

Canutillo Independent School District

Jose Damian Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Science



Board Approval Date: September 24, 2019

Mission Statement

The Mission of Jose H. Damian Elementary, in partnership with parents and community, is to:

Provide a safe and innovative environment, Offer a well rounded curriculum,

Develop an international/intercultural understanding and respect, and

Foster positive attitudes and integrity.

Vision

**Our Vision at Jose H. Damian Elementary is to inspire all students to become inquisitive thinkers,
who confidently and respectfully embrace the global challenges of the future.**

Core Beliefs

Culture of Excellence

Student Centered

High Expectations

Accountability

Transparency

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Campus Story:

JDE is rich in scholar culture where educators foster the individuality of all scholars. Educators are well versed in curriculum and always seek professional development opportunities to keep scholars abreast of new and exciting hands-on teaching and learning.

JDE currently serves 504 students in grades EE-5. The student ethnic distribution is 93.8% Hispanic, 0.2% American Indian, 1.2% Asian, 0.9% African American, and 5% White. More than half of the school population (61.9%) is considered economically disadvantaged with 31.7% being English Language Learners. 70 Students have been identified with a disability and are being serviced through Special Education.

School Population (2017 - 2018 Fall PEIMS file loaded 05/05/2018) Count Percent

Student Total		100%
Early Education Grade	14	2.17%
Pre-Kindergarten Grade	51	9.49%
Kindergarten Grade	80	16.01%
1st Grade	88	14.43%
2nd Grade	91	12.45%
3rd Grade	82	14.03%
4th Grade	81	14.62%
5th Grade	90	16.80%

Student Demographics (2017 - 2018 Fall PEIMS file loaded 05/05/2018) Count Percent

Gender		
Female	219	41.08%
Male	314	58.91%
Ethnicity		
Hispanic-Latino	541	93.8%

Student Demographics (2017 - 2018 Fall PEIMS file loaded 05/05/2018) Count Percent

Race

American Indian - Alaskan Native	<u>1</u>	0.17%
Asian	<u>2</u>	0.35%
Black - African American	<u>5</u>	0.87%
Native Hawaiian - Pacific Islander	<u>0</u>	0
White	<u>27</u>	4.68%
Two-or-More	<u>2</u>	0.17%

Special Services (2017 - 2018 Fall PEIMS file loaded 05/05/2018) Count Percent

Top Primary Disabilities

Speech impairment	<u>41</u>	57.00%
Learning disability	<u>14</u>	19.00%
Autism	<u>7</u>	9.00%
Other health impairment	<u>4</u>	5.00%

Instructional Settings

Speech Therapy code (00)	<u>32</u>	45.07%
Homebound code (01)	0	0.00%
Hospital Class code (02)	0	0.00%
Mainstream code (40)	<u>3</u>	4.23%
Resource Room codes (41,42)	<u>22</u>	30.99%
VAC code (08)	0	0.00%
Off Home Campus codes (91,92,93,94,95,96,97,98)	0	0.00%
State School code (30)	0	0.00%
Residential Care codes (81,82,83,84,85,86,87,88,89)	0	0.00%
Self-Contained codes (43,44)	<u>7</u>	9.86%
Full-Time Early Childhood code (45)	<u>7</u>	9.86%

Other Student Information (2017 - 2018 Fall PEIMS file loaded 05/05/2018)	Count	Percent
At-Risk	318	62.85%
Economically Disadvantaged	271	53.56%
Title I Homeless(*Special Notes*)	0	0.00%
Immigrant	2	0.40%
Limited English Proficient (LEP)	156	30.83%
Migrant	0	0.00%
Military Connected	18	3.56%
Foster Care	1	0.20%

Demographics Strengths

1.4 Demographic Strengths:

(Explain in complete thought, what makes it a strength?)

STEM:

Strengths:

All populations are being exposed to STEM activities and Programs.

Vertical Alignment:

Strengths:

We have streamlined the RTI process and are identifying scholars who are struggling.

Grade level teachers meet monthly to discuss vertical alignment, areas of strength, and areas of need.

Attendance:

Strengths:

Teachers use Class Dojo as a consistent communication with parents.

Positive Behavior Interventions and Supports:

Strengths:

JDE's 7 Strengths promote unity on our campus and well as promote individuality.

Campus Improvement Committee:

Strengths:

We are addressing the needs of low performing scholars with a consistent RTI process.

1.5 Demographic needs:

Needs #1 through #5 will be addressed in 18-19 school year

STEM:

Needs:

4. There is a need for resources and training to promote STEM Acceleration.

Vertical Alignment:

Needs:

Safety - Student/teacher ratio: there are large classes that do not compare to district or state.

Attendance:

Needs:

Parents needs to be consistently reminded about the importance of attendance.

Positive Behavior Interventions and Supports:

Needs:

There is a need for consistency in praising positive behavior.

Campus Improvement Committee:

Needs:

1. Attendance is an issue.
2. There is a need for an math academic tutor to provide double dip interventions in the area of math.
3. Meeting the needs of scholars who are at grade level through acceleration needs to be addressed and become a priority.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance is an issue due to excessive illnesses that scholars and staff exhibit throughout the school year. **Root Cause:** The cleanliness of the building is an issue due to lack of custodial help.

Problem Statement 2: Attendance is an issue to the excessive illnesses that scholars and staff exhibit throughout the school year. **Root Cause:** There is a need for hand washing stations by the lunch lines, this will ensure that children wash their hands before eating.

Problem Statement 3: There is not enough focus on scholars who are performing at grade level by providing enrichment/acceleration that challenge them. **Root Cause:** There is not enough funding or personnel to offer additional services.

Problem Statement 4: There is a need for acceleration in the area of STEM in every classroom. **Root Cause:** There are not enough resources or training for all teacher on how to incorporate STEM into classroom instruction.

Problem Statement 5: There is a need to address At Risk Scholars in the area of mathematics. **Root Cause:** Scholars only receive a second round of interventions in Reading by At Risk Personnel.

Student Academic Achievement

Student Academic Achievement Summary

JDE currently serves 504 students in grades PK-5.

All Subjects	2019	2018
Approaches	80	84
Meets	46	56
Masters	27	31
Reading	2019	2018
Approaches	79	81
Meets	45	54
Masters	27	30
Math	2019	2018
Approaches	86	89
Meets	50	63
Masters	29	38
Writing	2019	2018
Approaches	67	67
Meets	29	34
Masters	9	13
Science	2019	2018
Approaches	77	90
Meets	51	60
Masters	34	33

3rd Grade	2019	2018
Approaches	83	81
Meets	48	42
Masters	31	23
Reading	2019	2018
Approaches	81	80

3rd Grade	2019	2018
Meets	46	43
Masters	34	21
Math	2019	2018
Approaches	83	83
Meets	48	41
Masters	31	24

Cohort	4th	3rd Grade
Approaches	70	81
Meets	33	42
Masters	15	23
Reading	2019	2018
Approaches	69	80
Meets	36	43
Masters	16	21
Math	2019	2018
Approaches	73	83
Meets	37	41
Masters	22	24

Cohort	5th Grade	4th Grade
Approaches	84	81
Meets	52	42
Masters	31	23
Reading	2019	2018
Approaches	84	80
Meets	50	43
Masters	27	21
Math	2019	2018
Approaches	93	83
Meets	57	41

Cohort	5th Grade	4th Grade
Masters	32	24

Areas of Improvement include Reading, Writing, and SPED and ELL Subgroups.

According to the February ISIP-English reports students are as follows:

	Tier I	Tier II	Tier III
Kinder			
First			
Second			

According to the February ISIP- Spanish reports, students are as follows:

	Tier I	Tier II	Tier III
Kinder	34%	38%	28%
First	56%	22%	22%
Second	60%	25%	15%

As a result, areas of improvement include strengthening reading instruction in primary grades.

Student Academic Achievement Strengths

There was a decrease in Science in 5th Grade at an approaches level but have remained stagnant over the last two years.

There was a decrease in Reading and Math in 4th Grade by cohort with minor increases by the grade level.

The areas of meets and masters lowered in at meets and masters.

There is no specified plan to address the needs of all learners especially to accelerate instruction.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: There was a decline in Science STAAR at the approaches level from 90% to 77%. The areas of meets and masters have remained stagnant. **Root Cause:** There has not been systematic approach to teaching science, especially to at risk populations using rigorous instructional resources, a rigorous lesson sequence and differentiation.

Problem Statement 2: There was decline on STAAR in the areas of reading and math in 4th grade specifically looking at **Root Cause:** There has been a change in personnel and a more systematic approach to teaching these core subjects to at risk populations using rigorous instructional resources, a rigorous lesson sequence and differentiation.

Problem Statement 3: Differentiation is an issue in TIER 1 instruction which is affecting the appropriate progress of at risk populations. **Root Cause:** Teachers need to receive intense instruction on differentiation.

Problem Statement 4: There is not enough focus on students who are performing at grade level by providing enrichment programs that challenge them. **Root Cause:** There are not enough funds , material, personnel or a specific plan to provide acceleration.

Problem Statement 5: There was decrease in scholars performing at meets and masters in the areas of reading and math. **Root Cause:** There is no specific STEM/acceleration plan to challenge the teaching and learning in all grade levels.

Problem Statement 6: There is a need to address the need of struggling scholars (At Risk) in the area of mathematics through TIER II interventions. **Root Cause:** Tier II interventions are only occurring in reading and not in math.

Problem Statement 7: There is still a high need in ensuring that all scholars leave each grade level writing in all core subjects with proficiency. **Root Cause:** There needs to be a more specific way to showcase "Writing Across the Curriculum" in all grade levels using "The Writing Academy" Strategies.

School Processes & Programs

School Processes & Programs Summary

JDE is a campus that revolves around having very specific processes for day-to-day activities to include STEM Lab visits and our Firebird Intervention Block. Balanced Literacy, Rigorous Tier I Instruction and small group interventions are key for scholar success. Effective collaboration in PLCs is key for all processes and programs to be effective.

School Processes & Programs Strengths

Strengths:

- We have effective PLCs horizontally who frequently meet to look at data and share ideas that may be effective in classrooms.
- A great deal of data is utilized with STAAR tests, District Benchmarks, Common Assessments, mini assessments and I-Station.
- We are creating and developing independent thinkers to meet and continue challenging all scholars.
- Teachers share information to colleagues about any staff development they might attend.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The needs of scholars at approaches, meets and masters at every grade level is not being addressed in all subjects. **Root Cause:** There is a need for an additional interventionist and/or academic tutor is needed.

Problem Statement 2: There is not enough focus on scholars who are performing at grade level by providing enrichment and acceleration programs that challenge them. **Root Cause:** There are not enough funds allocated for materials or extra personnel.

Problem Statement 3: There is a need for acceleration in the area of STEM in every classroom. **Root Cause:** There are not enough resources or professional development for all teacher to incorporate STEM into their classrooms.

Problem Statement 4: There is a need to continue to have at risk aides to provide additional assistance to PK Bilingual scholars and at risk scholars. **Root Cause:** The at risk population at JDE has increased due to boundary changes.

Problem Statement 5: There is a need to continue to have a library aide. **Root Cause:** Scholars need assistance in building a culture of literature.

Perceptions

Perceptions Summary

Campus Story:

JDE is a positive, rewarding and strong. The communication is satisfactory but there is room for improvement. School Culture and Climate thrives on helping adults, on school wide initiatives and on principal communication with parents and community. The overall process of RTI is too long but Firebird Intervention Time is positive and showing improvement.

Perceptions Strengths

Strengths:

- The assistance adults get across the campus is positive.
- The communication efforts are evident.
- Parent and community are actively involved.
- Extra Curricular and after school activities have become evident.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is not enough training for differentiation in all areas of instruction. **Root Cause:** Reading has been a major focus on the campus.

Problem Statement 2: The needs of scholars at approaches, meets and masters at every grade level is not being addressed in all subjects. **Root Cause:** There is a need for an additional interventionist and/or academic tutor.

Problem Statement 3: There is a need for acceleration in the area of STEM in every classroom. **Root Cause:** There are not enough resources or professional development for all teachers to incorporate STEM into their classrooms.

Problem Statement 4: There is a need to purchase materials for parent meetings to discuss all aspects of school functions. **Root Cause:** Parents need an incentive to attend meetings on campus.

Priority Problem Statements

Problem Statement 1: Attendance is an issue to the excessive illnesses that scholars and staff exhibit throughout the school year.

Root Cause 1: There is a need for hand washing stations by the lunch lines, this will ensure that children wash their hands before eating.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There was a decline in Science STAAR at the approaches level from 90% to 77%. The areas of meets and masters have remained stagnant.

Root Cause 2: There has not been systematic approach to teaching science, especially to at risk populations using rigorous instructional resources, a rigorous lesson sequence and differentiation.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: There was decline on STAAR in the areas of reading and math in 4th grade specifically looking at

Root Cause 3: There has been a change in personnel and a more systematic approach to teaching these core subjects to at risk populations using rigorous instructional resources, a rigorous lesson sequence and differentiation.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Differentiation is an issue in TIER 1 instruction which is affecting the appropriate progress of at risk populations.

Root Cause 4: Teachers need to receive intense instruction on differentiation.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: There is not enough focus on students who are performing at grade level by providing enrichment programs that challenge them.

