promoted in all grade levels. **Root Cause:** It takes Special Ed too long to test students.

# Student Academic Achievement

## Student Academic Achievement Summary

**Student Academic Achievement Summary-- OUR CAMPUS STORY:** Overall, we have good results in STAAR Math in all grade levels. We also have good results in Reading and Writing. Current year diagnostic results show overall decreases in all STAAR scores. The lowest performance group was 5th grade Science English and Spanish. A high number of students were retained in 2018-19 in the lowest grades. We use unit assessments, middle of the year assessments, and program data to place students in RTI, tutoring, and Saturday school. G.T. Davenport maintain and improve last year's scores. Overall, our population maintain test scores for reading and math. Writing had an improvement of 17%. However, last year 83% of students met Approaches grade level on Science STAAR and this year we dropped to 54%. ELL's outperformed other students at the campus level. Economically disadvantaged students during the 2018-2019 school year demonstrated a closing of achievement gaps for all assessments except science. Many interventions are in place and students appear to be motivated to achieve at high levels. Based on the number of at-risk students, we are in need of at-risk paraprofessionals and an At-Risk teacher in order to help all students to meet or master grade level standards. Overall, DDE is a high-performing, STEM focused campus. Curriculum, Instruction & Assessment Processes include Guided Reading and Guided Math, PLC Meetings, Common Assessments, STEM Materials/Initiatives, Lessons in Eduphoria, Student programs – Science Fair, Spelling Bee, Robotic and STEM PLTW.

## Student Academic Achievement Strengths

We provide ample academic support to students (Guided Reading, Guided Math, Tutoring, Academic Tutors, Saturday School)

We have effective RTI, 504, SST committees and an Instructional Coach

We implement strong STEM programs and non-academic enrichment programs

We are strongly committed to data-driven instruction.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Overall, STAAR science scores are lowest subject at DDE with only 54% of all students meeting Approaches. **Root Cause:** Students have trouble with informational texts. Teachers do not use strategies consistently to engage students to read informational texts. Lack of connections to students' real life cause students to be unmotivated, not want to do strategies, and feel that the test is too long.

**Problem Statement 2:** Special education students in all testing grade levels have lower scores in reading and science than the general education population.



**Root Cause:** ALL special education students have individual disabilities in areas varying from vocabulary acquisition, comprehension, processing, and decoding that inhibit their ability to be successful in the general education classroom. Even though growth is occurring students need a combined support from both special education and general education to be successful.

**Problem Statement 3:** Overall, ELL students performed lower than their monolingual counterparts in all STAAR assessments. **Root Cause:** Teachers not teaching with the rigor of the state assessment. Teachers not using appropriate academic vocabulary across content areas and across grade levels.

**Problem Statement 4:** Students with GPCs are not being tested or identified soon enough. **Root Cause:** Not enough diagnosticians at district level to move process along.

# School Processes & Programs

## School Processes & Programs Summary

**School Processes and Programs Summary**--Curriculum is rigorous and aligned to TEKS. Assessments are being used to track student progress. Teachers are using data to adjust instruction and to form intervention groups. Teachers plan together using data. Technology is available in school, but there is a lack of access outside of campus. Campus programs are designed to track and report student progress. The implementation of programs and procedures in our campus is effective, but some improvements are needed in the area of student discipline. School Context & Organization: A Weekly newsletter called **Weekly Memo** is sent to staff with the Monthly Calendar Parents are informed through School Messenger System, facebook, Twiter, and home notices of upcoming events.PLC's, PLC Notes, Academic/At-Risk Tutors, After School Tutoring, Supplemental and STAAR Materials, CIC, Dual Language, Technology Training & PBIS Teams. These provide communication and operation structures within the organization. Technology Resources: These include but are not limited to iPads, Chromebooks, Teacher Laptops, Student Desktops, Computer Lab, Classroom Projectors, Mimios, Document Cameras, Google Calendar, Google Drive. Our campus works hard in closing performance gaps. DDE has a strong curriculum and strong administrative support. There is an intervention schedule to provide support for students at all grade levels throughout the school day. STAAR READY time is to provide interventions, skills-building, a well-organized and established intervention time targeted for Response To Intervention/At Risk Students in order to increase student achievement. PLC's are effective and include planning. Campus administrators highly encourage teacher growth and best instructional practices through walkthroughs and observations. Teachers have multiple sources of data such as Eduphoria that allows them to make research-based instructional decisions in order to increase student achievement. Teachers attend Staff Development targeted to support At-Risk/Response to Intervention students. DDE is a recognized PLTW STEM school. One in 43 in the nation for best instructional practices.

## School Processes & Programs Strengths

Teachers plan together as PLCs.

Teachers use data to adjust instruction and plan tutoring groups.

Through the PLCs there is a consistency in every grade level of meeting once or twice a week. Still, PLCs follow the calendar of events of additional meetings during and after school. There is data information of the PLC meetings. TECHNOLOGY: Technology plan has been accomplished through the use of computers in each classroom of at least 4 computers in using Istation, AR, Education Galaxy, and STEMSCOPES. Infocuses have been mounted in the ceilings in each classroom. There are 3 computer labs of 20-24 computers in each. PROGRAMS: Student engagement activities have been accomplished through various programs: PBL/PLTW Lab, Robotics, Kids Excel, Istation, academic programs (Mentoring Minds), plus enrichment programs such as Folkloric, Choir, Orchestra, Nike Night. PARENT/STUDENT INVOLVEMENT: Parents have been positively involved through parent-teacher conferences, parent nights, and meetings by parent liaison. Students have performed through Kids Excel at the El Paso Plaza Theatre.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Overall, STAAR science scores are lowest subject at DDE with only 54% of all students meeting Approaches. **Root Cause:** Students have trouble with informational texts. Teachers do not use strategies consistently to engage students to read informational texts. Lack of connections to students' real life cause students to be unmotivated, not want to do strategies, and feel that the test is too long.

**Problem Statement 2:** The C&I protocol for PLC Planning is not being followed through. **Root Cause:** When planning, teachers do not have in-depth dialogues to discuss Q1 What do I want students to learn? Q2 How will I know if they have learned it? Q3 What will we do if they not learn it? Q4 What will we do If they already know it?. Therefore, planning is not done effectively creating gaps in the instruction because of lack of revisiting concepts that were not mastered.

**Problem Statement 3:** Teachers are not able to attend outside trainings in the areas that they feel that they can benefit from. **Root Cause:** Teachers are recommended to attend trainings that are aligned to the campus goals and vision or that are recommended by the Department of C&I. Some teachers do not feel motivated to attend SD with a growth mindset due to the fact that they have been teaching for a long time and they are set in their own instructional practices.

**Problem Statement 4:** Technology: We need weekly and consistent maintenance in our computer labs and classrooms. **Root Cause:** Users do not take the responsibility to maintain equipment in good condition. Lack of teacher monitoring the use of technology.

**Problem Statement 5:** Improvements are needed in student discipline. **Root Cause:** Failure to follow shared goals for students' PBIS expectations among all teachers and staff. Inconsistent application of rules.

**Problem Statement 6:** As a PLTW recognized campus, we need the technology necessary for full implementation of the PLTW modules. **Root Cause:** We need to complete the deployment of ipads in all grade levels (at least one 20-ipad cart per grade level). Lower grade classrooms need ipads to implement PLTW in full force.

# Perceptions

## Perceptions Summary

**Perception Summary**--DDE Elementary recognizes the importance and value of a strong home-school connection between our students, their families, our community, teachers, support staff, and administration. Parents have limited knowledge to help their children with homework due to language barrier or limited parental education. Administration, teachers, and staff need to make parents feel more welcome, and engage students and parents beyond the state assessments. It is imperative that we foster and promote parent and community involvement in order for students to experience academic success. Our support of events such as the fall carnival, winter concerts, wellness Wednesdays, College Readiness, Dr. Seuss Week, district parade, field day and many other activities are because of the importance placed on school-community connectedness. At DDE Elementary, staff students and parents value extracurricular activities and community and parental engagement. Extracurricular activities allow students the opportunities to participate in enrichment activities. There are multiple activities before and after school, Red Ribbon Week/Drug Free initiatives, NPFH, Safety Patrols, Choir, Robotics Club, College Week, Literacy Nights, Veterans Day, Grandparents Day, fall carnival, Thanksgiving Luncheon, and other activities to involve parents in their child's school. PBIS Committee needs a restorative discipline flowchart.

## Perceptions Strengths

Our parental involvement increased in the last year and more parents are attending academic workshops.

We have more volunteers from the community helping in the school.

DDE has well set out safety rules and regulations.

DDE has a good Social Media presence.

Campus has many available activities for all types of students: Multicultural Club, MD/FS, Robotics, Tennis, Music (Choir and Orchestra) Folkloric, Kids Excel.

