

# **Canutillo Independent School District Deanna Davenport Elementary School 2021-2022 Campus Improvement Plan**



**Board Approval Date:** January 27, 2022  
**Public Presentation Date:** September 10, 2021

# Mission Statement

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

## Vision

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

## Canutillo Ethics

**Student Centered Focus**

**Trustworthiness in Stewardship**

**Commitment to Service**

**Equity in Attitude**

**Honor in Conduct**

**Integrity of Character**

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# Comprehensive Needs Assessment

Revised/Approved: March 5, 2021

## Demographics

### Demographics Summary

#### Demographics Summary--

DDE is a 100% Title I campus with a non-growing community and high mobility rate. Enrollment is currently at 284 students, out of which 143 are now attending Face-to-Face instruction. The remaining students attend online. Due to COVID-19, parent volunteers have been restricted at the campus. Our current rate of in-person student attendance has been maintained at 96%. Virtual learning is not consistent in spite of the campus providing hot spots and devices for families who need technological support. Our school population declined from 320 students enrolled the previous year. Approximately fifty of those lost students transferred to Childress Elementary or EPISD schools. A great number of DDE's community families were affected economically and healthwise by the pandemic; some moved away, or moved back to Mexico. Davenport employs highly qualified teachers, and the paraprofessionals are qualified and have the required college credits. There is a high teacher retention rate. DDE just hired three new teachers undergoing teacher certification programs. Academic Tutors are assigned based on data. DDE has continued to offer professional development opportunities to all teachers through online webinars, conferences, and training. Parental involvement has been encouraged by the DDE staff due to the current situation; however, many families have been experiencing challenges in helping their children due to a lack of knowledge on how to operate devices. Our school just hired a new parent liaison who has been contacting families. The pandemic has also prevented us from offering many of the programs and enrichment activities we had last year. Robotics and Mother Daughter/Father Son are the activities that we have been able to reinstate. PLTW and PBL project based learning is offered as part of the curriculum. DDE has also been diligent in providing students with Social-Emotional lessons and support. There are strong committees such as Language Proficiency Assessment Committee (LPAC), Campus Improvement Committee (CIC), Instructional Leadership Team (ILT), Attendance Review Committee (ARC) and Positive Behavior Intervention and Supports (PBIS).

### Demographics Strengths

The families we serve are close to the campus, and live in very near proximity (within a two-mile radius). They know the campus well and think of it as a go-to source to meet their needs, such as counseling services, meal programs, community classes, etc. Our families also understand that DDE strives to provide the best education and resources to the members of our community.

#### Demographic Grand Totals:

African American: 2 / .71%

American Indian or Alaska Native: 1 / .35%

Hispanic/Latino: 275 / 97.17%

White: 5 / 1.77%

Female: 137

Male: 146

Grand Total: 283

#### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** FERPA prevents staff members from inquiring into families' personal situations and problems. **Root Cause:** DDE has a high number of non-traditional families that are underserved, unless they reach out to the counselor or parent liaison for help.

**Problem Statement 2 (Prioritized):** The lack of enrichment programs targeted for the DDE community is affecting families socially and emotionally in the Westway area. **Root Cause:** Due to the pandemic, enrichment activities such as choir, orchestra, folklorico, multicultural club, etc., have been canceled indefinitely. CDC guidelines dictate social distancing and avoidance of group gatherings.

**Problem Statement 3 (Prioritized):** DDE staff lacks clarity as to how the parent liaison can support them in improving the academic and social emotional needs of the children. **Root Cause:** DDE did not have a parent liaison from January 2020 to January 21st 2021. The parent liaison vacancy impacted the community outreach.