Root Cause 5: There are not enough funds , material, personnel or a specific plan to provide acceleration.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: There was decrease in scholars performing at meets and masters in the areas of reading and math.

Root Cause 6: There is no specific STEM/acceleration plan to challenge the teaching and learning in all grade levels.

Problem Statement 6 Areas: Student Academic Achievement

Problem Statement 7: There is a need to address the need of struggling scholars (At Risk) in the area of mathematics through TIER II interventions.

Root Cause 7: Tier II interventions are only occurring in reading and not in math.

Problem Statement 7 Areas: Student Academic Achievement

Problem Statement 8: There is not enough focus on scholars who are performing at grade level by providing enrichment/acceleration that challenge them.

Root Cause 8: There is not enough funding or personnel to offer additional services.

Problem Statement 8 Areas: Demographics

Problem Statement 9: There is a need for acceleration in the area of STEM in every classroom.

Root Cause 9: There are not enough resources or training for all teacher on how to incorporate STEM into classroom instruction.

Problem Statement 9 Areas: Demographics

Problem Statement 10: There is a need to address At Risk Scholars in the area of mathematics.

Root Cause 10: Scholars only receive a second round of interventions in Reading by At Risk Personnel.

Problem Statement 10 Areas: Demographics

Problem Statement 11: There is still a high need in ensuring that all scholars leave each grade level writing in all core subjects with proficiency.

Root Cause 11: There needs to be a more specific way to showcase "Writing Across the Curriculum" in all grade levels using "The Writing Academy"

Strategies.

Problem Statement 11 Areas: Student Academic Achievement

Problem Statement 12: The needs of scholars at approaches, meets and masters at every grade level is not being addressed in all subjects.

Root Cause 12: There is a need for an additional interventionist and/or academic tutor is needed.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: There is not enough focus on scholars who are performing at grade level by providing enrichment and acceleration programs that challenge them.

Root Cause 13: There are not enough funds allocated for materials or extra personnel.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: There is a need for acceleration in the area of STEM in every classroom.

Root Cause 14: There are not enough resources or professional development for all teacher to incorporate STEM into their classrooms.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: There is not enough training for differentiation in all areas of instruction.

Root Cause 15: Reading has been a major focus on the campus.

Problem Statement 15 Areas: Perceptions

Problem Statement 16: The needs of scholars at approaches, meets and masters at every grade level is not being addressed in all subjects.

Root Cause 16: There is a need for an additional interventionist and/or academic tutor.

Problem Statement 16 Areas: Perceptions

Problem Statement 17: There is a need for acceleration in the area of STEM in every classroom.

Root Cause 17: There are not enough resources or professional development for all teachers to incorporate STEM into their classrooms.

Problem Statement 17 Areas: Perceptions

Problem Statement 18: There is a need to purchase materials for parent meetings to discuss all aspects of school functions.

Root Cause 18: Parents need an incentive to attend meetings on campus.

Problem Statement 18 Areas: Perceptions

Problem Statement 19: There is a need to continue to have at risk aides to provide additional assistance to PK Bilingual scholars and at risk scholars.

Root Cause 19: The at risk population at JDE has increased due to boundary changes.

Problem Statement 19 Areas: School Processes & Programs

Problem Statement 20: There is a need to continue to have a library aide.

Root Cause 20: Scholars need assistance in building a culture of literature.

Problem Statement 20 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
- 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
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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

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, JDE will increase and monitor safety and security prevention strategies to decrease the number of bullying incidents by 10%.

Evaluation Data Source(s) 1: Office Referrals
Counselor Referrals

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) JDE will continue to implement and monitor CISD's No Place for Hate Anti-Bullying program to include a minimum of three campus wide activities.	2.4, 2.5, 2.6	Assistant Principal, PBIS Coach, PBIS Team, Teachers, Staff	Increased School Climate				
	Problem Statements: Demographics 3 Funding Sources: 185-State Compensatory Education - 3994.47						
2) The counselor will deliver three targeted anti-bullying lessons to identified scholars/grade levels through discipline data.	2.4, 2.5	Counselor, Administration	Decrease in bullying incidents as indicated by data				
	Problem Statements: Demographics 5 - Student Academic Achievement 3 - School Processes & Programs 1 - Perceptions 1						
3) Counselor will conduct yearly training of faculty and staff on district response procedures to child abuse, how to identify a child that has been abused and on suicide prevention procedures.	2.4	Counselor Administration	Increased School Climate Increased opportunity for scholars to be more active learners				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) JDE will move to next step in School Wide Positive Behavior Intervention and Support for social culture and behavioral supports conducting monthly PBIS Meetings.	2.4, 2.5	Assistant Principal, PBIS Coach, PBIS Team, Teachers, Staff	PBIS Implementation Increased School Climate so our school can be an effective learning environment for all scholars				
Problem Statements: Demographics 3, 4, 5							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:


Demographics
Problem Statement 3: There is not enough focus on scholars who are performing at grade level by providing enrichment/acceleration that challenge them. Root Cause 3: There is not enough funding or personnel to offer additional services.
Problem Statement 4: There is a need for acceleration in the area of STEM in every classroom. Root Cause 4: There are not enough resources or training for all teacher on how to incorporate STEM into classroom instruction.
Problem Statement 5: There is a need to address At Risk Scholars in the area of mathematics. Root Cause 5: Scholars only receive a second round of interventions in Reading by At Risk Personnel.
Student Academic Achievement
Problem Statement 3: Differentiation is an issue in TIER 1 instruction which is affecting the appropriate progress of at risk populations. Root Cause 3: Teachers need to receive intense instruction on differentiation.
School Processes & Programs
Problem Statement 1: The needs of scholars at approaches, meets and masters at every grade level is not being addressed in all subjects. Root Cause 1: There is a need for an additional interventionist and/or academic tutor is needed.
Perceptions
Problem Statement 1: There is not enough training for differentiation in all areas of instruction. Root Cause 1: Reading has been a major focus on the campus.

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 2019-2020 school year, JDE will increase and monitor positive discipline strategies to limit the number of discretionary referrals and have an overall yearly decrease of 10% by May 2020.

Evaluation Data Source(s) 2: Office Referrals
Data Provide by Student Support Services

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Assistant Principal will coordinate the implementation of School Wide Positive Behavior Intervention and Support along with PBIS Coach.	2.4	Assistant Principal PBIS Coach PBIS Team Teachers	Increase School Climate Decrease of Discipline Referrals Increased time of teaching and learning				
Problem Statements: Demographics 3 - School Processes & Programs 1, 2 - Perceptions 1							
2) PBIS team will implement the PBIS model including: meeting a minimum of every nine weeks to conduct a needs assessment, analyze data, identify and target campus needs though implementation and evidence-based practices.	2.4, 2.5	Administration	Increase School Climate Decrease of Discipline Referrals Increased time of teaching and learning				
3) PBIS Academy will reinforce behavior expectations and allow scholars to reflect on behavior choices.	2.4	Administration Teachers PBIS Team	Increase School Climate Decrease of Discipline Referrals Increased time of teaching and learning				
							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: There is not enough focus on scholars who are performing at grade level by providing enrichment/acceleration that challenge them. Root Cause 3: There is not enough funding or personnel to offer additional services.

School Processes & Programs

Problem Statement 1: The needs of scholars at approaches, meets and masters at every grade level is not being addressed in all subjects. **Root Cause 1:** There is a need for an additional interventionist and/or academic tutor is needed.

Problem Statement 2: There is not enough focus on scholars who are performing at grade level by providing enrichment and acceleration programs that challenge them. **Root Cause 2:** There are not enough funds allocated for materials or extra personnel.

Perceptions

Problem Statement 1: There is not enough training for differentiation in all areas of instruction. **Root Cause 1:** Reading has been a major focus on the campus.


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

Performance Objective 3: During 2019-2020 school year, JDE will create benchmark to collect longitudinal survey data to gauge the safety and security at JDE to implement and or modify policies and procedures to ensure the safety of our learning community.


Evaluation Data Source(s) 3: Survey

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Through Student Support Division, the campus will implement a science based substance abuse and violence prevention curriculum to educate scholars in 5th Grade.	2.4, 2.6	Student Support Staff Administration	Lifetime Influence				
2) JDE will conduct a survey to include input from all stakeholders: faculty, staff, scholars, and parents to improve campus safety measures and collaboration of efforts to ensure scholar safety.	2.4	Administration	Increase safety				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: Increase Student Achievement

Performance Objective 1: All students at Jose Damian Elementary will achieve or exceed state academic standards in reading, mathematics, writing, and science by 2019-2020 school year.

JDE's overall Student Achievement at approaches on STAAR will increase to 88% from 78%, meets from 46% to 60% and masters from 27 % to 40%.

Overall Score Domain 1 score will increase from 83% to 90%

Academic Achievement from 78% to 88%

School Progress: Domain 2A from 80% to 90 % and Domain 2B from 82% to 90%

Domain 3: Closing the Gaps from 84% to 100%





Evaluation Data Source(s) 1: STAAR Data

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) Interventions will be provided for TIER II and TIER III scholars according to assessment data and SST meetings held BOY, MOY, EOY.</p>	2.4, 2.5, 2.6	Teachers At-Risk Teacher/Aides RTI Teacher Academic Tutors	To increase Tier I and Tier II interventions Increase in student success in all subject areas and in all sub-populations				
<p>Independent Reading will be incorporated with Firebird Intervention Time as well as Acceleration for TIER I scholars not receiving TIER II and TIER III Interventions.</p>	<p>Problem Statements: Student Academic Achievement 2, 4, 5, 6 Funding Sources: 185-State Compensatory Education - 8821.04, 199-Local Funds - 637.00</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 2) JDE will identify 100% of students struggling academically through RTI/SST process, ARD's and 504's to determine eligibility for special programs and services	2.4, 2.5, 2.6	Administration At-Risk Teacher Teachers	To ensure that every identified/eligible student has a continuum of services provided by appropriate programs. Increase learning and close achievement gaps				
				Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 3) Funds for extra duty pay will be allocated to provide small group targeted interventions during extended day instruction and Saturday sessions.	2.4, 2.5, 2.6	Administration	Close achievement gaps Increase in student success in specified area				
				Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 211-Title I-Part A - 2148.96, 255-Title II-Part A Teacher/Principal - 465.30			
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 4) Special program teachers will attend professional development to implement best practices to address learning gaps and needs of "at-Risk" ELL, GT, and Special Education students.	2.4, 2.5, 2.6	Administration	Increase teaching and learning Close achievement gaps				
				Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 Funding Sources: 211-Title I-Part A - 12454.84, 185-State Compensatory Education - 299.85, 255-Title II-Part A Teacher/Principal - 465.30			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 5) Funds for instructional resources, materials, and technology will be allocated to RTI -TIER II and TIER III students intensive tutoring conducted by instructional coach and teachers.	2.4, 2.5, 2.6	Administration Campus Office Manager	Close achievement gaps				
				Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6 Funding Sources: 211-Title I-Part A - 1533.00, 185-State Compensatory Education - 299.85			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 6) 100% of personnel will be trained in their area of need to provide them with appropriate instructional strategies in order to provide quality instruction to all scholars.	2.4, 2.5, 2.6	Administration	Increased quality of teaching and learning.				
				Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 7) PLC's will evaluate scholar performance data, instructional programs and intervention services.	2.4, 2.5, 2.6	Principal (3-5) Assistant Principal (K-2)	Increase in student success in all subject areas and in all sub-populations to drive small group instruction and interventions.				
				Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: There was a decline in Science STAAR at the approaches level from 90% to 77%. The areas of meets and masters have remained stagnant. Root Cause 1: There has not been systematic approach to teaching science, especially to at risk populations using rigorous instructional resources, a rigorous lesson sequence and differentiation.
Problem Statement 2: There was decline on STAAR in the areas of reading and math in 4th grade specifically looking at Root Cause 2: There has been a change in personnel and a more systematic approach to teaching these core subjects to at risk populations using rigorous instructional resources, a rigorous lesson sequence and differentiation.

Student Academic Achievement

Problem Statement 3: Differentiation is an issue in TIER 1 instruction which is affecting the appropriate progress of at risk populations. **Root Cause 3:** Teachers need to receive intense instruction on differentiation.

Problem Statement 4: There is not enough focus on students who are performing at grade level by providing enrichment programs that challenge them. **Root Cause 4:** There are not enough funds , material, personnel or a specific plan to provide acceleration.

Problem Statement 5: There was decrease in scholars performing at meets and masters in the areas of reading and math. **Root Cause 5:** There is no specific STEM/acceleration plan to challenge the teaching and learning in all grade levels.

Problem Statement 6: There is a need to address the need of struggling scholars (At Risk) in the area of mathematics through TIER II interventions. **Root Cause 6:** Tier II interventions are only occurring in reading and not in math.