Campus activities promote wide-spread student participation.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Student attendance is below the campus goal of 98%. **Root Cause:** Teachers are not stressing consequences of absenteeism enough

and lack of parent communication.

**Problem Statement 2:** We need to be more effective at reaching out to parents. **Root Cause:** We need to be more effective at reaching out to parents.

# Priority Problem Statements

**Problem Statement 1:** There is a high number of student retention in the lower grades.

**Root Cause 1:** Excessive absences by students and teachers, as shown on reports, result in academic gaps.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Overall, STAAR science scores are lowest subject at DDE with only 54% of all students meeting Approaches.

**Root Cause 2:** Students have trouble with informational texts. Teachers do not use strategies consistently to engage students to read informational texts. Lack of connections to students' real life cause students to be unmotivated, not want to do strategies, and feel that the test is too long.

**Problem Statement 2 Areas:** Student Academic Achievement - School Processes & Programs

**Problem Statement 3:** Students with GPCs are not being tested or identified soon enough.

**Root Cause 3:** Not enough diagnosticians at district level to move process along.

**Problem Statement 3 Areas:** Student Academic Achievement

**Problem Statement 4:** The C&I protocol for PLC Planning is not being followed through.

**Root Cause 4:** When planning, teachers do not have in-depth dialogues to discuss Q1 What do I want students to learn? Q2 How will I know if they have learned it? Q3 What will we do if they not learn it? Q4 What will we do If they already know it?. Therefore, planning is not done effectively creating gaps in the instruction because of lack of revisiting concepts that were not mastered.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Technology: We need weekly and consistent maintenance in our computer labs and classrooms.

**Root Cause 5:** Users do not take the responsibility to maintain equipment in good condition. Lack of teacher monitoring the use of technology.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Improvements are needed in student discipline.

**Root Cause 6:** Failure to follow shared goals for students' PBIS expectations among all teachers and staff. Inconsistent application of rules.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** As a PLTW recognized campus, we need the technology necessary for full implementation of the PLTW modules.

**Root Cause 7:** We need to complete the deployment of ipads in all grade levels (at least one 20-ipad cart per grade level). Lower grade classrooms need ipads to implement PLTW in full force.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** We need to be more effective at reaching out to parents.

**Root Cause 8:** We need to be more effective at reaching out to parents.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** Student attendance is below the campus goal of 98%.

**Root Cause 9:** Teachers are not stressing consequences of absenteeism enough and lack of parent communication.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** Overall, ELL students performed lower than their monolingual counterparts in all STAAR assessments.

**Root Cause 10:** Teachers not teaching with the rigor of the state assessment. Teachers not using appropriate academic vocabulary across content areas and across grade levels.

**Problem Statement 10 Areas:** Student Academic Achievement

**Problem Statement 11:** Special education students in all testing grade levels have lower scores in reading and science than the general education population.

**Root Cause 11:** ALL special education students have individual disabilities in areas varying from vocabulary acquisition, comprehension, processing, and decoding that inhibit their ability to be successful in the general education classroom. Even though growth is occurring students need a combined support from both special education and general education to be successful.

**Problem Statement 11 Areas:** Student Academic Achievement

**Problem Statement 12:** There is a high number of students conditionally promoted in all grade levels.

**Root Cause 12:** It takes Special Ed too long to test students.

**Problem Statement 12 Areas:** Demographics

**Problem Statement 13:** Teachers are not able to attend outside trainings in the areas that they feel that they can benefit from.

**Root Cause 13:** Teachers are recommended to attend trainings that are aligned to the campus goals and vision or that are recommended by the Department of C&I. Some teachers do not feel motivated to attend SD with a growth mindset due to the fact that they have been teaching for a long time and they are set in their own instructional practices.

**Problem Statement 13 Areas:** School Processes & Programs



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district 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
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

## Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

### **Employee Data**

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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

# Goals

## Goal 1: Canutillo Independent School District will optimize a functional, secure, safe and inviting learning environment with facilities conducive to effective learning.

**Performance Objective 1:** By May 2020 all campus employees will receive EOP training (Emergency Operation Planning) in emergency protocols and reunification protocols.

**Evaluation Data Source(s) 1:** Compliance report with EOP procedures.  
Implementation of PBIS Tier 2 and 3  
Updated Crisis Intervention Team

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Update the Emergency Operations Plan as needed.		EOP Incident Command and CISD EOP Risk Manager Officer.	Planning team ensures processes and procedures for safety				
2) All staff will receive training regarding the Emergency Operation Plan and School Safety .		District Risk Management Specialist, EOP Team	Safety Drill practice will ensure safety of all students and follow up of standard EOP procedures.				
3) Collaborate and design a safe PBIS traffic plan in respect to the parking lot for student drop off and pick up.		Assigned personnel Canutillo Officers Canutillo Police Department	Orderly school zone where safety of students is priority				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Provide Professional Development for staff based on building strong community relationships to improve the climate and culture of the campus.		Administration	Improved communication with parents. Implementation of Fish Philosophy.				

**Goal 1:** Canutillo Independent School District will optimize a functional, secure, safe and inviting learning environment with facilities conducive to effective learning.

**Performance Objective 2:** During the 2020 school year, 100% of DDE staff and students will implement the School Wide Positive Behavior Intervention Support (PBIS) framework for establishing the social culture and behavioral supports needed for a school to be an effective learning environment for all students.

**Evaluation Data Source(s) 2:** PBIS data binder.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) PBIS team will meet on a monthly basis to conduct needs assessment, analyze data, identify, and target campus needs through the implementation of research-based practices.	2.5	Assistant Principal Counselor PBIS Committee	Improved Behavior and Attendance at DDE.				
2) DDE will continue implementing the "No Place for Hate" district wide initiative to prevent bullying and discrimination.	2.5	Assistant Principal Counselor PBIS Team Teachers Student reps	DDE will be designated as a No Place for Hate School in 2019.				
3) DDE will implement the Coordinated School Health (CSH) Program to develop 100% of DDE students' emotional, mental, learning, physical, and social aspects.		PE Coaches	Increase positive outcomes with our students				


 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

## Goal 2: Increase Student Academic Achievement

**Performance Objective 1:** 50% in Special Education 3rd-5th grade students taking the 2019-2020 STAAR state assessment in reading, math, writing or science will achieve at a minimum at the approaching level.

**Evaluation Data Source(s) 1:** Reading-Individualized running records and BME of year benchmarks using district resources/assessments. Tutoring Logs and AIP's.  
 Math- individualized data records, BME of year benchmarks using district resources/assessments. Tutoring Logs and AIP's.  
 Writing- Writing Academy implementation journals.  
 Science- BME of year benchmarks and performance assessments.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Special Education resource teacher will provide focused in-school or after school tutoring to all 3rd-5th grade students taking the STAAR test.	2.4, 2.4	Administration Special Education Teacher IC Classroom Teachers	Students in Special education will achieve at a minimum of approached level in STAAR test				
<b>Problem Statements:</b> Student Academic Achievement 2							
							

### Performance Objective 1 Problem Statements:

Student Academic Achievement
<b>Problem Statement 2:</b> Special education students in all testing grade levels have lower scores in reading and science than the general education population. <b>Root Cause 2:</b> ALL special education students have individual disabilities in areas varying from vocabulary acquisition, comprehension, processing, and decoding that inhibit their ability to be successful in the general education classroom. Even though growth is occurring students need a combined support from both special education and general education to be successful.

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 2:** In 2019-2020 DDE students 3-5 will improve the STAAR scores to mastery in math from 24% to 28% in 3rd , from 14% to 18% in 4th grade and 26% to 28% in 5th grade. In reading from 21% to 25% in 3rd grade reading , 9% to 12% in 4th and 15% to 29% in 5th grade. Science will improve mastery from 11% to 15% in 5th grade.