# Student Learning

## Student Learning Summary

### Student Academic Achievement Summary--

COVID-19 prevented students from taking the STAAR assessments in Spring of 2020. The school was not given an academic rating due to the state being declared “State of Disaster”. TAPR report from 2019-2020 displays STAAR data from the year before. Fifth grade interim assessment shows the following: Reading in English testers went from 55.79% probability of achieving Approaches Level to 58.13% when tested in Opportunity 2; Reading in Spanish testers went down from 58.57% to 46.67% probability of achieving Approaches Level. In Math in English, fifth grade students went up from 46.7% in Opportunity 1 to 68% in Opportunity 2; furthermore, Spanish testers dramatically increased their score to achieve Approaches Level from 36.57% in Opportunity 1 to 66.14% in Opportunity 2. We use unit assessments, middle of the year assessments, and program data to place students in RTI, small group instruction, and assistance from academic tutors. Many interventions are in place and students appear to be motivated to achieve at high levels. Based on the number of at-risk students, we are in need of at-risk paraprofessionals and an At-Risk teacher in order to help all students to meet or master grade level standards. Overall, DDE is a high-performing, STEM focused campus . Curriculum, Instruction & Assessment Processes have included Guided Reading and Guided Math, PLC Meetings, Common Assessments, STEM Initiatives, Science Fair, Spelling Bee, and extracurricular activities such as Robotics, Folkloric, Music and Instrument, Tennis Club, Nike Nights, and Multicultural Club . The school administration is hopeful that all these programs can be carried out again as more people are vaccinated and the pandemic is under control.

### Student Learning Strengths

Teachers at every grade level work together to plan instruction and interventions. Weekly meetings are set aside to look at data, assessments, and other sources of information to guide instruction. Administrators are constantly looking for ways to support students and teachers towards achieving academic and instructional goals, and have been using funds to obtain necessary resources to supplement instruction. Paraprofessionals are being trained on best practices for teaching in order to yield best results.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Teachers cannot accurately ascertain knowledge and skills in online students, which creates challenges in providing adequate support. **Root Cause:** Families of online learners are polarized. They either do the work for their children and give them answers to tests and independent work, or do not support/monitor the children appropriately at all.

**Problem Statement 2 (Prioritized):** Based on grades, interim assessments, and I-Station reports, there is a gap in student progress for a number of online learners. **Root Cause:** Some online students are being cared for by parents or relatives who are not trained on technology, and are therefore unable to assist them when they are having technical issues.

**Problem Statement 3 (Prioritized):** Based on the campus data, there is a significant performance gap between face-to-face and online learners. **Root Cause:** Online learning poses a greater challenge for teachers to immediately assist students in need who are online, as opposed to the ones who are attending classes in person.

**Problem Statement 4 (Prioritized):** Overall, STAAR Science scores are lowest subject at DDE with only 54% of students meeting approaches level, lack of consistency in the use of PLTW resources and Science lab facilities for hands on activities and real life connections. **Root Cause:** Students have trouble with informational text and providing evidence of scientific learning processes and achievement. Lack of real life experiences in our student population prevents from making the necessary higher order scientific connections that would allow them to deepen their understanding of high rigor scientific concepts.

## School Processes & Programs

### School Processes & Programs Summary

#### School Processes and Programs Summary--

Curriculum is rigorous and aligned to TEKS. Beginning, Middle, and End-of-Year assessments are being used to track student progress. Teachers are using data to adjust instruction and to form intervention groups. Teachers plan together using data. Campus programs are designed to track and report student progress. The implementation of programs and procedures in our campus is effective, despite new COVID-19 guidelines and regulations. A Weekly newsletter called Weekly Memo is sent to staff, while parents are informed through the School Messenger System, Facebook, Twitter, Seesaw, Google Classroom and home notices of upcoming events. The district has provided the community with necessary devices and Hot-Spots to carry out online learning, such as I-Pads and Macbooks. Teaching staff in grades 1-5 has been provided with Swivl tools to facilitate teaching for both online and Face-to-Face students. The campus has taken advantage of the services offered by Apple Training to provide teachers with PD on Apple devices.

Our campus works hard in closing performance gaps. DDE has a strong curriculum and strong administrative support. There is an intervention schedule to provide support for students at all grade levels throughout the school day, both online and in-person. STAAR READY time is to provide interventions, skills-building, a well-organized and established intervention time targeted for Response To Intervention/At Risk Students in order to increase student achievement. PLC's are effective and include planning. Campus administrators highly encourage teacher growth and best instructional practices through walkthroughs and observations. Administrators are actively coaching TINAs through the Action Coaching/Santoyo framework, and new teachers are receiving mentoring through various initiatives.