Goal 2: Increase Student Achievement

Performance Objective 2: By June 2020, JDE's performance rate for Reading at Approaches grade level will increase to 85% from 79% as measured by STAAR 3rd-5th with at 70% Meets Grade Level and least 30% Masters Grade Level and attain 85% passing rate on grade level EOY assessments aligned to state standards for Pre-K-2nd





Evaluation Data Source(s) 2: STAAR Data
District Data

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 1) Students will be progress monitored through istation, STAR Reader, and DRA BOY, MOY, and EOY. TIER II & III students will receive targeted interventions during Guided Reading and during Firebird Intervention time.SA</p>	2.4, 2.5, 2.6	Administration At Risk Teacher Teachers	Increase learning Increase reading fluency and comprehension Increase scholar achievement				
<p>Problem Statements: Student Academic Achievement 2, 3, 4, 5 Funding Sources: 211-Title I-Part A - 2980.87</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college</p> <p>2) Teachers, Reading Intervention Teacher, and At-Risk Aide will support identified students with timely reading interventions and share progress reports BOY, MOY, and EOY</p> <p>Math Academic Tutors will support identified students with timely reading interventions and share progress reports BOY, MOY, and EOY</p>	2.4, 2.5, 2.6	Administration Teachers	Increase learning Increase reading fluency and comprehension Increase scholar achievement				
<p>Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college</p> <p>3) Teacher will implement STOP GAP Initiative - Principal's challenge to try and get scholars to master the 800 most frequently used words in the English and Spanish Language which also is a District Objective to increase reading fluency in grades 1 and 2.</p>	2.4, 2.5, 2.6	Administration Teachers	Increase learning Increase reading fluency and comprehension Increase scholar achievement				
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college</p> <p>4) Teacher in Kinder, 1st and 2nd Grade will focus on Phonemic and Phonological Awareness through specific phonics instruction using FUNdations and/or Estrellita.</p>	2.4, 2.5, 2.6	Administration	Scholars will leave grade level with a better foundation in reading.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 5) Teachers will apply DOK (Depth of Knowledge) questions and thinking maps weekly to improve student's critical thinking skills.	2.4, 2.5, 2.6	Administration Teachers	Increase depth of teaching and learning.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4						
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 6) 100% of JDE students will be required to use iStation & Accelerated Reading at student reading level. Teachers will utilize priority reports to target instruction.	2.4, 2.5, 2.6	Administration Teachers	Increase Reading fluency and Comprehension.				
	Problem Statements: Student Academic Achievement 2, 3, 4, 5						
<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 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: There was a decline in Science STAAR at the approaches level from 90% to 77%. The areas of meets and masters have remained stagnant. Root Cause 1: There has not been systematic approach to teaching science, especially to at risk populations using rigorous instructional resources, a rigorous lesson sequence and differentiation.
Problem Statement 2: There was decline on STAAR in the areas of reading and math in 4th grade specifically looking at Root Cause 2: There has been a change in personnel and a more systematic approach to teaching these core subjects to at risk populations using rigorous instructional resources, a rigorous lesson sequence and differentiation.
Problem Statement 3: Differentiation is an issue in TIER 1 instruction which is affecting the appropriate progress of at risk populations. Root Cause 3: Teachers need to receive intense instruction on differentiation.
Problem Statement 4: There is not enough focus on students who are performing at grade level by providing enrichment programs that challenge them. Root Cause 4: There are not enough funds , material, personnel or a specific plan to provide acceleration.
Problem Statement 5: There was decrease in scholars performing at meets and masters in the areas of reading and math. Root Cause 5: There is no specific STEM/acceleration plan to challenge the teaching and learning in all grade levels.

Student Academic Achievement

Problem Statement 6: There is a need to address the need of struggling scholars (At Risk) in the area of mathematics through TIER II interventions. **Root Cause 6:** Tier II interventions are only occurring in reading and not in math.

Goal 2: Increase Student Achievement





Performance Objective 3: By June 2019, JDE's performance rate on Math at Approaches Grade Level will be of 92% from 86% as measured by STAAR 3rd-5th and at least 70% at Meets Grade Level and at least 50% at Masters Grade Level in all grade levels as well as attain 85% passing rate on grade level EOY assessments aligned to state standards for Pre-K-2nd.

Evaluation Data Source(s) 3: STAAR Data
District Data

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college</p> <p>1) All students will be assessed with ESTAR/MSTAR Universal Screener to progress monitor BOY, MOY, and EOY student achievement.</p>	2.4, 2.5, 2.6	Administration Teachers	Scholar academic Success				
				<p>Problem Statements: Student Academic Achievement 2, 3, 4, 5, 6 Funding Sources: 185-State Compensatory Education - 716.00</p>			
<p>2) Timely math interventions will be provided daily and during small group instruction (Guided Math) during or after- school by teachers, at-risk aides and academic tutors to improve performance of students identified through STAAR Data and Progress Monitoring Reports every nine weeks.</p>	2.4, 2.5, 2.6	Administration Teachers	Scholar academic Success				
				<p>Problem Statements: Demographics 3, 5 - Student Academic Achievement 1, 2, 6</p>			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 3) Teachers will apply DOK stem questioning and interactive journals in Math lessons to raise rigor of instruction.	2.4, 2.5, 2.6	Administration Teachers	Scholar academic success				
Problem Statements: Student Academic Achievement 2, 3, 4, 5, 6							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: There is not enough focus on scholars who are performing at grade level by providing enrichment/acceleration that challenge them. Root Cause 3: There is not enough funding or personnel to offer additional services.
Problem Statement 5: There is a need to address At Risk Scholars in the area of mathematics. Root Cause 5: Scholars only receive a second round of interventions in Reading by At Risk Personnel.
Student Academic Achievement
Problem Statement 1: There was a decline in Science STAAR at the approaches level from 90% to 77%. The areas of meets and masters have remained stagnant. Root Cause 1: There has not been systematic approach to teaching science, especially to at risk populations using rigorous instructional resources, a rigorous lesson sequence and differentiation.
Problem Statement 2: There was decline on STAAR in the areas of reading and math in 4th grade specifically looking at Root Cause 2: There has been a change in personnel and a more systematic approach to teaching these core subjects to at risk populations using rigorous instructional resources, a rigorous lesson sequence and differentiation.
Problem Statement 3: Differentiation is an issue in TIER 1 instruction which is affecting the appropriate progress of at risk populations. Root Cause 3: Teachers need to receive intense instruction on differentiation.
Problem Statement 4: There is not enough focus on students who are performing at grade level by providing enrichment programs that challenge them. Root Cause 4: There are not enough funds , material, personnel or a specific plan to provide acceleration.
Problem Statement 5: There was decrease in scholars performing at meets and masters in the areas of reading and math. Root Cause 5: There is no specific STEM/acceleration plan to challenge the teaching and learning in all grade levels.
Problem Statement 6: There is a need to address the need of struggling scholars (At Risk) in the area of mathematics through TIER II interventions. Root Cause 6: Tier II interventions are only occurring in reading and not in math.

Goal 2: Increase Student Achievement





Performance Objective 4: By June 2020, JDE's performance rate on Writing at Approaches Grade Level will increase to 80% from 67% as measured by STAAR 4th and at least 45% at Meets Grade Level and at least 25% at Masters Grade Level as well as attain 85% passing rate on grade level EOY assessments aligned to state standards for Pre-K-3rd.

Evaluation Data Source(s) 4: STAAR Data
District Data

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) 100 % of teachers will continue to fully implement TX Resource curriculum addressing readiness and supporting standards in Writing using IFD's and YAG Teachers will also use "The Writing Academy" resources to address Readiness and Supporting Standards in Writing.	2.4, 2.5, 2.6	Administration Teachers	Increased scholar performance in writing in all grade levels				
Problem Statements: Student Academic Achievement 3, 4, 6							
2) 100% of teachers will integrate writing in all subject areas and will have a writing score goal for every student based on EOY writing assessment.	2.4, 2.5, 2.6	Administration Teachers	Increased scholar performance in writing in all grade levels				
Problem Statements: Student Academic Achievement 3, 4, 6							
3) K-4 Grade teacher will participate in BOY Data Analysis to look at strengths and weaknesses for their particular grade level.	2.4, 2.5, 2.6	Administration Teachers	Increased scholar performance in writing in all grade levels				
Problem Statements: Student Academic Achievement 3, 4, 6							
4) 100% of scholars in grades K-3 will be administered an EOY Writing Assessment.	2.4, 2.5, 2.6	Administration Teachers	Increased scholar performance in writing in all grade levels				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) There will be a Writing Camp and Science Camp for 60 incoming 4th and 5th Graders based on Writing and Science EOY Data during the month of August 2019 to address writing deficiencies.	2.4, 2.4, 2.5, 2.6	Administration Teachers	Close achievement gaps in the area of writing				
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college</p> <p>6) Teachers will implement DOK stem questions on a daily basis and use interactive journals in writing lessons to raise rigor of instruction</p>	2.4	Administration Teachers	Increased scholar performance in writing in all grade levels				
<p>Problem Statements: Student Academic Achievement 3, 4, 6 Funding Sources: 199-Local Funds - 200.00</p>							
7) 100% of teachers will integrate writing in all subject areas and will have a writing score goal for every student based of EOY writing assessment.	2.4	Administration Teachers	Increased scholar performance in writing in all grade levels				
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college</p> <p>8) K-4 Grade teachers will participate in BOY Data Analysis to look at strengths and weaknesses fro their particular grade level.</p>	2.4, 2.5, 2.6	Administration Teachers	Increased scholar performance in writing in all grade levels				
<p>Problem Statements: Student Academic Achievement 3, 4, 6</p>							
9) 100% of scholars in grades 3-5 will be administered and EOY Writing Assessment.	2.4	Administration Teachers	Increased scholar performance in writing in all grade levels				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 4 Problem Statements:

Student Academic Achievement
<p>Problem Statement 3: Differentiation is an issue in TIER 1 instruction which is affecting the appropriate progress of at risk populations. Root Cause 3: Teachers need to receive intense instruction on differentiation.</p>
<p>Problem Statement 4: There is not enough focus on students who are performing at grade level by providing enrichment programs that challenge them. Root Cause 4: There are not enough funds , material, personnel or a specific plan to provide acceleration.</p>

Student Academic Achievement

Problem Statement 6: There is a need to address the need of struggling scholars (At Risk) in the area of mathematics through TIER II interventions. **Root Cause 6:** Tier II interventions are only occurring in reading and not in math.

Goal 2: Increase Student Achievement

Performance Objective 5: By June 2020, JDE's performance rate on Science at Approaches Grade level will increase to 88% from 77% as measured by STAAR 5th and at least 65% at Meets Grade Level and at least 50% at Masters Grade Level.

Evaluation Data Source(s) 5: STAAR Data

Summative Evaluation 5:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 1) All scholars in Grades K-5 will participate in STEM Acceleration during FIAT Time (Firebird Intervention and Acceleration Time).</p>	2.4, 2.5, 2.6	Administration Teachers	Increased scholar performance in all subject areas in all grade levels				
				Problem Statements: Demographics 3, 4 - Student Academic Achievement 1, 3, 4, 5			
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 2) During the school year, students will use various technology software (STEMSCOPE, Discovery Science, United Streaming) to facilitate science instruction as well as instructional material for small group instruction. Teachers will also be trained on STEM component of STEMSCOPES.</p>	2.4, 2.5, 2.6	Administration Teachers	Increased scholar performance in Science				
				<p>Problem Statements: Student Academic Achievement 1, 3, 4, 5 Funding Sources: 199-Local Funds - 2782.50</p>			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) 100% of 4th grade students will participate in Kid Excel lessons weekly for 45 minutes and be provided kinesthetic activities aligned to Science TEKS and supporting standards.	2.4, 2.5, 2.6	Administration Teachers	Increased scholar performance in Science				
	Problem Statements: Demographics 3						
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college</p> 4) 100% of 4th-grade students will be administered a Science EOY that will contain 3rd and 4th Grade STAAR tested TEKS.	2.4, 2.5, 2.6	Administration Teachers	Increased scholar performance in Science				
	There will be a Science Camp for 20 incoming 5th Graders during the Months of July and August 2019 to address deficiencies in 3rd and 4th Grade TEKS based on Science EOY Assessment. Problem Statements: Student Academic Achievement 1, 3, 4, 5						
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college</p> 5) 5th Grade teachers will participate in BOY Data Analysis to look at strengths and weaknesses shown by 4th Grade Science EOY for their grade level and particular class.	2.4, 2.5, 2.6	Administration Teachers	Increased scholar performance in Science				
	Problem Statements: Student Academic Achievement 1, 4, 5						
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college</p> 6) 5th Grade students will participate in Academic Science Bowls, Science Intervention based on 4th Grade EOY Assessment results and in STAAR Science Olympics in order to help increase achievement on STAAR.	2.4, 2.5, 2.6	Administration Teachers	Increased scholar performance in Science				
	Problem Statements: Demographics 3, 4, 5 - Student Academic Achievement 1, 3, 4, 5						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 7) 100% of JDE scholars in 5th grade will participate in science lab lessons weekly for 45 minutes and be provided with materials to support hands-on activities.	2.4, 2.5, 2.6	Administration teachers	Increased scholar performance in science				
Problem Statements: Student Academic Achievement 1							

Performance Objective 5 Problem Statements:


Demographics
Problem Statement 3: There is not enough focus on scholars who are performing at grade level by providing enrichment/acceleration that challenge them. Root Cause 3: There is not enough funding or personnel to offer additional services.
Problem Statement 4: There is a need for acceleration in the area of STEM in every classroom. Root Cause 4: There are not enough resources or training for all teacher on how to incorporate STEM into classroom instruction.
Problem Statement 5: There is a need to address At Risk Scholars in the area of mathematics. Root Cause 5: Scholars only receive a second round of interventions in Reading by At Risk Personnel.
Student Academic Achievement
Problem Statement 1: There was a decline in Science STAAR at the approaches level from 90% to 77%. The areas of meets and masters have remained stagnant. Root Cause 1: There has not been systematic approach to teaching science, especially to at risk populations using rigorous instructional resources, a rigorous lesson sequence and differentiation.
Problem Statement 3: Differentiation is an issue in TIER 1 instruction which is affecting the appropriate progress of at risk populations. Root Cause 3: Teachers need to receive intense instruction on differentiation.
Problem Statement 4: There is not enough focus on students who are performing at grade level by providing enrichment programs that challenge them. Root Cause 4: There are not enough funds , material, personnel or a specific plan to provide acceleration.
Problem Statement 5: There was decrease in scholars performing at meets and masters in the areas of reading and math. Root Cause 5: There is no specific STEM/acceleration plan to challenge the teaching and learning in all grade levels.