**Evaluation Data Source(s) 2:** STAAR scores and State Distinctions

District Assessment tools fo BME of school year


Students' individualized running records and data analysis

individualized AIP documentation ( Accelerated Instruction Plan)

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math 1) Examine gaps of TEKS (tested) to increase in readiness standards in reading, math, science and writing by PLC .	2.4, 2.4, 2.5, 2.5	IC Teachers Admin	Close monitoring of students' performance and identification of students' needs to provide differentiated instruction and close gaps.				
	<b>Problem Statements:</b> Student Academic Achievement 1, 3 - School Processes & Programs 1, 2						
2) Common assessments will be utilized by all teachers to analyze student progress towards mastery of standards and to implement specific instructional strategies to meet targeted scores.	2.4, 2.4, 2.5	IC Teachers Admin	Close monitoring of students' performance and identification of students' needs to provide differentiated instruction and close gaps.				
	<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 3						
3) Resources and materials to support programs and instruction aligned to STAAR and TEKS , using Eduphoria, TEKS resources, Galaxy, STEM Scopes, etc.	2.4, 2.4, 2.5	IC Teachers Admin	Improve student performance				
	<b>Problem Statements:</b> Student Academic Achievement 3						
4) Student struggling in the core subjects will receive additional support through Saturday Camp Instruction.	2.4, 2.5, 2.6	IC Teachers Admin	Intensive focused intervention that will increase students' academic success.				
	<b>Problem Statements:</b> Student Academic Achievement 3						
5) Monitor monthly applications of Writing Academy in all grades K-5th. Through benchmarks, interactive journals, and book of the month. IC will offer review training.	2.4	IC Admin	Increase writing skills for all students				
	<b>Problem Statements:</b> Student Academic Achievement 3						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) DDE will host a science fair to improve science STAAR scores and close the achievement gaps.	2.5	IC Teachers Admin	Science Fair Students' projects (participation) will help them improve their science scores and increase performance at higher levels of rigor.				
<b>Problem Statements:</b> Student Academic Achievement 1 - School Processes & Programs 1							
7) DDE will have FLASHBACK FRIDAYS K-5th grade to review low performing tested TEKS-vertical alignment-	2.4, 2.6	IC Teachers Admin	Improved STAAR scores and gap closing				
<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3 - School Processes & Programs 1							
							

### Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> There is a high number of student retention in the lower grades. <b>Root Cause 1:</b> Excessive absences by students and teachers, as shown on reports, result in academic gaps.
Student Academic Achievement
<b>Problem Statement 1:</b> Overall, STAAR science scores are lowest subject at DDE with only 54% of all students meeting Approaches. <b>Root Cause 1:</b> Students have trouble with informational texts. Teachers do not use strategies consistently to engage students to read informational texts. Lack of connections to students' real life cause students to be unmotivated, not want to do strategies, and feel that the test is too long.
<b>Problem Statement 2:</b> Special education students in all testing grade levels have lower scores in reading and science than the general education population. <b>Root Cause 2:</b> ALL special education students have individual disabilities in areas varying from vocabulary acquisition, comprehension, processing, and decoding that inhibit their ability to be successful in the general education classroom. Even though growth is occurring students need a combined support from both special education and general education to be successful.
<b>Problem Statement 3:</b> Overall, ELL students performed lower than their monoligual counterparts in all STAAR assessments. <b>Root Cause 3:</b> Teachers not teaching with the rigor of the state assessment. Teachers not using appropriate academic vocabulary across content areas and across grade levels.
School Processes & Programs
<b>Problem Statement 1:</b> Overall, STAAR science scores are lowest subject at DDE with only 54% of all students meeting Approaches. <b>Root Cause 1:</b> Students have trouble with informational texts. Teachers do not use strategies consistently to engage students to read informational texts. Lack of connections to students' real life cause students to be unmotivated, not want to do strategies, and feel that the test is too long.
<b>Problem Statement 2:</b> The C&I protocol for PLC Planning is not being followed through. <b>Root Cause 2:</b> When planning, teachers do not have in-depth dialogues to discuss Q1 What do I want students to learn? Q2 How will I know if they have learned it? Q3 What will we do if they not learn it? Q4 What will we do If they already know it?. Therefore, planning is not done effectively creating gaps in the instruction because of lack of revisiting concepts that were not mastered.



**Goal 2:** Increase Student Academic Achievement

**Performance Objective 3:** By June 2020, 100% of Advanced Academic (GT) students taking the STAAR assessment will achieve master's level (college readiness) level in their area of giftedness.

**Evaluation Data Source(s) 3:** Percentage of GT students performing at College Readiness.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide Advance Academic (GT) students with differentiated instruction such as advanced assignments integrated with critical thinking, technology and self initiated projects.	2.4	GT C and I Admin Teachers	Perform at rigorous levels on the state mandated assessment				

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 4:** 100% of K-5th grade students will participate in integrated project based learning (PBL) in all core subjects. A minimum of one project based on the TEKS per nine weeks will be presented to the school community throughout 19-20 school year.

**Evaluation Data Source(s) 4:** PBL project 9 week period monitoring.

**Summative Evaluation 4:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will be exposed to TEKS at the readiness level through PBL projects (21st Century Skills)	2.4, 2.5	IC Teachers	To ensure they perform at grade level in middle school.				

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 5:** By June 2020, 90% of Kinder, first and second grade students will acquire the recommended fluency rate as indicated by the state (1st 60-90 wpm, 2nd 80-120 wpm and District benchmark for kindergarten 30-45 wpm) .

**Evaluation Data Source(s) 5:** Running records to include fluency assessments

- Istation reports Tier 1
- Circle Assessments
- Early Literacy applications
- RtI packages
- Use and application of leveled libraries

**Summative Evaluation 5:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math 1) Teachers will display and teach frequency words for students to acquire the fluency rates indicated by the performance objective.		IC Teachers Admin	Improved fluency and reading levels.				
	<b>Problem Statements:</b> Demographics 1						
2) Teachers will use Circle assessments and leveled libraries to improve students' reading skills and fluency levels	2.4, 2.5	IC	Increase reading skills.				
	<b>Problem Statements:</b> Demographics 1						
3) Support personnel will assist to tutor, help closing gaps and provide individualized lessons to students at risk of failure in K-2nd grade		IC and administration	Increase scores and less retained students				
<b>TEA Priorities</b> Build a foundation of reading and math 4) Teachers will keep Running Records and data binders to monitor and ensure that PreK-2nd grade students will be promoted to the next level performing at Tier 1 on the Istation and at grade level in the Circle Assessments.	2.4, 2.6	IC Teachers Admin	Improve reading skills.				
	<b>Problem Statements:</b> Demographics 1, 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

**Performance Objective 5 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> There is a high number of student retention in the lower grades. <b>Root Cause 1:</b> Excessive absences by students and teachers, as shown on reports, result in academic gaps.
<b>Problem Statement 2:</b> There is a high number of students conditionally promoted in all grade levels. <b>Root Cause 2:</b> It takes Special Ed too long to test students.

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 6:** In 2019 -2020, 100% of the students in K-5th grade will receive instruction through Guided Reading and Guided Math to close the achievement gaps.

**Evaluation Data Source(s) 6:** Running records data, data analysis documentation.

**Summative Evaluation 6:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math 1) All classrooms will have visible learning stations, display relevant anchor charts, and establish routines to provide guided instruction.	2.4	IC Teachers Admin	Guided Instruction time and intervention data to differentiate instruction and close gaps.				
<b>Problem Statements:</b> Demographics 1							

**Performance Objective 6 Problem Statements:**


Demographics
<b>Problem Statement 1:</b> There is a high number of student retention in the lower grades. <b>Root Cause 1:</b> Excessive absences by students and teachers, as shown on reports, result in academic gaps.

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 7:** 100% of DDE students in grades K-5th will participate two PLTW modules a year for students to perform at a college readiness level.

**Evaluation Data Source(s) 7:** One PLTW module per semester project presentation.

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) K-5th grade- will participate in 2 PLTW modules a year. Provide PLTW Instructional resources	2.5, 2.5	teachers IC Admin	Project presentation Students' interactive journals Increased rigor in learning				
<b>Problem Statements:</b> Student Academic Achievement 1, 2 - School Processes & Programs 1							
							

**Performance Objective 7 Problem Statements:**


<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Overall, STAAR science scores are lowest subject at DDE with only 54% of all students meeting Approaches. <b>Root Cause 1:</b> Students have trouble with informational texts. Teachers do not use strategies consistently to engage students to read informational texts. Lack of connections to students' real life cause students to be unmotivated, not want to do strategies, and feel that the test is too long.
<b>Problem Statement 2:</b> Special education students in all testing grade levels have lower scores in reading and science than the general education population. <b>Root Cause 2:</b> ALL special education students have individual disabilities in areas varying from vocabulary acquisition, comprehension, processing, and decoding that inhibit their ability to be successful in the general education classroom. Even though growth is occurring students need a combined support from both special education and general education to be successful.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Overall, STAAR science scores are lowest subject at DDE with only 54% of all students meeting Approaches. <b>Root Cause 1:</b> Students have trouble with informational texts. Teachers do not use strategies consistently to engage students to read informational texts. Lack of connections to students' real life cause students to be unmotivated, not want to do strategies, and feel that the test is too long.

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 8:** In 2019-2020, 100% DDE will update Technology CIP to integrate technology and digital learning during instruction.

**Evaluation Data Source(s) 8:** PLTW projects and products, PBL projects, and ISTATION reports.

**Summative Evaluation 8:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize instructional software, computers, and laptops or other media equipment to engage at risk students in presentations and projects like using ISTATION, Accelerated Reader, Project Share ESTAR and MSTAR, STEM Scopes, etc.	2.4, 2.5, 2.5	Teachers, Instructional Coach, Media Specialist, and Technology Committee.	Increased technology integration in all subjects. Develop student skills in the use of technology				
<b>Problem Statements:</b> School Processes & Programs 6							
2) Technology Leadership Team (TLT) will meet regularly to update and monitor technology plan and plan for professional development.	2.5	Technology Leadership Team (TLT)	Increased use of technology				
<b>Problem Statements:</b> School Processes & Programs 6							
3) 100% of our student population will participate in integrated technology including the use of CISD and campus programs such as, but not limited to, ISTATION, Accelerated Reading Program, STEM scopes, STAAR Masters, and PLTW.	2.4	classroom teachers	Improved instruction in all subject matter.				
<b>Problem Statements:</b> School Processes & Programs 4							
							

**Performance Objective 8 Problem Statements:**

<b>School Processes &amp; Programs</b>
<b>Problem Statement 4:</b> Technology: We need weekly and consistent maintenance in our computer labs and classrooms. <b>Root Cause 4:</b> Users do not take the responsibility to maintain equipment in good condition. Lack of teacher monitoring the use of technology.

## School Processes & Programs

**Problem Statement 6:** As a PLTW recognized campus, we need the technology necessary for full implementation of the PLTW modules. **Root Cause 6:** We need to complete the deployment of ipads in all grade levels (at least one 20-ipad cart per grade level). Lower grade classrooms need ipads to implement PLTW in full force.




**Goal 2: Increase Student Academic Achievement**

**Performance Objective 9:** In 2019-2020, 100% of the students that are considered highly mobile, ELL, migrant and academically at risk will be identified and participate in an intervention plan through the RTI Committee and /or the Student Study Team to graduate with their cohorts.

**Evaluation Data Source(s) 9:** Academic tutor documentation, RtI documentation, SST documentation, extended tutoring data.

**Summative Evaluation 9:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math 1) During the 9 first weeks of school teachers will identify academic, emotional, and physical needs of highly mobile, ELI, and students in need of intervention by the RTI/Student Study Team composed of the child's teacher, counselor, parent, instructional coordinator and/or a campus administrator.	2.6, 2.6	Teachers, Instructional Coach, Administration, Counselor, RTI Interventionist	Provide individualized instruction to these populations and closed the achievement gap.				
	<b>Problem Statements:</b> Student Academic Achievement 4						
2) RtI Facilitators will provide support to identified RtI students in grades K-2 using the CEI lab resources and through inclusion.	2.6	RIF Facilitators, teachers, Instructional Coach, Reading Interventionist	students to perform at grade level.				
<b>TEA Priorities</b> Build a foundation of reading and math 3) Bilingual Program will provide an academic tutor for migrant students and an academic tutor for ELL's not performing at grade level.		ALS classroom teachers	Increase student performance.				
	<b>Problem Statements:</b> Student Academic Achievement 3						
4) Provide Summer School for students at risk in grades Pre-K, Kinder and 5th grade.	2.4, 2.5	Summer School Administration	Close the academic gaps.				
<b>Problem Statements:</b> Demographics 1							
							

**Performance Objective 9 Problem Statements:**

<b>Demographics</b>
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<b>Problem Statement 1:</b> There is a high number of student retention in the lower grades. <b>Root Cause 1:</b> Excessive absences by students and teachers, as shown on reports, result in academic gaps.
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<b>Student Academic Achievement</b>
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<b>Problem Statement 3:</b> Overall, ELL students performed lower than their monolingual counterparts in all STAAR assessments. <b>Root Cause 3:</b> Teachers not teaching with the rigor of the state assessment. Teachers not using appropriate academic vocabulary across content areas and across grade levels.
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<b>Problem Statement 4:</b> Students with GPCs are not being tested or identified soon enough. <b>Root Cause 4:</b> Not enough diagnosticians at district level to move process along.
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**Goal 2: Increase Student Academic Achievement**

**Performance Objective 10:** By the end of the 2019-2020, 70% of the special education students will meet state benchmarks.

**Evaluation Data Source(s) 10:** Percentage of Special Education performing at grade level will increase 2% from last year's percentage.

**Summative Evaluation 10:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide specific support to our Special Education students, such as Inclusion, team-teaching; and resource room by utilizing research based programs such as Failure Free Reading, Lexia, and FLRT.	2.6	Teachers, Sp. Ed. teachers, Sp. Ed. Department	Increased number of SpEd students performing at grade level.				
<b>Problem Statements:</b> Student Academic Achievement 2							

**Performance Objective 10 Problem Statements:**


Student Academic Achievement
<b>Problem Statement 2:</b> Special education students in all testing grade levels have lower scores in reading and science than the general education population. <b>Root Cause 2:</b> ALL special education students have individual disabilities in areas varying from vocabulary acquisition, comprehension, processing, and decoding that inhibit their ability to be successful in the general education classroom. Even though growth is occurring students need a combined support from both special education and general education to be successful.

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 11:** During the 2019-2020 school year, 100% of the teachers, paraprofessionals, and administrators will participate in Professional Development in core subjects, that is anchored to Texas Teachers Evaluation Support System (TTESS) and Student Learning Objectives (SLO's) to increase teacher's pedagogy.

**Evaluation Data Source(s) 11:** Implementation of training in the classroom or specific program.

**Summative Evaluation 11:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Principal and Assistant Principal will accrue at least 30 hours of professional development to be able to provide guidance and leadership to teachers and other staff members.		AP Principal	Will serve as an instructional role models for teachers as well as students.				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Provide professional development as needed in all content areas, technology, PLTW, PE and Fine Arts.	2.5	ILT team administration Instructional Coach	Will ensure students are well rounded and college ready.				
<b>Problem Statements: School Processes &amp; Programs 3</b>							
3) Provide librarian with professional development and opportunities to attend conferences.		librarian	Increase flow of traffic for effective use of the Library.				
							

**Performance Objective 11 Problem Statements:**

<b>School Processes &amp; Programs</b>
<b>Problem Statement 3:</b> Teachers are not able to attend outside trainings in the areas that they feel that they can benefit from. <b>Root Cause 3:</b> Teachers are recommended to attend trainings that are aligned to the campus goals and vision or that are recommended by the Department of C&I. Some teachers do not feel motivated to attend SD with a growth mindset due to the fact that they have been teaching for a long time and they are set in their own instructional practices.





**Goal 2: Increase Student Academic Achievement**

**Performance Objective 12:** During the 2019-2020, DDE will provide effective inclusion and intervention support to meet the needs of 100% of the identified at risk, migrant, and ELL students who are in danger of failing Reading, Math, Writing or Science core subjects and/or state assessments.

**Evaluation Data Source(s) 12:** RtI identification to provide services, data analysis, data records to demonstrate efficiency of services.

**Summative Evaluation 12:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide support personnel to meet the needs of at risk students in grades PreK to 5th, mentor new teachers and teachers in need of professional support.		Administrators Instructional Coach	Improve teacher performance in delivering lessons by modeling and working collaboratively with teachers, empowering them to incorporate research-based instructional methods into their classrooms.				
2) Provide a minimum of 2 academic tutors for in-school tutoring towards our at risk students in grades 3-5th.		Instructional Coach Teachers Administrators	A successful impact on academic performance, significant improvement in grades, and test scores				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>3) Grade levels and classrooms with higher retention rate during the 2019-2020 school year will be highly monitored. Teachers will complete RtI packets, offer extended day tutoring, and interventions as needed to ensure all students are academically successful and promoted to the following grade level.</p>	2.6, 2.6	Admin IC Teachers	Individual Instructional interventions will decrease the number of RtI, GPC's and retentions.				
<b>Problem Statements:</b> Demographics 1							
4) Campus Instructional Coach will attend professional development sessions to provide campus training and develop best teaching practices for students with diverse learning styles.	2.5	Instructional Coach, teachers, administrators	Increase teachers pedagogy.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math 5) Specialist will work with dyslexia students and RtI level II students as needed and requested at 504 meetings.	2.6	AP Principal	Increased reading skills and fluency AIP for students served Running records for each served student.				
	<b>Problem Statements:</b> Demographics 1, 2						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Performance Objective 12 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> There is a high number of student retention in the lower grades. <b>Root Cause 1:</b> Excessive absences by students and teachers, as shown on reports, result in academic gaps.
<b>Problem Statement 2:</b> There is a high number of students conditionally promoted in all grade levels. <b>Root Cause 2:</b> It takes Special Ed too long to test students.

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 13:** DDE will increase teacher attendance rate to 98% during 2019-2020 school year.

**Evaluation Data Source(s) 13:** Teacher absences monitoring and minutes of meetings with teachers in reference to absences.