Goal 2: Increase Student Achievement

Performance Objective 6: BY June 2020, JDE will increase student attendance rate from 95.09% to 96.85% and increase teacher attendance rate by at least 2%.

Evaluation Data Source(s) 6: STAAR Data (TAPR)

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) JDE attendance committee will be proactive in detecting chronic absences in a timely manner (every 3 week period) and reach out to the student and family to offer assistance if needed in order to encourage attendance and identify support needed.	3.1	Principal, Assistant Principal, Attendance Clerk	Parental cooperation and understanding for the importance of scholar attendance				
Problem Statements: Demographics 2, 3							
2) JDE team will regularly (every 3 week period) review attendance data and follow and implement District TIP's to encourage better attendance from all scholars.	3.1	Assistant Principal Attendance Clerk Attendance Committee Members	Holding parent accountable for scholar attendance will help increase attendance rate				
							

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: Attendance is an issue to the excessive illnesses that scholars and staff exhibit throughout the school year. Root Cause 2: There is a need for hand washing stations by the lunch lines, this will ensure that children wash their hands before eating.
Problem Statement 3: There is not enough focus on scholars who are performing at grade level by providing enrichment/acceleration that challenge them. Root Cause 3: There is not enough funding or personnel to offer additional services.

Goal 2: Increase Student Achievement

Performance Objective 7: During the 2019-2020 school year, college and career readiness focus and expectations K-12 and an expectation toward readiness on our students will drive campus instruction and include a minimum of four activities with 100 % student participation.

Evaluation Data Source(s) 7: Campus Data and Participation Reports

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Student achievement in Pre-K to 5th will be monitored BOY, MOY, and EOY performance according to state standards and vertically align instruction to ensure students prepared with academic readiness skills for next grade level.</p>	2.4, 2.5, 2.6	Administration Teachers	Increased scholar learning				
				<p>Problem Statements: Demographics 3, 4 - Student Academic Achievement 7 Funding Sources: 185-State Compensatory Education - 1498.00</p>			
2) JDE scholars in Grades K-5 will participate in at least one field trip toward college and career readiness to encourage higher education and college readiness preparation.	2.5	Administration Teachers	Increased scholar learning College and Career Readiness				
<p>Comprehensive Support Strategy 3) K-5 Grade Scholars will be exposed to STEM careers while participating in STEM Instruction in all classrooms during the acceleration period, extracurricular opportunities and school-wide events.</p>	2.4, 2.5, 2.6	Administration Teachers Acceleration Teachers	Increased scholar learning College and Career Readiness				
				<p>Problem Statements: Demographics 4 - Student Academic Achievement 4, 5 - School Processes & Programs 2, 3 - Perceptions 2 Funding Sources: 211-Title I-Part A - 1298.00</p>			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 4) JDE will provide a minimum of 4 projects/events for the school year regarding college readiness and career preparation with a strategic approach for all students (K-5th)	2.4, 2.5, 2.6	Administration Teachers	Increased scholar learning College and Career Readiness				
	Problem Statements: Demographics 3, 4						

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 3: There is not enough focus on scholars who are performing at grade level by providing enrichment/acceleration that challenge them. Root Cause 3: There is not enough funding or personnel to offer additional services.
Problem Statement 4: There is a need for acceleration in the area of STEM in every classroom. Root Cause 4: There are not enough resources or training for all teacher on how to incorporate STEM into classroom instruction.
Student Academic Achievement
Problem Statement 4: There is not enough focus on students who are performing at grade level by providing enrichment programs that challenge them. Root Cause 4: There are not enough funds , material, personnel or a specific plan to provide acceleration.
Problem Statement 5: There was decrease in scholars performing at meets and masters in the areas of reading and math. Root Cause 5: There is no specific STEM/acceleration plan to challenge the teaching and learning in all grade levels.
Problem Statement 7: There is still a high need in ensuring that all scholars leave each grade level writing in all core subjects with proficiency. Root Cause 7: There needs to be a more specific way to showcase "Writing Across the Curriculum" in all grade levels using "The Writing Academy" Strategies.
School Processes & Programs
Problem Statement 2: There is not enough focus on scholars who are performing at grade level by providing enrichment and acceleration programs that challenge them. Root Cause 2: There are not enough funds allocated for materials or extra personnel.
Problem Statement 3: There is a need for acceleration in the area of STEM in every classroom. Root Cause 3: There are not enough resources or professional development for all teacher to incorporate STEM into their classrooms.
Perceptions
Problem Statement 2: The needs of scholars at approaches, meets and masters at every grade level is not being addressed in all subjects. Root Cause 2: There is a need for an additional interventionist and/or academic tutor.

Goal 2: Increase Student Achievement





Performance Objective 8: Throughout the 2019-2020 school year, JDE will hire highly qualified faculty and provide 100 % of teachers/staff with a minimum of three professional development opportunities.

Evaluation Data Source(s) 8: Campus Data
Eduphoria

Summative Evaluation 8:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Staff development essential to RTI process will be provided to reinforce system of interventions and progress monitoring of student performance.	2.4, 2.5, 2.6	Administration At Risk Teacher Teachers	Increased teacher achievement				
Problem Statements: Demographics 5 - Student Academic Achievement 5, 6 Funding Sources: 255-Title II-Part A Teacher/Principal - 600.00							
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college 2) Teachers will look at professional development needed that aligns with their T-TESS Goals and Self-Assessment.	2.4, 2.5, 2.6	Administration Teachers	Improved teaching and learning				
Problem Statements: Demographics 3, 4 - Student Academic Achievement 3, 4 Funding Sources: 255-Title II-Part A Teacher/Principal - 1050.00							
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 3) Teachers will be part of school wide committees (STEM, Attendance, Vertical, CIC, and PBIS) to formulate, review and update campus plans monthly & attend trainings.	2.4, 2.5, 2.6, 3.1, 3.2	Administrator	Increase student performance and Teachers strategies.				
Problem Statements: Demographics 2, 3, 4, 5 - Student Academic Achievement 3, 4, 5, 6, 7 Funding Sources: 185-State Compensatory Education - 700.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 4) Campus Principal and Assistant Principal will attend educational leadership conferences to attain strategies and best practices to coach teachers and staff to improve student instruction.	2.4	Administration	Increased ability to build capacity within all stakeholders on campus.				
Problem Statements: Demographics 3 - Student Academic Achievement 3, 4, 5							
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 5) Teachers will participate in duty related PLC activities and in staff development to improve instructional strategies.	2.4, 2.5, 2.6	Administration Teachers	Improved teaching and learning				
Problem Statements: Demographics 3, 4 - Student Academic Achievement 1, 2, 3, 4, 5, 6, 7							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 2: Attendance is an issue to the excessive illnesses that scholars and staff exhibit throughout the school year. Root Cause 2: There is a need for hand washing stations by the lunch lines, this will ensure that children wash their hands before eating.
Problem Statement 3: There is not enough focus on scholars who are performing at grade level by providing enrichment/acceleration that challenge them. Root Cause 3: There is not enough funding or personnel to offer additional services.
Problem Statement 4: There is a need for acceleration in the area of STEM in every classroom. Root Cause 4: There are not enough resources or training for all teacher on how to incorporate STEM into classroom instruction.
Problem Statement 5: There is a need to address At Risk Scholars in the area of mathematics. Root Cause 5: Scholars only receive a second round of interventions in Reading by At Risk Personnel.
Student Academic Achievement
Problem Statement 1: There was a decline in Science STAAR at the approaches level from 90% to 77%. The areas of meets and masters have remained stagnant. Root Cause 1: There has not been systematic approach to teaching science, especially to at risk populations using rigorous instructional resources, a rigorous lesson sequence and differentiation.

Student Academic Achievement

Problem Statement 2: There was decline on STAAR in the areas of reading and math in 4th grade specifically looking at **Root Cause 2:** There has been a change in personnel and a more systematic approach to teaching these core subjects to at risk populations using rigorous instructional resources, a rigorous lesson sequence and differentiation.

Problem Statement 3: Differentiation is an issue in TIER 1 instruction which is affecting the appropriate progress of at risk populations. **Root Cause 3:** Teachers need to receive intense instruction on differentiation.

Problem Statement 4: There is not enough focus on students who are performing at grade level by providing enrichment programs that challenge them. **Root Cause 4:** There are not enough funds , material, personnel or a specific plan to provide acceleration.

Problem Statement 5: There was decrease in scholars performing at meets and masters in the areas of reading and math. **Root Cause 5:** There is no specific STEM/acceleration plan to challenge the teaching and learning in all grade levels.

Problem Statement 6: There is a need to address the need of struggling scholars (At Risk) in the area of mathematics through TIER II interventions. **Root Cause 6:** Tier II interventions are only occurring in reading and not in math.

Problem Statement 7: There is still a high need in ensuring that all scholars leave each grade level writing in all core subjects with proficiency. **Root Cause 7:** There needs to be a more specific way to showcase "Writing Across the Curriculum" in all grade levels using "The Writing Academy" Strategies.

Goal 2: Increase Student Achievement

Performance Objective 9: By May 2020, at least 80% of English Language Learners at JDE will meet or exceed state standards in Writing, Reading, Math and Science.

Evaluation Data Source(s) 9: STAAR Data
TELPAS Data

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 100% of English Language Learners will be monitored through STOP GAP Program and will have academic goals to include TELPAS Proficiency levels.	2.4, 2.5, 2.6	Administration Teachers	Increased Academic Performance				
2) 100% of English Language Learners in 4th Grade will receive intervention assistance to teacher in Writing through Push In Model by Bilingual At Risk Aide and through Pull Out Model by Bilingual At Risk Teacher during Firebird Intervention time by classroom teacher or through after school instruction.	2.4, 2.5, 2.6	Administration Teachers At Risk Teacher At Risks Aides	Increased Academic Performance				
<p>TEA Priorities Build a foundation of reading and math</p> <p>3) Dual Language teacher will use "The Writing Academy" strategies during writing instruction to all English Language Learners.</p>	2.4, 2.5, 2.6	Principal 4th Grade Dual Language Teacher At Risk Aide	Increased Academic Performance				
Problem Statements: Student Academic Achievement 2, 3, 4, 7							
<p>TEA Priorities Build a foundation of reading and math</p> <p>4) 100% of English Language Learners will participate in small group instruction in the areas of math and reading.</p>	2.4, 2.5, 2.6	Administration Teachers At Risk Teacher	Increased Academic Performance				
Problem Statements: Demographics 3, 4 - Student Academic Achievement 1, 2, 3, 4, 5, 6, 7							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 5) 100% of English Language Learners will be provided with targeted instruction by teachers based on disaggregated assessment data throughout the school year to increase TELPAS proficiency levels and STAAR performance.	2.4	Administration Teachers	Increased Academic Performance				
Problem Statements: Demographics 3, 4 - Student Academic Achievement 1, 2, 3, 4, 5, 6							

Performance Objective 9 Problem Statements:

Demographics
Problem Statement 3: There is not enough focus on scholars who are performing at grade level by providing enrichment/acceleration that challenge them. Root Cause 3: There is not enough funding or personnel to offer additional services.
Problem Statement 4: There is a need for acceleration in the area of STEM in every classroom. Root Cause 4: There are not enough resources or training for all teacher on how to incorporate STEM into classroom instruction.
Student Academic Achievement
Problem Statement 1: There was a decline in Science STAAR at the approaches level from 90% to 77%. The areas of meets and masters have remained stagnant. Root Cause 1: There has not been systematic approach to teaching science, especially to at risk populations using rigorous instructional resources, a rigorous lesson sequence and differentiation.
Problem Statement 2: There was decline on STAAR in the areas of reading and math in 4th grade specifically looking at Root Cause 2: There has been a change in personnel and a more systematic approach to teaching these core subjects to at risk populations using rigorous instructional resources, a rigorous lesson sequence and differentiation.
Problem Statement 3: Differentiation is an issue in TIER 1 instruction which is affecting the appropriate progress of at risk populations. Root Cause 3: Teachers need to receive intense instruction on differentiation.
Problem Statement 4: There is not enough focus on students who are performing at grade level by providing enrichment programs that challenge them. Root Cause 4: There are not enough funds , material, personnel or a specific plan to provide acceleration.
Problem Statement 5: There was decrease in scholars performing at meets and masters in the areas of reading and math. Root Cause 5: There is no specific STEM/acceleration plan to challenge the teaching and learning in all grade levels.
Problem Statement 6: There is a need to address the need of struggling scholars (At Risk) in the area of mathematics through TIER II interventions. Root Cause 6: Tier II interventions are only occurring in reading and not in math.