**Summative Evaluation 13:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Teacher absences will be monitored to avoid a negative impact in the students learning and academic success. Teacher attendance will be maintain at 98%.		Administration Teachers HR Department	Students will receive instruction from certified teachers 98% of the time ensuring the academic success of their students				
<b>Problem Statements:</b> Demographics 1 - Perceptions 1							

**Performance Objective 13 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> There is a high number of student retention in the lower grades. <b>Root Cause 1:</b> Excessive absences by students and teachers, as shown on reports, result in academic gaps.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Student attendance is below the campus goal of 98%. <b>Root Cause 1:</b> Teachers are not stressing consequences of absenteeism enough and lack of parent communication.


**Goal 2: Increase Student Academic Achievement**

**Performance Objective 14:** By May 2020, 100% of the students in Pre-K, Kindergarten and 5th grade will participate in activities that facilitate a successful transition from the DDE elementary setting to the AMS middle school setting; Pre-K students at DDE and Santiago Rodriguez Head Start will participate in transition activities to Kindergarten and first grade.

**Evaluation Data Source(s) 14:** Documentation addressing the transition processes.

**Summative Evaluation 14:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Coordinate visit to AMS for all 5th grade students to familiarize students with the campus and campus procedures and classes		Counselor, teachers, administration	By systematically addressing the transition process, students with can be prepared to participate in a new learning experience.				
2) By May 2020 students in Pre-K will participate in transition activities in coordination with Santiago Rodriguez Headstart to facilitate a successful transition to Kindergarten.		Pre-K and Kindergarten teachers, Head Start Coordinator, Administration	By systematically addressing the transition process, students can be prepared to participate in a new learning experience.				
3) By May 2020 students in Kindergarten will participate in transition activities in coordination with IC and 1st grade teachers.		IC Teachers Administration	By systematically addressing the transition process, students with can be prepared to participate in a new learning experience.				



100% = Accomplished    → = Continue/Modify    0% = No Progress    ✗ = Discontinue




### Goal 3: Enhance Student Character & Drive Towards a Career/ Profession that benefits the community with diverse career experiences from K-12.

**Performance Objective 1:** By May 2020, 100% of the students at DDE will be instructed in the pillars of character and respect in an effort to decrease discipline referrals.

**Evaluation Data Source(s) 1:** Mandatory training documentation. Counselor's class schedule. Counselor's documentation for interventions.

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Incorporate curriculum such as Character Counts, PBIS ( Positive Behavior Interventions and Supports) safety, respect and responsibility and increasing a 1% in the PBIS benchmarks, school wide initiatives, NPFH (No Place for Hate).		Counselor Teachers Admin	Participation in Character counts, PBIS, and NPFH will increase the level of moral and ethical character				
<b>Problem Statements:</b> School Processes & Programs 5							
2) Resources for counselor will be provided for reading and other materials for group counseling sessions, play therapy, or individualized counseling to help promote social and emotional healthy children.		Counselor	Increase student confidence and self-esteem				
3) Provide suicide prevention and death in immediate family presentations and collaborate through meetings.		Counselor Teachers Admin	Increased teachers' confidence and feelings of competence in recognizing, approaching, and connecting distressed youth to school-based resources.				
4) Implement the Student Leadership Team with 5th grade students		Counselor	Instill the principles of Leadership in our 5th grade students.				
							

#### Performance Objective 1 Problem Statements:

## School Processes & Programs

**Problem Statement 5:** Improvements are needed in student discipline. **Root Cause 5:** Failure to follow shared goals for students' PBIS expectations among all teachers and staff. Inconsistent application of rules.



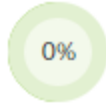

**Goal 3:** Enhance Student Character & Drive Towards a Career/ Profession that benefits the community with diverse career experiences from K-12.

**Performance Objective 2:** 100% of our students in kindergarten through fifth grade will participate in Career Awareness presentations and college awareness to prepare them for real life and be work ready.

**Evaluation Data Source(s) 2:** Field trip for Career Awareness documentation. Documentation on all Career Awareness events and activities.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Connect high school to career and college</p> <p>1) University of the Month project where a grade level is asked to provide data and interesting facts about the university for all DDE students to be informed of opportunities to attend different colleges and universities across the US. Career Awareness presentations by a variety of speakers and career paths.</p>	2.5	Counselor Teachers	To prepare students to pursue education beyond their K-12th educational experience.				
<p>2) Provide field trips and other field experiences for students to support character, education, social skills development and behavior management.</p>	2.5	Counselor Teachers	To acquire exposure to the working world they will one day enter and to increase students knowledge about career options.				
<p><b>TEA Priorities</b> Connect high school to career and college</p> <p>3) Plan an Education Generation TX Week and have presenters for students in kinder through fifth grade.</p>		Counselor Teachers	To prepare students for success beyond their K-5th experience through activities around career exploration and pursue post high school education.				
<p><b>TEA Priorities</b> Connect high school to career and college</p> <p>4) Celebrate Texas Generation Day.</p>		Counselor Teachers	To prepare students for success beyond their K-5th experience through activities around career exploration.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

**Goal 3:** Enhance Student Character & Drive Towards a Career/ Profession that benefits the community with diverse career experiences from K-12.

**Performance Objective 3:** 100% of DDE students in 2nd-5th grade will participate in one or more extracurricular activities such as choir, instrument, Kids Excel, Mother/Daughter & Father/Son, Nike Nights and robotics.

**Evaluation Data Source(s) 3:** After school enrichment attendance documentation. EOY presentations. Safety Patrols and Mother/Daughter and Father/Son attendance and meeting agendas.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide Choir and Orchestra extracurricular classes for 3rd-5th grade students		Music Teacher	To prepare students to participate in middle and high school chamber choir and the CISD School of Music.				
2) All 4th grade students will participate in the KidsExcel program		KidsExcel Personnel 4th grade teachers	To help children develop discipline, a standard of excellence, and self-confidence that will positively impact their education and all aspects of their lives.				
3) Offer the Mother-Daughter and Father-Son Program to 5th grade students.		UTEP partnership Program Coordinators Student Support Services.	1. Building the students' self-esteem, encouraging them to complete their high school education and raising their expectations of attending college.  2. Increasing parental commitment to higher education by involving the mothers and fathers as well as the daughters and sons in the educational decision-making process.				
4) Offer a Robotics class to 3rd, 4th, and 5th grade students.		Offer a Robotics class to 3rd, 4th, and 5th grade students.	1. Robotics helps address the growing demand for teaching science, technology, engineering and math in schools. 2. By programming robots, students can discover if they have aptitude and interest in a job market of the future.				
5) Offer an enrichment Folkloric Dance Program and a Multi-cultural Club to 2nd -4th grade.		Folkloric Teacher Multicultural/Fine Arts teacher	Participating, viewing, and learning about cultural dance and the roles it plays in societies leads to awareness and appreciation of other people and their cultural values.				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

**Goal 3:** Enhance Student Character & Drive Towards a Career/ Profession that benefits the community with diverse career experiences from K-12.

**Performance Objective 4:** By May 2020, DDE will attain an attendance rate of 96.9% or better to support students graduate on time.

**Evaluation Data Source(s) 4:** Attendance data binder including meetings with parents and follow-ups on each at risk student.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide classroom incentives for highest attendance based on student survey.		Administration, attendance committee teachers, office staff	Improve attendance and reach 98% overall attendance				
2) Attendance committee will review and monitor attendance and will meet with parents of those students that are not meeting mandatory attendance as needed.		Administration, attendance committee teachers, office staff Parent Liaison Counselor	Improve attendance and reach 98% overall attendance				
							





## Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

**Performance Objective 1:** Invite 100% of DDE parents to PAC and other instructional meetings through written notices, phone master, web page, or other form of communication and at least 20 parents will attend the campus monthly meetings.