Student Academic Achievement

Problem Statement 7: There is still a high need in ensuring that all scholars leave each grade level writing in all core subjects with proficiency. **Root Cause 7:** There needs to be a more specific way to showcase "Writing Across the Curriculum" in all grade levels using "The Writing Academy" Strategies.

Goal 2: Increase Student Achievement

Performance Objective 10: By June 2020, 100 % of JDE students will meet or exceed state grade-level expectations and be equipped to be academically successful to graduate from high school.

Evaluation Data Source(s) 10: STAAR Data


District Data


Campus Data


Summative Evaluation 10:


Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) JDE will provide minimum of one orientation meeting for students and parents to transition from Head start Program to our Kindergarten program.	3.1, 3.2	Administration	Increase parent participation and student enrollment.				
2) JDE will provide orientation meetings for our 5th students and parents to transition from Elementary to CMS/AMS Middle schools.	3.1, 3.2	Administration Counselor					
3) JDE teachers will monitor student achievement in all grade levels BOY, MOY, and EOY performance according to state standards through academic samples, running records, assessments, and attendance and vertically align instruction.	2.4, 2.5, 2.6	Administration	To ensure students are prepared with academic readiness skills for next grade level.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 2: Increase Student Achievement

Performance Objective 11: 100% of JDE students, faculty and staff will have instructional supplies, materials, and capital resources to meet academic goals and achieve academic success according to district & campus goals and objectives.

Evaluation Data Source(s) 11: Purchase Orders

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) JDE Leadership will have tools (controlled assets, technology, supplies) to provide effective and efficient leadership.		Administration	Increase teaching and learning by providing staff development to teachers				
Funding Sources: 199-Local Funds - 6076.15							
2) JDE Teachers and instructional support staff will have resources and tools (instructional supplies, controlled assets, technology) to provide effective and targeted instruction.	2.4, 2.5, 2.6	Administration Office Manager	Increase learning time Differentiated Instruction				
Problem Statements: Demographics 4 - Student Academic Achievement 5							
Funding Sources: 185-State Compensatory Education - 6963.60, 211-Title I-Part A - 2723.47, 199-Local Funds - 8942.56							

Performance Objective 11 Problem Statements:

Demographics
Problem Statement 4: There is a need for acceleration in the area of STEM in every classroom. Root Cause 4: There are not enough resources or training for all teacher on how to incorporate STEM into classroom instruction.
Student Academic Achievement
Problem Statement 5: There was decrease in scholars performing at meets and masters in the areas of reading and math. Root Cause 5: There is no specific STEM/acceleration plan to challenge the teaching and learning in all grade levels.


Goal 2: Increase Student Achievement

Performance Objective 12: By May 2020, the RTI process will ensure that ALL students receive differentiated instructional support and will ensure that all proper sub populations are identified.

Evaluation Data Source(s) 12: Campus Data

Summative Evaluation 12:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) There will be quarterly RTI meetings by grade level to ensure that ALL students are being provided high quality TIER I instruction as well as TIER II and TIER III interventions.	2.4, 2.5, 2.6, 3.2	Administration AT Risk Teachers	Increase student performance				
2) Teachers will participate in Professional Development that will assist them provide small group instruction more often and provide effective interventions.	2.4, 2.5, 2.6	Administration	Increase teacher's pedagogy to ensure student learning				




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

Goal 2: Increase Student Achievement

Performance Objective 13: In 2019-2020, all teachers will participate professional development opportunities that support content and curriculum development in order to improve student achievement.

Evaluation Data Source(s) 13: Eduphoria/STRIVE

Summative Evaluation 13:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will participate in Extended PLCS with professional development opportunities, to create checkpoints, and analyze data. SPED teachers will participate for individualized planning.	2.4, 2.5, 2.6	Administration	Increase teachers pedagogy. Increase teaching in learning				
Funding Sources: 211-Title I-Part A - 700.00							
							


Goal 2: Increase Student Achievement


Performance Objective 14: By June 2020, JDE will have a minimum of 5 performances showcasing students in Music during Academic Nights, Chamber Choir and Performing Arts.

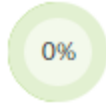
Evaluation Data Source(s) 14: Programs
Twitter Account


Summative Evaluation 14:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) JDE teachers will integrate fine arts across the curriculum in all content areas Pre-K-5th using various strategies to include music, drama theatre, visual arts, band and choir.	2.4, 2.5, 2.6	Administration	Scholars will be able to create connections to real life situations in all academic areas.				
2) JDE will incorporate Chamber Choir and extracurricular program and provide other scholars the opportunity to participate in Fine Arts Performances via various school events.	2.4, 2.5, 2.6	Administration Music Teacher	Increase connection and appreciation for Fine Arts. Prepared scholars to be successful in secondary choir/band programs				
3) Music teacher will provide weekly lessons to all students Pre-K -5th in collaboration with teachers to incorporate in core content subjects.	2.4	Administration Music Teacher	Increase student performance in core content through music.				

 = Accomplished

 = Continue/Modify

 = No Progress


 = Discontinue

Goal 2: Increase Student Achievement

Performance Objective 15: By December 2020, remaining classrooms will be equipped with an updated projectors in order to increase time on task, increase integration of technology, and increase student achievement. Computer labs will begin to be updated as well.

Evaluation Data Source(s) 15: Purchase orders

Summative Evaluation 15:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) We will equip students and teachers with appropriate technology with effective utilization of tools.	2.4, 2.5, 2.6	Principal STEM Committee	Increase scholar performance in all academic areas				
Funding Sources: 199-Local Funds - 21082.50							
							

Goal 3: Develop Student Character and Drive Towards Career/ Profession that benefits the community with diverse career experiences from K-12.

Performance Objective 1: By June 2020, 100 % of JDE students and teachers will be provided monthly Firebirds with GRIT lessons to increase a heightened level of moral and ethical character for students and staff that will enable them to be effective leaders in a global environment.

Evaluation Data Source(s) 1: Counselor calendar and Schedule Bulletin Board in Front Foyer

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Counselor will provide guidance lessons to all students such as Character Counts, Core Values, Bully-free, NPFH, Etiquette, Growth Mindset and Effective Habits.		Administration Counselor	Increase scholars self-confidence, self-esteem and sense of belonging.				
2) All students will participate in various student recognition activities (JDE Firebirds, with GRIT) to promote citizenship, positive behavior, and leadership skills	2.4	Administration	Increase scholars sense of pride and leadership skills				
Funding Sources: 199-Local Funds - 832.14							

Goal 3: Develop Student Character and Drive Towards Career/ Profession that benefits the community with diverse career experiences from K-12.

Performance Objective 2: By May 2020, JDE will implement the PBIS model to include the No Place for Hate!

Evaluation Data Source(s) 2:

Summative Evaluation 2:



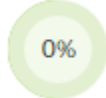

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) PBIS will fully be implemented to promote a safe bully-free campus within in all grade levels by having quarterly lessons and activities through the NPFH Coalition and the PBIS Florida resources.	2.5	PBIS team, Assistant Principal, Counselor	Positive - Bully Free Campus that is welcoming for the community and its scholars				
	Funding Sources: 199-Local Funds - 2121.00						
2) Scholars will be proactive in spreading a positive school culture by promoting the NPFH when a lesson or activity occurs.	2.5	Educators, PBIS and NPFH Team	Bully Free Campus				
3) Involve the community to promote the PBIS and NPFH model and its effectiveness. Community members will assist in promoting a positive culture that contributes to the campus culture.		PBIS Team & Counselor	By involving the community, scholars will see the importance the community plays in the positivity of their behavior.				
							

Goal 3: Develop Student Character and Drive Towards Career/ Profession that benefits the community with diverse career experiences from K-12.

Performance Objective 3: In 2019-2020 school year, 100% of JDE students will participate monthly in various student leadership and highly effective habits provide students with the skills needed to be successful in school and society.

Evaluation Data Source(s) 3: Monthly lessons or topics that were addressed.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 3rd, 4th and 5th Scholars will be given the opportunity to participate in Chamber Choir.		Sponsors Scholars Parents	Leadership Opportunities Fine Arts Opportunities				
2) 1) Conduct state FITNESS GRAM testing for students in Physical Education class or equivalent.		Physical Education Teachers, Administrators, Coordinated School Health Committee	Increase mental and health skills to all scholars.				
3) Campus will recruit Wellness Coordinator to invite staff to participate in wellness activities		Wellness Coordinators, Administration	To foster positive attitudes and healthier living.				
Problem Statements: Demographics 2							
4) 4th and 5th Grade scholars will be given the opportunity to participate in Student Council	2.4	Sponsors Scholars Parents	Leadership Opportunities				
5) 5th Grade Scholars will be given the opportunity to participate in Band.	2.4	Sponsors Scholars Parents	Leadership Opportunities Fine Arts Opportunities				
6) 4th Grade Scholars will be given the opportunity to participate in Safety Patrol.	2.4	Sponsors Scholars Parents	Leadership Opportunities				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Attendance is an issue to the excessive illnesses that scholars and staff exhibit throughout the school year. Root Cause 2: There is a need for hand washing stations by the lunch lines, this will ensure that children wash their hands before eating.

Goal 3: Develop Student Character and Drive Towards Career/ Profession that benefits the community with diverse career experiences from K-12.

Performance Objective 4: In 2019-2020 school year, JDE students will participate in STEM instruction so that they can be exposed to STEM careers.

Evaluation Data Source(s) 4: Number of students that participated

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1-5 Grade scholars will visit STEM Lab and receive STEM instructions for 45 minutes weekly. Kinder scholars will be exposed to STEM instructions one time monthly.	2.4, 2.5, 2.6	Administration STEM Instructors Classroom Teachers	Scholars will become better problem solvers and be exposed to STEM way of thinking.				
				Problem Statements: Demographics 4 - Student Academic Achievement 5 - School Processes & Programs 3 - Perceptions 3 Funding Sources: 211-Title I-Part A - 3277.64			
2) By May 2020, JDE will host a STEM Festival exposing scholars and all stakeholders to STEM opportunities and STEM around our area and community.	2.4, 2.5, 2.6	Administration STEM Instructors Classroom Teachers	Scholars will become better problem solvers and be exposed to STEM way of thinking.				
				Problem Statements: Demographics 4 - School Processes & Programs 3 - Perceptions 3			

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 4: There is a need for acceleration in the area of STEM in every classroom. Root Cause 4: There are not enough resources or training for all teacher on how to incorporate STEM into classroom instruction.
Student Academic Achievement
Problem Statement 5: There was decrease in scholars performing at meets and masters in the areas of reading and math. Root Cause 5: There is no specific STEM/acceleration plan to challenge the teaching and learning in all grade levels.

School Processes & Programs

Problem Statement 3: There is a need for acceleration in the area of STEM in every classroom. **Root Cause 3:** There are not enough resources or professional development for all teacher to incorporate STEM into their classrooms.

Perceptions


Problem Statement 3: There is a need for acceleration in the area of STEM in every classroom. **Root Cause 3:** There are not enough resources or professional development for all teachers to incorporate STEM into their classrooms.

Goal 3: Develop Student Character and Drive Towards Career/ Profession that benefits the community with diverse career experiences from K-12.

Performance Objective 5: All scholars in grades K-5 will have the opportunity to participate in STEM related organizations throughout the school year, in preparation for career and /or college readiness.

Evaluation Data Source(s) 5: Number of scholars who participated

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Scholars will be given the opportunity to participate in the following clubs or organizations: JDE Robotics (grades 3-5) Lady Firebirds Who Code (grade 4-5) Multicultural Club (grades 2-3) CHESS Team (grades 2-5) Student Council (grades 3-5) Scholar Leadership Team (grades 4-5) 5th Grade Basketball (girls and boys) Intramural Sports (grades 3-5)	2.5, 2.6	Administration Club Sponsors Teachers	Building the WHOLE Child Social Emotional Learning				
Problem Statements: Demographics 4 - Student Academic Achievement 5 - School Processes & Programs 3 - Perceptions 3							
							

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 4: There is a need for acceleration in the area of STEM in every classroom. Root Cause 4: There are not enough resources or training for all teacher on how to incorporate STEM into classroom instruction.
Student Academic Achievement
Problem Statement 5: There was decrease in scholars performing at meets and masters in the areas of reading and math. Root Cause 5: There is no specific STEM/acceleration plan to challenge the teaching and learning in all grade levels.

School Processes & Programs

Problem Statement 3: There is a need for acceleration in the area of STEM in every classroom. **Root Cause 3:** There are not enough resources or professional development for all teacher to incorporate STEM into their classrooms.

Perceptions

Problem Statement 3: There is a need for acceleration in the area of STEM in every classroom. **Root Cause 3:** There are not enough resources or professional development for all teachers to incorporate STEM into their classrooms.

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

Performance Objective 1: By June 2020, JDE will maintain a strong connection with all stakeholders in the community by providing a minimum of 4 campus events to help meet our academic, community and fiscal goals.

Evaluation Data Source(s) 1: Sign In Sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) JDE will hold an Entitlement Review meeting in September to inform parents about Title 1 and other entitlements.	3.1, 3.2	Administration Parent Liaison	Increased Parent Involvement and know how their children may benefit from these programs				
Problem Statements: Perceptions 4 Funding Sources: 211-Title I-Part A - 826.00, 199-Local Funds - 558.00							
2) During the school year, JDE will provide multiple parent and community involvement campus activities to include Parent/Teacher Night, Coffee/Tea with the Principal, Teacher Conferences, Open House, Academic Nights, PAC Meetings, to encourage participation and support student learning.	2.4	Administration Parent Liaison Classroom Teachers	Increased Parent Involvement Increased scholar learning				
Funding Sources: 211-Title I-Part A - 700.00							
3) By June JDE leadership will provide 4 events to recognize/celebrate all employees to positively impact the working environment ensuring scholar success.	2.4	Administration	Increased School Climate				
4) By June the district and all campuses will have a minimum of 5 events to celebrate and recognize all scholars for their successes.	2.4	Administration Parent Liaison Classroom teachers	Increased Parent Involvement Increased scholar learning				
Problem Statements: Perceptions 4							
5) During the school year JDE will provide a minimum of two grandparent involvement campus activities.	2.4	Administration Parent Liaison Classroom teachers	Increased Parent Involvement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Implement Coordinated Health Program (SHAC)		Administration Student Support Services	Benchmarks utilizing SHAC components				

Performance Objective 1 Problem Statements:





Perceptions
Problem Statement 4: There is a need to purchase materials for parent meetings to discuss all aspects of school functions. Root Cause 4: Parents need an incentive to attend meetings on campus.

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

Performance Objective 2: Parents will receive a minimum of one monthly communication through several means in order to inform them of what is occurring on campus.

Evaluation Data Source(s) 2: Monthly samples of communication

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Administration, teachers and PTO will send out monthly newsletters & calendar of events to parents to inform them of important dates and information.	3.1, 3.1, 3.2, 3.2	Administration PTO	Increase parent participation				
	Problem Statements: Perceptions 4 Funding Sources: 211-Title I-Part A - 494.07						
2) Administration and teachers will update school website on at least a quarterly basis.	3.1, 3.2	Administration JDE Receptionist	Increase parent and community participation				
3) Parent Compact, Parent Involvement Policy and Campus Improvement Plan will be made available to parents through various means and locations.	3.1, 3.2	Administrators	Increase parent participation				
	Problem Statements: Perceptions 4						
4) There will be opportunities to Join JDE and for parents to attend Coffee with the Principal, PTO, PAC and Parenting Classes monthly at various times in the day.	3.1, 3.2	Principal Parent Liasion	Increase parent involvement and Communication				
	Problem Statements: Perceptions 4						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:


Perceptions
Problem Statement 4: There is a need to purchase materials for parent meetings to discuss all aspects of school functions. Root Cause 4: Parents need an incentive to attend meetings on campus.

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

Performance Objective 1: By May 2020, JDE will meet the minimum expenditure requirements for: Special Education, Career and Technology, Gifted and Talented, Compensatory Education, and Bilingual Education in order to meet campus academic goals.

Evaluation Data Source(s) 1: Financial Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) JDE Office Manager and Administration will attend district Finance trainings to adhere to budget expenditure procedures and deadlines.		Principal Office Manager	Provide materials in a timely manner for classroom use.				
	Problem Statements: Demographics 3, 4 - Student Academic Achievement 3, 4, 5 - School Processes & Programs 3 - Perceptions 3						
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: There is not enough focus on scholars who are performing at grade level by providing enrichment/acceleration that challenge them. Root Cause 3: There is not enough funding or personnel to offer additional services.
Problem Statement 4: There is a need for acceleration in the area of STEM in every classroom. Root Cause 4: There are not enough resources or training for all teacher on how to incorporate STEM into classroom instruction.
Student Academic Achievement
Problem Statement 3: Differentiation is an issue in TIER 1 instruction which is affecting the appropriate progress of at risk populations. Root Cause 3: Teachers need to receive intense instruction on differentiation.
Problem Statement 4: There is not enough focus on students who are performing at grade level by providing enrichment programs that challenge them. Root Cause 4: There are not enough funds , material, personnel or a specific plan to provide acceleration.

Student Academic Achievement

Problem Statement 5: There was decrease in scholars performing at meets and masters in the areas of reading and math. **Root Cause 5:** There is no specific STEM/acceleration plan to challenge the teaching and learning in all grade levels.

School Processes & Programs

Problem Statement 3: There is a need for acceleration in the area of STEM in every classroom. **Root Cause 3:** There are not enough resources or professional development for all teacher to incorporate STEM into their classrooms.

Perceptions

Problem Statement 3: There is a need for acceleration in the area of STEM in every classroom. **Root Cause 3:** There are not enough resources or professional development for all teachers to incorporate STEM into their classrooms.

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

Performance Objective 2: In the school year 2019-2020, JDE will follow the proposed budget and will not exceed outside 3% variance.

Evaluation Data Source(s) 2: Monthly reports of expenditures

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) By May 2020, JDE will spend at a minimum 98% of federal allocated budgets in order to accomplish goals and comply with federal guidelines.	2.4, 2.5	Principal Office Manager	Purchase of materials in a timely manner for classroom use.				
	Problem Statements: Demographics 2, 3, 4, 5 - Student Academic Achievement 1, 2, 3, 4, 5, 6, 7 - School Processes & Programs 1, 2, 3, 4, 5 - Perceptions 1, 2, 3, 4						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Attendance is an issue to the excessive illnesses that scholars and staff exhibit throughout the school year. Root Cause 2: There is a need for hand washing stations by the lunch lines, this will ensure that children wash their hands before eating.
Problem Statement 3: There is not enough focus on scholars who are performing at grade level by providing enrichment/acceleration that challenge them. Root Cause 3: There is not enough funding or personnel to offer additional services.
Problem Statement 4: There is a need for acceleration in the area of STEM in every classroom. Root Cause 4: There are not enough resources or training for all teacher on how to incorporate STEM into classroom instruction.
Problem Statement 5: There is a need to address At Risk Scholars in the area of mathematics. Root Cause 5: Scholars only receive a second round of interventions in Reading by At Risk Personnel.
Student Academic Achievement
Problem Statement 1: There was a decline in Science STAAR at the approaches level from 90% to 77%. The areas of meets and masters have remained stagnant. Root Cause 1: There has not been systematic approach to teaching science, especially to at risk populations using rigorous instructional resources, a rigorous lesson sequence and differentiation.

Student Academic Achievement

Problem Statement 2: There was decline on STAAR in the areas of reading and math in 4th grade specifically looking at **Root Cause 2:** There has been a change in personnel and a more systematic approach to teaching these core subjects to at risk populations using rigorous instructional resources, a rigorous lesson sequence and differentiation.

Problem Statement 3: Differentiation is an issue in TIER 1 instruction which is affecting the appropriate progress of at risk populations. **Root Cause 3:** Teachers need to receive intense instruction on differentiation.

Problem Statement 4: There is not enough focus on students who are performing at grade level by providing enrichment programs that challenge them. **Root Cause 4:** There are not enough funds , material, personnel or a specific plan to provide acceleration.

Problem Statement 5: There was decrease in scholars performing at meets and masters in the areas of reading and math. **Root Cause 5:** There is no specific STEM/acceleration plan to challenge the teaching and learning in all grade levels.

Problem Statement 6: There is a need to address the need of struggling scholars (At Risk) in the area of mathematics through TIER II interventions. **Root Cause 6:** Tier II interventions are only occurring in reading and not in math.

Problem Statement 7: There is still a high need in ensuring that all scholars leave each grade level writing in all core subjects with proficiency. **Root Cause 7:** There needs to be a more specific way to showcase "Writing Across the Curriculum" in all grade levels using "The Writing Academy" Strategies.

School Processes & Programs

Problem Statement 1: The needs of scholars at approaches, meets and masters at every grade level is not being addressed in all subjects. **Root Cause 1:** There is a need for an additional interventionist and/or academic tutor is needed.

Problem Statement 2: There is not enough focus on scholars who are performing at grade level by providing enrichment and acceleration programs that challenge them. **Root Cause 2:** There are not enough funds allocated for materials or extra personnel.

Problem Statement 3: There is a need for acceleration in the area of STEM in every classroom. **Root Cause 3:** There are not enough resources or professional development for all teacher to incorporate STEM into their classrooms.

Problem Statement 4: There is a need to continue to have at risk aides to provide additional assistance to PK Bilingual scholars and at risk scholars. **Root Cause 4:** The at risk population at JDE has increased due to boundary changes.

Problem Statement 5: There is a need to continue to have a library aide. **Root Cause 5:** Scholars need assistance in building a culture of literature.

Perceptions

Problem Statement 1: There is not enough training for differentiation in all areas of instruction. **Root Cause 1:** Reading has been a major focus on the campus.

Problem Statement 2: The needs of scholars at approaches, meets and masters at every grade level is not being addressed in all subjects. **Root Cause 2:** There is a need for an additional interventionist and/or academic tutor.

Problem Statement 3: There is a need for acceleration in the area of STEM in every classroom. **Root Cause 3:** There are not enough resources or professional development for all teachers to incorporate STEM into their classrooms.


Problem Statement 4: There is a need to purchase materials for parent meetings to discuss all aspects of school functions. **Root Cause 4:** Parents need an incentive to attend meetings on campus.

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

Performance Objective 3: There will be a minimum of 10 posts to social media promoting students, staff programs, and community.

Evaluation Data Source(s) 3: Twitter Account
Facebook Account

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Staff members will be asked to create a Facebook and/or Twitter page in order to promote positive culture and showcase great things happening in the District and on the campus. Teachers will be encouraged to set up CLASS DOJO to improve communication with parents	3.1, 3.2	Administration Staff Classroom Teachers	Increase School Climate and perceptions				
							

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

Performance Objective 4: JDE will create at least two new partnerships with businesses within our city or community.

Evaluation Data Source(s) 4: Lists of partnerships

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) JDE will seek and develop Partners in Education to support campus initiatives and enrich student learning environment.	3.1, 3.2	Administration	Positive community impact on school climate and instruction				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Interventions will be provided for TIER II and TIER III scholars according to assessment data and SST meetings held BOY, MOY, EOY. Independent Reading will be incorporated with Firebird Intervention Time as well as Acceleration for TIER I scholars not receiving TIER II and TIER III Interventions.
2	1	2	JDE will identify 100% of students struggling academically through RTI/SST process, ARD's and 504's to determine eligibility for special programs and services
2	1	4	Special program teachers will attend professional development to implement best practices to address learning gaps and needs of "at-Risk" ELL, GT, and Special Education students.
2	2	1	Students will be progress monitored through istation, STAR Reader, and DRA BOY, MOY, and EOY. TIER II & III students will receive targeted interventions during Guided Reading and during Firebird Intervention time.SA
2	2	3	Teacher will implement STOP GAP Initiative - Principal's challenge to try and get scholars to master the 800 most frequently used words in the English and Spanish Language which also is a District Objective to increase reading fluency in grades 1 and 2.
2	2	5	Teachers will apply DOK (Depth of Knowledge) questions and thinking maps weekly to improve student's critical thinking skills.
2	5	1	All scholars in Grades K-5 will participate in STEM Acceleration during FIAT Time (Firebird Intervention and Acceleration Time).
2	7	3	K-5 Grade Scholars will be exposed to STEM careers while participating in STEM Instruction in all classrooms during the acceleration period, extracurricular opportunities and school-wide events.
2	8	3	Teachers will be part of school wide committees (STEM, Attendance, Vertical, CIC, and PBIS) to formulate, review and update campus plans monthly & attend trainings.
5	1	1	JDE Office Manager and Administration will attend district Finance trainings to adhere to budget expenditure procedures and deadlines.
5	2	1	By May 2020, JDE will spend at a minimum 98% of federal allocated budgets in order to accomplish goals and comply with federal guidelines.