**Evaluation Data Source(s) 1:** Increased parent participation in campus activities and meetings data and attendance signing sheets.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct PAC monthly meetings AM and PM and facilitate communication between school (and other agencies) and families in which parents can receive and provide information and feedback on their children's instructional, health and safety needs.	3.2, 3.2	Parent Liaison, campus Administration and Executive Director for Student Support Division	Increase parent participation in the education of their children.				
2) Campus will hold Title I meetings to maintain parents informed about the campus entitlements and to receive and provide feedback to them.	3.2	Parent Liaison, campus Administration and Executive Director for Student Support Division	Inform parents and community about the different Entitlements and how funding is used to educate and provide opportunities to their children.				
3) Parent Liaison will attend training's and conferences to increase parental engagement and to guide parents with strategies and resources to help their children be academically successful.	3.2	Administration	Increase parent participation in the education of their children.				
4) Parent Liaison will keep communication with the community so parents are informed about instructional activities and events happening at the campus concerning the education of their children.	3.2, 3.2	Parent Liaison	Maintain parents and community informed about the educational opportunities and events offered				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math 5) Parents will be invited to a Reading, Math , Writing, and a Science Night with all teachers to share strategies to help students be academically successful.	2.4, 2.4, 2.6	Teachers Parent Liaison IC Administration	To engage parents in assisting their children to improve their academic performance.				
<b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1							
6) Parent Liaison will increase parent engagement and parent leadership by recruiting parents to participate in CISD district Parent PLC, volunteers, Campus CIC, Campus LPAC, and other campus committees.	3.2	Parent Liaison	Provide helpful information to parents and community and engage community to participate in the decision making..				
<b>Problem Statements:</b> Perceptions 2							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> There is a high number of student retention in the lower grades. <b>Root Cause 1:</b> Excessive absences by students and teachers, as shown on reports, result in academic gaps.
<b>Problem Statement 2:</b> There is a high number of students conditionally promoted in all grade levels. <b>Root Cause 2:</b> It takes Special Ed too long to test students.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Overall, STAAR science scores are lowest subject at DDE with only 54% of all students meeting Approaches. <b>Root Cause 1:</b> Students have trouble with informational texts. Teachers do not use strategies consistently to engage students to read informational texts. Lack of connections to students' real life cause students to be unmotivated, not want to do strategies, and feel that the test is too long.
<b>Problem Statement 2:</b> Special education students in all testing grade levels have lower scores in reading and science than the general education population. <b>Root Cause 2:</b> ALL special education students have individual disabilities in areas varying from vocabulary acquisition, comprehension, processing, and decoding that inhibit their ability to be successful in the general education classroom. Even though growth is occurring students need a combined support from both special education and general education to be successful.
<b>Problem Statement 3:</b> Overall, ELL students performed lower than their monoligual counterparts in all STAAR assessments. <b>Root Cause 3:</b> Teachers not teaching with the rigor of the state assessment. Teachers not using appropriate academic vocabulary across content areas and across grade levels.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Overall, STAAR science scores are lowest subject at DDE with only 54% of all students meeting Approaches. <b>Root Cause 1:</b> Students have trouble with informational texts. Teachers do not use strategies consistently to engage students to read informational texts. Lack of connections to students' real life cause students to be unmotivated, not want to do strategies, and feel that the test is too long.



## Perceptions

**Problem Statement 2:** We need to be more effective at reaching out to parents. **Root Cause 2:** We need to be more effective at reaching out to parents.


**Goal 4:** Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

**Performance Objective 2:** 100% of objectives and activities described in the Parenting Component of the School Support Division Action Plan will be completed by May 2020.


**Evaluation Data Source(s) 2:** Acknowledgment signing sheets

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Parents will receive and acknowledge the Campus Parent Compact and Parent Policy during the first semester.	3.1, 3.2	Parent Liaison, Teachers	Inform parents about educational opportunities				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


**Goal 4:** Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

**Performance Objective 3:** By May 2020 DDE will have a minimum of 5 activities or events to celebrate and recognize all students' for their successes.


**Evaluation Data Source(s) 3:** Attendance Sign-in sheets, and bulletin board displays. Dates of activities that will takes place.

**Summative Evaluation 3:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) An EOY Awards Assembly will be held at the end of the school year and parents will be invited to celebrate students being recognized for academic success through awards, certificates and/or ribbons.		Administration, Teachers	EOY Recognition to outstanding students.				
2) End of the semester Cake and Ice Cream Social with Principal and AP for all students who maintained "A" Honor Roll and "A/B Honor Roll" .		Teachers and Administration	Recognition to outstanding students.				
3) Maintain the Student of the Month recognition bulletin board for all grade levels (PreK - 5th grade).		Classroom teachers	Recognition to outstanding students.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


**Goal 4:** Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

**Performance Objective 4:** Throughout the 2019-2020 school year, DDE will increase community participation to include parents, grandparents, legal guardians and other family members to become involved in the education of DDE students to a minimum of 25 participants.


**Evaluation Data Source(s) 4:** Attendance sign-in sheets.

**Summative Evaluation 4:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Invite grandparents to Coffee and Cake & encourage them to read for Pre K-2nd grade classes.		Parent Liaison Administration	Grandparents' recognition and their impact in their grandchildren's education.				
2) Coffee with Principal, Assistant Principal, and/or school counselor- monthly meetings before PAC meetings to listen to community and ways to improve school services.	3.2	Parent Liaison Principal Assistant Principal	Providing opportunities for parents to provide input and/or compliments.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

## Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

**Performance Objective 1:** Campus federal allotments will spend a minimum of 95% by the end of April 2020 to comply with federal guidelines.

**Evaluation Data Source(s) 1:** Finance Budget Reports

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Review budgets on a timely basis to ensure budget spending is monitored to avoid negative balances and utilize budget efficiently and effectively as planned .		Principal CIC Campus Budget Manager	Ensure funds are used based on needs assessments and to benefit DDE students.				

**Goal 5:** Convey and Share a Positive Image to all CISD & Community Stakeholders

**Performance Objective 2:** By June 2020 DDE will have a minimum of 3 partners in education (PIE).

**Evaluation Data Source(s) 2:** Documentation of activities involving Partners in Education and list of partners

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Parent Liaison and counselor will work in recruiting Partners in Education.		Parent Liaison Counselor	Activities engaging the students and their families. Support from the partnerships.				

**Goal 5:** Convey and Share a Positive Image to all CISD & Community Stakeholders

**Performance Objective 3:** Throughout the 2019-2020 school year, DDE will effectively utilize website contact management system, school messenger and Canutillo APP to brand DDE 's activities and create a positive image of the campus.

**Evaluation Data Source(s) 3:** Updated web page with relevant information to our parents and community.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) DDE will update campus websites on a monthly basis and will promote internal and external communication to enhance public awareness of programs and community.	3.2	Librarian / Assigned Teacher Administration/ office staff/ web manager/parent liaison	Increased community involvement.				
							

# State Compensatory

## Budget for Deanna Davenport Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
185.11.6117.05.102.30	6117 Career Ladder - Locally Defined	\$7,201.00
185.11.6118.35.102.30	6118 Extra Duty Stipend - Locally Defined	\$3,000.00
185.11.6119.35.102.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$56,150.00
185.11.6126.03.102.30	6126 Part Time Support Personnel - Locally Defined	\$17,234.00
185.11.6129.00.102.30	6129 Salaries or Wages for Support Personnel	\$38,835.00
185.11.6141.00.102.30	6141 Social Security/Medicare	\$563.00
185.11.6141.03.102.30	6141 Social Security/Medicare	\$250.00
185.11.6141.05.102.30	6141 Social Security/Medicare	\$105.00
185.11.6141.35.102.30	6141 Social Security/Medicare	\$858.00
185.11.6142.00.102.30	6142 Group Health and Life Insurance	\$14,974.00
185.11.6142.35.102.30	6142 Group Health and Life Insurance	\$7,487.00
185.11.6143.00.102.30	6143 Workers' Compensation	\$183.00
185.11.6143.03.102.30	6143 Workers' Compensation	\$1.00
185.11.6143.05.102.30	6143 Workers' Compensation	\$1.00
185.11.6143.35.102.30	6143 Workers' Compensation	\$278.00
185.11.6145.00.102.30	6145 Unemployment Compensation	\$36.00
185.11.6145.03.102.30	6145 Unemployment Compensation	\$15.00



<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
185.11.6145.05.102.30	6145 Unemployment Compensation	\$7.00
185.11.6145.35.102.30	6145 Unemployment Compensation	\$54.00
185.11.6146.00.102.30	6146 Teacher Retirement/TRS Care	\$291.00
185.11.6146.05.102.30	6146 Teacher Retirement/TRS Care	\$580.00
185.11.6146.35.102.30	6146 Teacher Retirement/TRS Care	\$648.00
185.11.6149.00.102.30	6149 Employee Benefits	\$583.00
185.11.6149.05.102.30	6149 Employee Benefits	\$106.00
185.11.6149.35.102.30	6149 Employee Benefits	\$860.00
<b>6100 Subtotal:</b>		<b>\$150,300.00</b>
<b>6200 Professional and Contracted Services</b>		
185.11.6299.00.102.30	6299 Miscellaneous Contracted Services	\$4,271.00
<b>6200 Subtotal:</b>		<b>\$4,271.00</b>
<b>6300 Supplies and Services</b>		
185.12.6329.00.102.30	6329 Reading Materials	\$2,500.00
185.11.6398.00.102.30	6398 Computer Supplies/Software - Locally Defined	\$10,000.00
185.11.6399.00.102.30	6399 General Supplies	\$12,000.00
<b>6300 Subtotal:</b>		<b>\$24,500.00</b>
<b>6400 Other Operating Costs</b>		
185.13.6411.00.102.30	6411 Employee Travel	\$10,000.00
185.13.6499.00.102.30	6499 Miscellaneous Operating Costs	\$2,500.00
<b>6400 Subtotal:</b>		<b>\$12,500.00</b>

## Personnel for Deanna Davenport Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Clague, Paula	At-Risk-Aide	RtI-At Risk	1
Guzman, Aguilar Hilda	At-Risk-Aide	RtI-At Risk	1
Helga Sepulveda	RtI Reading Interventionist	RtI-At Risk	1

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

#### Comprehensive Needs Assessment

##### Demographics

OUR CAMPUS STORY: DDE is a public school 100% Title I with a non-growing community and high mobility rate. Enrollment is currently at 338 students. At the beginning of the school year, we had 45 No-shows and 35 withdrawals. We have lost 80 students throughout the school year, 30 transfers approved to BCE and students enrolling in EPISD. Overall, parental and community involvement at DDE is low regardless of attempts to reach out to parents; however we have increased the number of parent volunteers that help daily. We have about 10 parent volunteers. Rate of student attendance has recently dropped Our school population is declining in enrollment due to slow economic development in the area, an overall perception of low academic performance, and a high rate of student transfers approved by central office. In spite of the low parental support, the campus has academically performed at the same level as all other campuses in the district .

##### Demographics Strengths

Our campus is driven by student data

Student achievement is priority for all teachers and staff

We offer a wide variety of extracurricular activities: French Club, MD/FS, Robotics, Tennis, Music (Choir and Orchestra) Folkloric, Kids Excel.

Low number of students (16%) are classified as RTI Tier 2. Students are classified as RTI early enough to provide accurate intervention

**Problem Statement:** There is a high number of students conditionally promoted in all grade levels. **Root Cause:** It takes Special Ed too long to test students. **SOLUTION:** Teachers will complete RTI documentation as soon as a learning disability is suspected.

**Problem Statement:** There is a high number of student retention in the lower grades. **Root Cause:** Excessive absences by students and teachers, as shown

on reports, result in academic gaps. **SOLUTION:** Teachers need to monitor personal and professional absences. Teachers need to monitor students absences and immediately report students with excessive absences to office.

### **Student Academic Achievement**

OUR CAMPUS STORY: Overall, we have good results in STAAR Math in all grade levels. We also have good results in Reading and Writing. Current year diagnostic results show overall decreases in all STAAR scores. The lowest performance group was 5th grade Science English and Spanish. A high number of students were retained in 2018-19 in the lowest grades. We use unit assessments, middle of the year assessments, and program data to place students in RTI, tutoring, and Saturday school. G.T. Davenport maintain and improve last year's scores. Overall, our population maintain test scores for reading and math. Writing had an improvement of 17%. However, last year 83% of students met Approaches grade level on Science STAAR and this year we dropped to 54%. The lowest performance group was 5th grade Science English and Spanish.

#### **Student Academic Achievement Strengths:**

We are closing the gap between monolingual and ELL students.

We provide ample academic support to students (Guided Reading, Guided Math, Tutoring, Academic Tutors, Saturday School)

We have effective RTI, 504, SST committees

We implement strong STEM programs and non-academic enrichment programs

We are strongly committed to data-driven instruction.

**Problem Statement:** Overall, STAAR science scores are lowest subject at DDE with only 54% of all students meeting Approaches. **Root Cause :** Students have trouble with informational texts. Teachers do not use strategies consistently to engage students to read informational texts. Lack of connections to students' real life cause students to be unmotivated, not want to do strategies, and feel that the test is too long. **Solution:** Teachers will use strategies, such as BHH, to engage students to read informational texts consistently and intensively from kinder to 5th grade.

**Problem Statement:** Special education students in all testing grade levels have lower scores in reading and science than the general education population. **Root Cause:** ALL special education students have individual disabilities in areas varying from vocabulary acquisition, comprehension, processing, and decoding that inhibit their ability to be successful in the general education classroom. Even though growth is occurring students need a combined support from both special education and general education to be successful. **SOLUTION:** Special education and general education will create a realistic schedule that will allow students to accomplish their iep goals as well as become more proficient in the regular classroom. This will be accomplished through a joint effort between special education teacher and general education teachers with the assistance of the special education aide on an alternating basis so that all students see the special education teacher each week. Teachers will provide an answer key and any other Instructions needed for assignments, so that the special education staff can efficiently assist students at all grade levels in their tested language chosen by the ARD committee in conjunction with LPAC.

**Problem Statement:** Overall, ELL students performed lower than their monolingual counterparts in all STAAR assessments. **Root Cause:** Teachers not

teaching with the rigor of the state assessment. Teachers not using appropriate academic vocabulary across content areas and across grade levels.

**SOLUTION:** Continue vertical alignment PLCs. IC will provide SD that supports vertical alignment. Hour and a half planning time will be provided for vertical alignment every four weeks (substitutes will be provided when necessary). Teachers will increase academic rigor through the consistent use of research based strategies and resources (B,H,H, PBL, STEM, PLTW, Mentoring Minds, EG, Stemscoptes). Teachers need to scaffold to transition students from guided to independent application (I do, We do, You do). At Risk Interventionist, Instructional Aides and Academic Tutors will support struggling students as soon as SST paperwork is completed.

**Problem Statement :** Under identified sped students **Root Cause:** long time to asses students for lack of personnel. Diagnosticians at district level to move process along.**SOLUTION:** Hire additional diagnosticians to handle district workload

### *School Processes and Programs*

OUR CAMPUS STORY: Curriculum is rigorous and aligned to TEKS. Assessments are being used to track student progress. Teachers are using data to adjust instruction and to form intervention groups. Teachers plan together using data. Technology is available in school, but there is a lack of access outside of campus. Campus programs are designed to track and report student progress. The implementation of programs and procedures in our campus is effective, but some improvements are needed in the area of student discipline.

#### *School Processes and Programs Strengths:*

Teachers plan together as PLCs.

Teachers use data to adjust instruction and plan tutoring groups.

Through the PLCs there is a consistency in every grade level of meeting once or twice a week. Still, PLCs follow the calendar of events of additional meetings during and after school. There is data information of the PLC meetings. TECHNOLOGY: Technology plan has been accomplished through the use of computers in each classroom of at least 4 computers in using Istation, AR, Education Galaxy, and STEMSCOPES. Infocuses have been mounted in the ceilings in each classroom. There are 3 computer labs of 20-24 computers in each. PROGRAMS: Student engagement activities have been accomplished through various programs: PBL/PLTW Lab, Robotics, Kids Excel, Istation, academic programs (Mentoring Minds), plus enrichment programs such as Folkloric, Choir, Orchestra, Nike Night. PARENT/STUDENT INVOLVEMENT: Parents have been positively involved through parent-teacher conferences, parent nights, and meetings by parent liaison. Students have performed through Kids Excel at the El Paso Plaza Theatre.

**Problem Statement:** Overall, STAAR science scores are lowest subject at DDE with only 54% of all students meeting Approaches. **Root Cause:** Students have trouble with informational texts. Teachers do not use strategies consistently to engage students to read informational texts. Lack of connections to students' real life cause students to be unmotivated, not want to do strategies, and feel that the test is too long. **Solution:** Teachers will use strategies, such as BHH, to engage students to read informational texts consistently and intensively from kinder to 5th grade.

**Problem Statement:** The C&I protocol for PLC Planning is not being followed through. **Root Cause :** When planning, teachers do not have in-depth dialogues to discuss Q1 What do I want students to learn? Q2 How will I know if they have learned it? Q3 What will we do if they not learn it? Q4 What will we do If they already know it?. Therefore, planning is not done effectively creating gaps in the instruction because of lack of revisiting concepts that

were not mastered. **SOLUTION:** Instructional coach will model PLC planning dialogues for teachers.

**Problem Statement :** Teachers are not able to attend outside trainings in the areas that they feel that they can benefit from. **Root Cause:** Due to the low enrollment and low budget at the campus, teachers are recommended to attend trainings that are aligned to the campus goals and vision or that are recommended by the Department of C&I. Some teachers do not feel motivated to attend SD with a growth mindset due to the fact that they have been teaching for a long time and they are set in their own instructional practices. **SOLUTIONS:** In order to become a campus that embraces change and growth, teachers need to be open to new ideas that are aligned to the Campus Improvement Plan. Personal choice not aligned to the campus vision will not be approved.

**Problem Statement:** Technology: We need weekly and consistent maintenance in our computer labs and classrooms. **Root Cause :** Users do not take the responsibility to maintain equipment in good condition. Lack of teacher monitoring the use of technology. **SOLUTIONS:** Teachers will monitor students actively both in the labs and in the classroom to ensure equipment is well taken care of. Teachers will place workorder immediately when equipment breaks under their supervision.

**Problem Statement:** Improvements are needed in student discipline. **Root Cause:** Failure to follow shared goals for students' PBIS expectations among all teachers and staff. Inconsistent application of rules. **SOLUTION:** Teachers and staff will become familiar with and adhere to PBIS plan.