State Compensatory

Budget for Jose Damian Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6112.13.103.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,059.00
185.11.6112.96.103.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$4,898.00
185.11.6117.05.103.30	6117 Career Ladder - Locally Defined	\$2,298.00
185.11.6117.05.103.30	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$2,298.00
185.11.6118.35.103.30	6118 Extra Duty Stipend - Locally Defined	\$2,736.00
185.11.6119.35.103.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$110,200.00
185.11.6126.03.103.30	6126 Part Time Support Personnel - Locally Defined	\$12,300.00
185.11.6128.05.103.30	6128 Overtime Pay - Locally Defined	\$544.00
185.11.628.05.103.30	6128 Overtime Pay - Locally Defined	\$544.00
185.11.6129.35.103.30	6129 Salaries or Wages for Support Personnel	\$39,791.00
185.11.6141.03.103.30	6141 Social Security/Medicare	\$177.00
185.11.6141.05.103.30	6141 Social Security/Medicare	\$34.00
185.11.6141.13.103.30	6141 Social Security/Medicare	\$29.00
185.11.6141.35.103.30	6141 Social Security/Medicare	\$2,215.00
185.11.6141.96.103.30	6141 Social Security/Medicare	\$72.00
185.11.6142.35.103.30	6142 Group Health and Life Insurance	\$29,948.00
185.11.6143.03.103.30	6143 Workers' Compensation	\$62.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
185.11.6143.05.103.30	6143 Workers' Compensation	\$12.00
185.11.6143.13.103.30	6143 Workers' Compensation	\$10.00
185.11.6143.35.103.30	6143 Workers' Compensation	\$718.00
185.11.6143.96.103.30	6143 Workers' Compensation	\$25.00
185.11.6145.03.103.30	6145 Unemployment Compensation	\$12.00
185.11.6145.05.103.30	6145 Unemployment Compensation	\$3.00
185.11.6145.13.103.30	6145 Unemployment Compensation	\$2.00
185.11.6145.35.103.30	6145 Unemployment Compensation	\$121.00
185.11.6145.96.103.30	6145 Unemployment Compensation	\$5.00
185.11.6146.02.103.30	6146 Teacher Retirement/TRS Care	\$0.00
185.11.6146.05.103.30	6146 Teacher Retirement/TRS Care	\$180.00
185.11.6146.35.103.30	6146 Teacher Retirement/TRS Care	\$1,710.00
185.11.6149.35.103.30	6149 Employee Benefits	\$2,173.00
185.11.6149.05.103.30	6149 Employee Benefits	\$35.00
6100 Subtotal:		\$214,211.00
6200 Professional and Contracted Services		
185.11.6299.00.103.30	6299 Miscellaneous Contracted Services	\$6,000.00
6200 Subtotal:		\$6,000.00
6300 Supplies and Services		
185.12.6329.00.103.30	6329 Reading Materials	\$4,000.00
185.11.6399.00.103.30	6399 General Supplies	\$13,963.00
6300 Subtotal:		\$17,963.00
6400 Other Operating Costs		
185.13.6499.00.103.30	6499 Miscellaneous Operating Costs	\$900.00
185.13.6499.00103.30	6499 Miscellaneous Operating Costs	\$900.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
	6400 Subtotal:	\$1,800.00

Personnel for Jose Damian Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jessica Aramburu	Reading Intervention Teacher	Intervention Program	1
Laura Gaytan	At-Risk Aide	Intervention Program	1
Melissa Fernandez	Reading Intervention Teacher	Intervention Program	1
Vacant Position	At-Risk Aide	Intervention Program	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

SUMMARY

Demographics

Campus Story:

JDE is rich in scholar culture where educators foster the individuality of all scholars. Educators are well versed in curriculum and always seek professional development opportunities to keep scholars abreast of new and exciting hands-on teaching and learning.

7 STRENGTHS

The 7 Strengths Of A Firebird



Jose H. Damian Elementary will nurture our scholars

so that they are healthy, feel safe, are engaged, feel supported, and are challenged through culturally responsive teaching and learning.

Focus on	Focus on	Focus on	Focus on
Identity and Achievement	Equity and Excellence	Developmental Appropriateness	Teaching the Whole Child and Relationship Building
Committed to respecting and adopting multiple cultures and experiences and recognizing strengths and accomplishments.	Committed to facilitating learning opportunities that provide individual attention and encouragement, enable and empower learning and cultivate cultural sustainability.	Committed to delivering engaging lessons that address multiple learning styles through the integration of STEM, the Arts, and other pathways to access academic content.	Committed to extending learning by integrating resources that reflect scholars in the classroom by building relationships and bridging the home, school, and community.

Student Academic Achievement

Campus Story:

JDE currently serves 504 students in grades PK-5. The student ethnic distribution is 93.8% Hispanic, 0.2% American Indian, 1.2% Asian, 0.4% African American, .02% Pacific Islander, and 4% White. More than half of the school population (61.9%) is considered economically disadvantaged with 31.7% being English Language Learners. 70 Students have been identified with a disability and are being serviced through Special Education.

All Subjects	2019	2018	2017	2016				Double Digit Loss				
Approaches	80	84	77	83		Gains from 2017 to 2018 provided JDE with Honor Roll School Designation						
Meets	46	56	51	49								
Masters	27	31	30	25								
Reading	2019	2018	2017	2016		4th Grade	2019	2018		5th Grade	2019	2018
Approaches	79	81	72	81		Approaches	70	68		Approaches	84	93
Meets	45	54	48	50		Meets	33	43		Meets	52	65
Masters	27	30	29	26		Masters	15	23		Masters	31	36
Math	2019	2018	2017	2016		Reading	2019	2018		Reading	2019	2018
Approaches	86	89	85	88		Approaches	69	65		Approaches	84	91
Meets	50	63	61	51		Meets	36	43		Meets	50	60
Masters	29	38	39	31		Masters	16	27		Masters	27	28
Writing	2019	2018	2017	2016		Math	2019	2018		Math	2019	2018
Approaches	67	67	60	75		Approaches	73	75		Approaches	93	97
Meets	29	34	27	45		Meets	37	51		Meets	57	79
Masters	9	13	7	19		Masters	22	30		Masters	32	48
Science	2019	2018	2017	2016		Writing	2019	2018		Science	2019	2018
Approaches	77	90	87	87		Approaches	67	67		Approaches	77	91
Meets	51	60	70	49		Meets	29	34		Meets	51	60
Masters	34	33	48	20		Masters	9	13		Masters	34	33
		3rd Grade	2019	2018		Cohort	4th	3rd Grade		Cohort	5th Grade	4th Grade
		Approaches	83	81		Approaches	70	81		Approaches	84	68
		Meets	48	42		Meets	33	42		Meets	52	43
		Masters	31	23		Masters	15	23		Masters	31	23
		Reading	2019	2018		Reading	2019	2018		Reading	2019	2018
		Approaches	81	80		Approaches	69	80		Approaches	84	65
		Meets	46	43		Meets	36	43		Meets	50	43
		Masters	34	21		Masters	16	21		Masters	27	27
		Math	2019	2018		Math	2019	2018		Math	2019	2018
		Approaches	83	83		Approaches	73	83		Approaches	93	75
		Meets	48	41		Meets	37	41		Meets	57	51

All Subjects	2019	2018	2017	2016				Double Digit Loss				
		Masters	31	24		Masters	22	24		Masters	32	30
Indicator	Quartile	Score	Q1 Minimum Score	Focus	Q1 Goal							
Attendance	4	95.7	96.7	Improve	Gain 1.2%	96.9						
Progress in ELA/Reading	3	25	31	Improve	Gain 8%	33						
Progress in Mathematics	3	29	35	Improve	Gain 8%	37						
Grade 3 Reading Masters	1	35	33	Maintain	Gain 4%	39						
Grade 3 Math Masters	1	30	28	Maintain	Gain 4%	34						
Grade 4 Reading Masters	3	17	27	Improve	Gain 14%	31						
Grade 4 Math Masters	3	24	33	Improve	Gain 14%	38						
Grade 4 Writing Masters	2	9	14	Improve	Gain 10%	19						
Grade 5 Reading Masters	2	28	33	Improve	Gain 7%	35						
Grade 5 Math Masters	2	34	42	Improve	Gain 12%	46						
Grade 5 Science Masters	1	34	28	Maintain	Gain 5%	39						
Meets or Above (All Subjects)	3	46	53	Improve	Gain 10%	56						
Meets or Above (Reading/Math)	3	36	43	Improve	Gain 10%	46						

Processes and Programs

Campus Story:

JDE is a campus that revolves around having very specific processes for day-to-day activities to include STEM integration, intervention and acceleration blocks. Balanced Literacy, Rigorous Tier I Instruction and small group interventions are key for scholar success. Effective collaboration in PLCs is key for all processes and programs to be effective.

Bell Schedule			Lunch Schedules										
7:40	First Bell		Start	End	Grade	Recess START	IN	Location	Lunch Duty Schedule				
7:45	Tardy Bell		10:45	11:15	ECSE and PK Inclusion				Start	End	Personnel		
11:30	PK (AM) Dismissal		11:45	12:15	PK				10:45	11:00	PPCD Personnel		
11:40	PK (PM) Begins		11:00	11:30	K	After (11:30)	11:45	Kinder Playground	11:00	11:15	G. Rodriguez/Sol/At Risk Aide		
3:15	Dismissal		11:15	11:45	1st	After (1:15)	1:30	Kinder Playground	11:00	11:30	Angulo/Seeburg		
			11:30	12:00	2nd	Before (11:15)	11:30	Main Playground	11:15	11:45	Quintanilla/Arteaga/Seeburg		
Conference Times/P.E.			11:45	12:15	5th	Before (11:30)	11:45	Main Playground	11:30	12:00	Arteaga/Parra/Gaytan		
Start	End	Grade	12:00	12:30	3rd	After (12:30)	12:45	Main Playground	11:45	12:15	Ruth Garcia/Barba		
8:00	8:45	Conference	12:15	12:45	4th	After (12:45)	1:00	Main Playground	12:15	12:45	Rodriuez/Barba/Seeburg		
8:45	9:30	2nd Grade											
9:30	10:15	Kinder											
10:30	11:15	1st Grade	Firebird Intervention Time				Acceleration Schedule				GT Schedule (Wednesday/TI		
11:15	11:45	LUNCH	Start	End	Grade		Start	End	Grade	Teacher	Start	End	
11:45	12:15	Recess	7:30	8:30	Duty/504		7:30	8:30			8:00	8:30	
12:15	1:00	PK	8:30	9:30	Kinder		8:30	9:30	Kinder	Urias/Torres	8:30	9:30	
1:00	1:45	4th	9:30	10:30	1st		9:30	10:30	1st	ALL/STEM	9:30	10:30	
1:45	2:30	3rd	10:30	11:30	2nd		10:30	11:30	2nd	Monolingual	10:30	11:30	
2:30	3:15	5th	11:30	12:15	4th		11:30	12:15	4th	Monolingual	11:30	12:15	
			12:15	12:45	Lunch		12:15	12:45	Lunch		12:15	12:45	
			12:45	1:45	3rd Grade		12:45	1:45	3rd Grade	Monolingual	12:45	1:45	

Bell Schedule			Lunch Schedules											
			1:45	2:30	5th Grade		1:45	2:30	5th Grade	Quintanilla (Band)		1:45	2:30	
			2:30	3:15	Conference		2:30	3:15				2:30	3:15	
Music Schedule							At Risk Aides/Math Tutor						Morning Duty	
Start	End	Monday	Tuesday	Wednesday	Thursday	Friday	Start	End	Andujo	Gaytan	Lane	Start		
7:30	7:45	Playground Duty	Playground Duty	Playground Duty	Playground Duty	Playground Duty	7:30	8:30	PK-Spencer	PK		7:00		
7:45	8:15	PREP	PREP	PREP	PREP	PREP	8:30	9:30	PK-Spencer	Kinder (Int/Acc)	Kinder	7:15		
8:15	9:00	Atherton - 1st	Coronel - 1st	Luna - 1st	Vielledent - 1st	Felix - 1st	9:30	10:30	PK-Spencer	1st (Spanish)	1st	7:15		
9:00	9:45	Franco - 2nd	Alderete - 2nd	Montes - 2nd	Caballero - 2nd	Herrera - 2nd	10:30	11:00	PK-Spencer			7:00		
9:45	10:30	Smartt - K	Parra - K	Hernandez - K	Ramirez - K	Kinder Music INC	10:30	11:30	PK-Spencer	2nd (Spanish)	2nd	7:30		
10:30	11:15	Mendoza - 3rd	Truong - 3rd	Romo - 3rd	Knaurhase - 3rd	Rout - 3rd	11:00	11:30	PK-Spencer	PK-Spencer		7:30		
11:15	11:45	Lunch	Lunch	Lunch	Lunch	Lunch	11:30	12:00	Lunch	11:30 - 11:45 - 1st Grade Extra Recess; 11:45 - 12:15 ECSE	4th (12:15)	7:30		
11:45	12:00	LUNCH Duty	LUNCH Duty	LUNCH Duty	LUNCH Duty	LUNCH Duty	12:15	12:45	PK-Spencer	Lunch	Lunch	7:30		
12:00	12:15	Prep	Prep	Prep	Prep	Prep	12:45	1:45	PK-Spencer	3rd Grade (Spanish)	3rd	7:45		
12:15	1:00	Britton - PK	Luevano - PK	Spencer - PK	De Luna - PK	Gil - ECSE	1:45	2:30	PK-Spencer	5th Grade (MATH)	5th	7:45		
1:00	1:45	Dayrit - 4th	Collins - 4th	Plaza - 4th	Davila - 4th	Chavez - 4th	2:30	3:15	PK-Spencer	4th Grade (Spanish)				

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Improvement Plan was developed with our Campus Improvement Committee with input from all teachers. The finalized Campus Improvement plan will be shared with teachers during our regularly scheduled committee meetings which occur the last Wednesday of every month.

Our Campus Improvement Plan is based on the following:

Campus Needs Assessment:

Needs:

Technology

Math Academic Tutor

STEM training

STEM Materials

Academic Resources

2.2: Regular monitoring and revision

All teachers looked at CIP during PLC time and offered suggestions on changes and commented on the progress of all objectives and strategies.

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

The principal has discussed Campus Improvement Plan with parents during Coffee with the Principal and Parent Advisory Committee. CIP was used to develop parent compact.

What is a School-Parent Compact?

A school-parent compact offers ways that we can work together to help ALL of our scholars succeed and become lifelong learners. This compact provides strategies to help connect learning at school and at home.