**Problem Statement :** As a PLTW recognized campus, we need the technology necessary for full implementation of the PLTW modules. **Root Cause:** We need to complete the deployment of ipads in all grade levels (at least one 20-ipad cart per grade level). Lower grade classrooms need ipads to implement PLTW in full force. **SOLUTION:** Utilize 2019-2020 funds so that all grade levels have the needed technology to implement PLTW and continue to be a recognized campus

### Perceptions

Parents have limited knowledge to help their children with homework due to language barrier or limited parental education.

Administration, teachers, and staff will need to make parents feel more welcome, and engage students and parents beyond the state assessments.

PBIS Committee needs a restorative discipline flowchart.

Deanna Davenport Elementary School empowers students through project-based learning on Science, Technology, Engineering and Mathematics to change their world and be successful in a competitive global society.

### **Perceptions Strengths**

Our parental involvement increased in the last year and more parents are attending academic workshops.

We have more volunteers from the community helping in the school.

DDE has well set out safety rules and regulations.

DDE has a good Social Media presence.

Campus has many available activities for all types of students: Multicultural Club, MD/FS, Robotics, Tennis, Music (Choir and Orchestra) Folkloric, Kids Excel.

Campus activities promote wide-spread student participation.

**Problem Statement:** Student attendance is below the campus goal of 98%. **Root Cause:** Teachers are not stressing consequences of absenteeism enough and lack of parent communication. **SOLUTIONS:** Continue attendance recognition program. Parent liason will conduct home visits as needed for students with excessive absences. Teachers will check on green cards on a daily basis

**Problem Statement:** We need to be more effective at reaching out to parents. **Root Cause:** We need to be more effective at reaching out to parents. **SOLUTION:** Teachers and Parent Liason will communicate with parents on a more frequent and positive basis to increase parent participation. Implementation of Parent workshops will continue in 2019-2020.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan was created with the Campus Improvement Committee (CIC) which includes a parent , a business member of our community, the Parent Liaison, and a teacher per grade level and one for special programs.

Process: our campus reviews and analyzes the final outcome of our Comprehensive Needs Assessments. Teachers collaborate through their PLC's and determine through ranking order the problem statements and help address them in CIP. Parent participation and input is addressed at the monthly Parent Advisory Council meeting .

The CIC reviews all information to create strategies, objectives and goals focused in student improvement. Once all information is collected CIC reviews all information and through collaboration determines the areas of focus for the year. All stakeholders reps meet monthly to review, monitor and update plans when appropriate.

Focus for DDE are as follows:

1. Ensuring that the campus is a safe and secure enviornment for all our students and family members.
2. To increase student academic achievement for all students .
3. Professional Development is focused around campus priorities to ensure student growth.

4. To enhance student character through PBIS, NPFH, Leader in Me, and Fish Philosophy.
5. DDE will focus on 21st Century Skills through Project Base Learning and by continuing to be a distiguishe Project Lead the Way Campus.
6. DDE is will build a strong relationship with our parents by creating and maintaining a welcoming atmosphere.

## **2.2: Regular monitoring and revision**

CIC process

Comprehensive Needs Assessments were initialized in February of 2019, after its completion of the process the objectives and strategies are placed in the campus improvement plan with input from the campus improvement committee which includes teachers, administrators, parents and community members.

The campus revisits through monitoring and provides revisions on a regular basis. Updates are provided on a mininum for the following months:

November, 2019 - January 2020 - March, 2020 - June, 2020

Improvement plan is monitored quarterly at a minimum. Attachments of agendas and minutes will be included in CIP. Improvement plan is provided to all members of the campus improvement committee for initial approval and changes recommended by stakeholders are presented to improvement team for approval and ratification.

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

Location of the Improvement Plan are strategically placed where there may be a high traffic of parent and/or community members. The Campus Improvement Plan (CIP) for Deanna Davenport Elementary school is available in the following areas:

- Campus Office-
- At the campus Library
- On the campus website
- On the district website

CIP online, library copy, Office, communication in 2 lang for compact and policy

It is a campus priority to ensure that our parents recieve all information that is distributed by our campus to be both in English and Spanish.



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

Deanna Davenport elementary provides targeted opportunities for all our students to meet high achievement based on their individual needs:

- PLC's target all student subpopulation by collaborating and analyzing data therefore, creating opportunities that target students specific needs
- Structured tutoring programs across all core subjects that occurs before, during and afterschool sessions. Saturday camps continuously support our students to work on meeting state standards.
- Implementing a Response to Intervention period by providing strategies for students.
- Professional Development to ensure high quality instruction through effective and appropriate opportunities to ensure a high impact on student growth.
- Training and implementing instructional strategies that support all students to include SPED, ELL, and migrant students.
- Through research based and best practices, differentiated instructional methods DDE will provide innstruction for students to meet state standards.
- Guidance from counselors and presentations with opportunities to apply to real world experiences.
- Celebration and recognizing students for their academic achievement.
- Whole campus leveled library.
- Attendance initiatives
- Leader in Me
- Fish Philosophy
- Project Lead the Way
- Project Based Learning.

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

Listed are several programs and activities that provide a well-rounded education:

- Building Character through Leader-in-me book of the month
- Fine Arts program- including Choir, Instrument, Folkloric and Cultural Diversity Fine Arts Club
- Project Lead the Way STEM Program
- Robotics enrichment program
- Afterschool and Saturday Tutoring Program
- STEM scopes
- Classes Gifted and Talented students
- Positive Behavior Intervention Support (PBIS) by building capacity within our campus to implementing this approach with social, emotional and behavior support.
- Focus on 21st century learning skills and Project Based Learning

Increased learning time is a priority for DDE by ensuring that targeted time during school instruction is provided by Academic Tutors and STAAR Ready time.

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

All students and subpopulation needs are addressed in the Needs Assessments and strategies of the Campus improvement plan.

To meet student needs DDE focused on different programs and methodologies that address and support the needs of all students but also those who may be at risk of failing.

Methods:

- Effective Professional Learning Communities (**PLC's**) that focus on student data that review, identify, analyze and plan a course of action for students identified as potentially who may not meet the state academic standards.
- Review, analyze and plan a course of action for students that have been retained
- Review, analyze and plan a course of action for students specifically that are at risk of failing
- Review, analyze and plan a course of action for students that have been identified as students that are in need for Response to Intervention (**RTI**).
- Create a plan for students that have already been retained by providing an **accelerated intervention plan**.
- Counseling for students that may be at risk of failing to provide additional support at school and home..
- Professional development and follow-up to trainings for teacher and student success.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

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

The Parent and Family Engagement Policy is developed and created to illustrate how the school will implement the parent and family engagement program.

The school parent and family engagement policy was jointly developed and agreed with parents and teachers.

Agendas, minutes and sign in sheets are available as they completed this process, a listing of parent meetings throughout the year is uploaded and attached to our improvement plan which continuously get updated.

The parental involvement policy which is in English and Spanish are distributed to parents, families and our local community through the following methods:

- It was discussed during each parent and teacher conference
- Shared during every parent meeting and copies were provided and available.
- Policy is also located in the District website.

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

Deanna Davenport Elementary provides opportunities to parents and families to be involved in their child's learning and achievement through teacher led workshops. It is important that parents to gain knowledge and help us create a positive connection between the home and campus.

DDE elementary school ensures that all meetings, trainings and/or workshops are provided with flexible times to provide parents with opportunities to participate in their child's learning and well being in the school environment.

Monthly Parent Advisory meetings are held with campus principal/AP/ Counselor on a monthly basis with flexible times.

Samples of meetings with agendas and minutes with parents will be uploaded into our CIP-

Parent engagement priorities are as follows:

- Provide Parent Advisory Council (PAC) meetings on a monthly basis- times provided in A.M and P.M to ensure parent participation. Meetings held in English and Spanish.
- Inform parents annually in English and Spanish on the Title 1, Part A purpose and how these services will benefit their children and families.
- Increasing the amount of parent volunteers.
- Open house during the evening to inform and update parents on campus specifics.
- Ensure that we have parent participation in various school committees to include the campus improvement team (CIC)
- Parent liaison to assist parent and teachers in facilitating parent workshops .
- Academic nights are a priority for parents to participate in learning instructional strategies and methods that can be used effectively at home with their children to ensure support from school and home.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Harmeson, Margarita	Instructional coach	Title I	1
Sylvia Martinez	Parent Liaison	Title 1	1

## 2019-2020 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Guadalupe Montanez	Assistant Principal
Administrator	Marta Strobach	Principal
Classroom Teacher	Martha Barraza	2nd grade teacher
Classroom Teacher	Maria Gonzalez	3rd grade teacher
Classroom Teacher	Ana Merritt	Pre-K teacher
Classroom Teacher	Martha Castillo	First grade teacher
Classroom Teacher	Elizabeth Ratzlaff	4th grade teacher
Classroom Teacher	Minerva Dallo	5th grade teacher
Administrator	Martin Arroyos	counselor
Community Representative	Jesus Morales	Community member
Parent	Cindy Zuniga	parent