- Effective Compacts:
- Link to academic goals
- Focus on teaching and learning
- Share strategies and make connections between staff, parent, and scholars
- Explain how lines of communications are important
- Describe opportunities for parents to learn along with their children

Jointly Developed

Our Parent Advisory Council (PAC) contributed in the development of this compact. Any parent is welcome to join our PAC. Meetings will be held several times this year and will be posted on the school's monthly calendar.

Our Campus Improvement Committee has also seen this document and provided their input.

Any feedback is important to us!

Academic Achievement Goals

District Goals

- Nationally Ranked Scholars
- Multi-Literate Graduates
- Quality Value Driven Instruction

School Academic

Goals

JDE Compelling Scorecard:

90 Approaches/60 Meets/30 Masters in all Subjects!

STAAR Summary Goals

Overall: increase by 7% (90%);

Student Achievement increases by 10% (88%);

School Progress: increase by 8% (Part A - 88%, Part B - 90%);

Closing the Gaps: increase by 16% (100%)

Areas of Emphasis

Social/Emotional and teaching the WHOLE CHILD using our 7 Strengths

Small group instruction in the areas of Reading and Math

Writing Across The Curriculum

Percentage of scholars performing at a Masters on STAAR

STEM Education

In the Classroom

- Collaborate and work with families to inform them of the academic initiatives for school year 2018-2019
- Utilize small group instruction during guided math and guided reading in the classroom to meet specific needs of all scholars.
- Monitor fluency, comprehension, vocabulary development, and reading stamina through continuous assessments.

In order to help my child at home, as parents, we will...

- Be aware of what communication comes home about academic events
- Reach out to school for assistance
- Consider attending academic parent workshops
- Monitor and/or read to my child 15 minutes (Pre-K-2nd) to 30 minutes (3rd-5th grade) on a daily basis to develop fluency, comprehension, and stamina
- Participate in the 7 Strengths to REACH A MILLION DREAMS Activities every month.

Building Partnerships

Jose H. Damian Elementary offers ongoing events and programs with Access to our staff.

- Back To School Night
- Movie Nights
- Academic Nights
- Haunted House
- Parent/Teacher Conferences
- Winter Concert

- Parent Resource Center
- PTO
- Birdwatchers
- Volunteer Program
- Field Trips
- 5th GRADE Parent Night

Parental Involvement

There are many opportunities at our school for parents to volunteer and play a role in what occurs on campus. Coffee/Tea with the Principal, Parent Advisory Committee, and other events make it possible for your voice to be heard!

2.4: Opportunities for all children to meet State standards

Strategies that apply are listed in the drop-down menu.

Firebird Intervention Time			Acceleration Schedule				GT Schedule (Wednesday/Thursday)		
Start	End	Grade	Start	End	Grade	Teacher	Start	End	Grade
7:30	8:30	Duty/504	7:30	8:30			8:00	8:30	GT Paperwork
8:30	9:30	Kinder	8:30	9:30	Kinder	Urias/Torres	8:30	9:30	Kinder Acceleration
9:30	10:30	1st	9:30	10:30	1st	ALL/STEM	9:30	10:30	1st
10:30	11:30	2nd	10:30	11:30	2nd	Monolingual	10:30	11:30	2nd
11:30	12:15	4th	11:30	12:15	4th	Monolingual	11:30	12:15	4th
12:15	12:45	Lunch	12:15	12:45	Lunch		12:15	12:45	Lunch
12:45	1:45	3rd Grade	12:45	1:45	3rd Grade	Monolingual	12:45	1:45	3rd Grade
1:45	2:30	5th Grade	1:45	2:30	5th Grade	Quintanilla (Band)	1:45	2:30	5th Grade
2:30	3:15	Conference	2:30	3:15			2:30	3:15	Conference

At Risk Aides/Math Tutor				
Start	End	Andujo	Gaytan	Lane
7:30	8:30	PK- Spencer	PK	
8:30	9:30	PK- Spencer	Kinder (Int/Acc)	Kinder
9:30	10:30	PK- Spencer	1st (Spanish)	1st
10:30	11:00	PK- Spencer		

At Risk Aides/Math Tutor				
10:30	11:30	PK- Spencer	2nd (Spanish)	2nd
11:00	11:30	PK- Spencer	PK-Spencer	
11:30	12:00	Lunch	11:30 - 11:45 - 1st Grade Extra Recess; 11:45 - 12:15 ECSE	4th (12:15)
12:15	12:45	PK- Spencer	Lunch	Lunch
12:45	1:45	PK- Spencer	3rd Grade (Spanish)	3rd
1:45	2:30	PK- Spencer	5th Grade (MATH)	5th
2:30	3:15	PK- Spencer	4th Grade (Spanish)	

2.5: Increased learning time and well-rounded education

Strategies that apply are listed in drop-down menu.

Firebird Intervention Time			Acceleration Schedule				GT Schedule (Wednesday/Thursday)		
Start	End	Grade	Start	End	Grade	Teacher	Start	End	Grade
7:30	8:30	Duty/504	7:30	8:30			8:00	8:30	GT Paperwork
8:30	9:30	Kinder	8:30	9:30	Kinder	Urias/Torres	8:30	9:30	Kinder Acceleration
9:30	10:30	1st	9:30	10:30	1st	ALL/STEM	9:30	10:30	1st
10:30	11:30	2nd	10:30	11:30	2nd	Monolingual	10:30	11:30	2nd
11:30	12:15	4th	11:30	12:15	4th	Monolingual	11:30	12:15	4th
12:15	12:45	Lunch	12:15	12:45	Lunch		12:15	12:45	Lunch
12:45	1:45	3rd Grade	12:45	1:45	3rd Grade	Monolingual	12:45	1:45	3rd Grade
1:45	2:30	5th Grade	1:45	2:30	5th Grade	Quintanilla (Band)	1:45	2:30	5th Grade
2:30	3:15	Conference	2:30	3:15			2:30	3:15	Conference

At Risk Aides/Math Tutor				
Start	End	Andujo	Gaytan	Lane
7:30	8:30	PK- Spencer	PK	
8:30	9:30	PK- Spencer	Kinder (Int/Acc)	Kinder
9:30	10:30	PK- Spencer	1st (Spanish)	1st
10:30	11:00	PK- Spencer		
10:30	11:30	PK- Spencer	2nd (Spanish)	2nd

At Risk Aides/Math Tutor				
11:00	11:30	PK- Spencer	PK-Spencer	
11:30	12:00	Lunch	11:30 - 11:45 - 1st Grade Extra Recess; 11:45 - 12:15 ECSE	4th (12:15)
12:15	12:45	PK- Spencer	Lunch	Lunch
12:45	1:45	PK- Spencer	3rd Grade (Spanish)	3rd
1:45	2:30	PK- Spencer	5th Grade (MATH)	5th
2:30	3:15	PK- Spencer	4th Grade (Spanish)	

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

Strategies that apply are listed in the drop-down menu.

Firebird Intervention Time (At-Risk Interventionists)		
Start	End	Grade
7:30	8:30	Duty/504
8:30	9:30	Kinder
9:30	10:30	1st
10:30	11:30	2nd
11:30	12:15	4th
12:15	12:45	Lunch
12:45	1:45	3rd Grade
1:45	2:30	5th Grade
2:30	3:15	Conference

At-Risk Aides/Math Tutor				
Start	End	Andujo	Gaytan	Lane
7:30	8:30	PK- Spencer	PK	
8:30	9:30	PK- Spencer	Kinder (Int/Acc)	Kinder
9:30	10:30	PK- Spencer	1st (Spanish)	1st
10:30	11:00	PK- Spencer		
10:30	11:30	PK- Spencer	2nd (Spanish)	2nd
11:00	11:30	PK- Spencer	PK-Spencer	

At-Risk Aides/Math Tutor				
11:30	12:00	Lunch	11:30 - 11:45 - 1st Grade Extra Recess; 11:45 - 12:15 ECSE	4th (12:15)
12:15	12:45	PK- Spencer	Lunch	Lunch
12:45	1:45	PK- Spencer	3rd Grade (Spanish)	3rd
1:45	2:30	PK- Spencer	5th Grade (MATH)	5th
2:30	3:15	PK- Spencer	4th Grade (Spanish)	

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Strategies that apply are listed in drop-down menu.

Title I Parent and Family Engagement Policy

2019-2020

Parents and staff at Jose Damian Elementary have developed and agreed on the following Parent Involvement Policy. The Policy will be posted on the school website and given out at the Annual Title I meeting. It will also be available in the Jose Damian Elementary office for any parent who requests it.

In order to build a dynamic home-school partnership, Jose Damian Elementary will provide the following:

- An annual meeting where parents will learn about the requirements of the school's Title I program and be given an opportunity to become involved with their child's education. The annual meeting will be in the first semester. A letter will be sent to each child's parent informing them of the date and time. The information will also be posted on the school's website and in the calendar.
 - Parent conferences will be held at various times during the day to accommodate the needs of parents. Communication with parents will be in the format and language that they can understand.
 - Description and explanation of the curriculum used, the forms of academic assessments used to measure scholar progress, and proficiency levels scholars are expected to meet will be provided to parents through teacher conferences, school wide meetings and the school calendar.
 - Information regarding curriculum, assessments, progress, and scholar expectations based on STAAR (State of Texas Assessment of Academic Readiness) will be provided for parents. STAAR results will be sent home in the spring when the district receives them.
 - A School-Parent Compact designed by parents and school staff that outlines how parents, teachers, and scholars will share the responsibility for improvement in scholar academic achievement. (This was distributed in the previous Parent-Teacher Conference.)
- There will be a variety of opportunities for parents to participate in the reviewing process and to help make suggestions to improve the Title I program

and the Parent Policy.

- Information related to school and parent programs, meetings and other activities will be sent to parents in a timely manner. Information will be given to parents through newsletters from the school and classroom teachers. In addition, the school marquee will be used to inform parents of meeting dates.

Parents and community members are always welcome to make suggestions to improve our schools. By working together we can make the scholars successful learners. Some of the opportunities that parents may participate in at Jose Damian Elementary are listed here:

Jose Damian Elementary School Programs/Services

- Computer Classes
- Push in and Small Group tutorials
- Special rotation (music/PE/computer lab)
- Grade level field trips
- Gifted and Talented Programs
- Counseling: Individual/Group/Classroom
- Special Education Services (Speech Therapy, Physical Therapy, Occupational Therapy, Special Education Resource/Inclusion Programs)
- Response to intervention Scholar Support Teams
- Research-based intervention programs for qualified students
- Computer intervention programs with the school to home access
- Dyslexia Services
- Health Services (Vision/hearing/dental screenings)
- Media Center (Library)

Scholar Involvement Opportunities

- Choir
- Student Council
- Science Fair
- Red Ribbon Week
- Spirit Days
- Recognitions: A and A/B Honor Roll, Perfect attendance, AR (Accelerated Reader T-Shirts and Math Facts T-Shirts)
- Movie Nights
- Robotics

Parent Involvement Opportunities

- PTO (Parent Teacher Organization)
- Migrant/Title I Meetings

- Lunch visits
- Book Fair
- Volunteer opportunities
- Grade level music programs & concerts
- Academic Family Nights
- Choir Concert
- Parent Led Clubs

Volunteer Opportunities

- Movie Nights
- Thanksgiving Luncheon
- Holiday Events
- AR Testing
- Clerical, classroom, social duties
- PTO
- Parent Led Clubs
- There will be an upcoming meeting to discuss volunteer guidelines and expectations.

Parent/School Communication

- School/Teacher Newsletters
- School website & school marquee
- Jose Damian Elementary Student Handbook
- Meet the Teacher/Open House
- Community/Parent Liaison Meetings
- School Wide Discipline Plan/Student Code of Conduct
- School Calendar
- Call Outs
- Parent Access on Parent Portal
- STAAR Parent Meetings
- Translators Provided
- Parent to Parent Presentations
- Twitter @jbarbajde & @APJDEproud

3.2: Offer flexible number of parent involvement meetings

Strategies that apply are listed in the drop-down menu.

Coffee and Tea with the Principal is offered once a month

Parents are encouraged to be part of our school-wide committees - Campus Improvement Committee, STEM Committee, PBIS/Attendance Committee and Vertical Alignment Committee

Some of our parents head the Girls Who Run club and will be part of the Friendship and Gardening Club

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Magdalena Rodriguez	Parent Liaison	Title I- Student Support	1
Patricia Angulo	Library Aide	Title 1- Reading Program	1

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Jesus Barba	Principal
Administrator	Robert Seeburg	Assistant Principal
Paraprofessional	Mary Garcia	Office Manager
Paraprofessional	Magdalena Rodriguez	Parent Liaison
School Counselor	Cynthia Arteaga	Elementary School Counselor
Special Programs	Heather Parra	Elementary Librarian
Classroom Teacher	Jessica Britton	Pre-K Monolingual Teacher
Classroom Teacher	Heather Atherton	1st Grade Teacher
Classroom Teacher	Madahi Alderete	2nd Grade Teacher
Classroom Teacher	Brandi Rout	3rd Grade Teacher
Classroom Teacher	Janeth Plaza	4th Grade Teacher
Classroom Teacher	Irene Garibay	5th Grade Teacher
Special Ed Teacher	Stephanie Licon	SPED Resource Teacher
Special Programs	Cynthia Coronado	PE Coach
Classroom Teacher	Sylvia Parra	Kinder Teacher
Community Representative	Letitia Pappan	Parent