Teachers have multiple sources of data such as Eduphoria that allows them to make research-based instructional decisions in order to increase student achievement. DDE is a recognized PLTW STEM school and continues to implement project based learning to the students.

#### School Processes & Programs Strengths



Intervention programs, PLCs, and intervention supports for students are aligned with the curriculum and are data driven. All decisions made by the teaching staff are intentional, research-based, and goal-oriented.

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

**Problem Statement 1 (Prioritized):** Students referred for comprehensive evaluations by the SPED department are not being tested in a timely manner. **Root Cause:** There is a shortage of diagnosticians, with several campuses sharing a single one to test students.

**Problem Statement 2 (Prioritized):** Students referred for comprehensive evaluations by the SPED department are not being tested in a timely manner. **Root Cause:** The SPED department is not giving a specific window to test the referred students. Children who have been recommended have been left pending as long as a whole school year in some cases.

**Problem Statement 3 (Prioritized):** Paperwork for students previously referred for comprehensive and Speech testing is often lost or not passed along in a timely fashion, causing delays in the testing process. **Root Cause:** SPED staff is constantly changing and there is no system in place to pass along information to new staff on previous referrals.

# Perceptions

## Perceptions Summary

### Perception Summary-

DDE has established partnerships with different organizations which have provided resources for the school community. The Westway community looks at the school as a source of engagement through various activities. Many of them are implemented virtually due to the pandemic. DDE Elementary provides extracurricular activities and community and parental engagement initiatives. There are multiple activities before and after school, Red Ribbon Week/Drug Free initiatives, NPFH, Robotics Club, College Week, and Veterans Day. Other activities and programs have been at a standstill for in-person implementation. Regardless, the school is set to provide to the community in other ways. The new parent liaison has been in contact with the community in an effort to get to know the families and their needs. She is partnering with the local Saint Patrick's church to offer COVID-19 registration to qualifying individuals. Recently, the campus provided a food pantry to needy families. The school has a meal program which has had a good turnout and benefits the children in the community. In an effort to improve safety for the campuses, the district also implemented the use of a phone app to communicate emergencies.

### Perceptions Strengths

The DDE community is small and tight knit, which allows for school staff to offer more individualized assistance to the school. stakeholders. Our parents know the office staff well and this allows for good communication between school and families. Community members view the campus as a source of assistance for many of their needs, and DDE staff is always aiming at meeting those needs. Currently, DDE administration and staff are looking for possible alternatives to the enrichment activities which have had to be put on hold due to the pandemic.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Attendance is significantly lower in the Pre-K and Kinder grade levels, as evidenced in the Campus Percentage of Attendance report. It averages

93% vs. 96% in the rest of the grade levels. **Root Cause:** Parents do not feel safe sending their children to school in person. Other parents at the Pre-K level do not connect their children on a daily basis or send the children to school as they perceive that they do not have to abide by the district's attendance regulations.

**Problem Statement 2 (Prioritized):** Campus staff needs shared information and feedback from the parental surveys distributed by the parent liaison to better address community needs. **Root Cause:** The parent liaison vacancy was not filled until January, 2021.

**Problem Statement 3 (Prioritized):** There is a lack of parent volunteers at the campus this school year. **Root Cause:** COVID-19 guidelines have prevented parents from participating with volunteer work at the campus for the 2020-2021 school year.

# Priority Problem Statements

**Problem Statement 2:** FERPA prevents staff members from inquiring into families' personal situations and problems.

**Root Cause 2:** DDE has a high number of non-traditional families that are underserved, unless they reach out to the counselor or parent liaison for help.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 5:** Teachers cannot accurately ascertain knowledge and skills in online students, which creates challenges in providing adequate support.

**Root Cause 5:** Families of online learners are polarized. They either do the work for their children and give them answers to tests and independent work, or do not support/monitor the children appropriately at all.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 8:** Students referred for comprehensive evaluations by the SPED department are not being tested in a timely manner.

**Root Cause 8:** There is a shortage of diagnosticians, with several campuses sharing a single one to test students.

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 11:** Attendance is significantly lower in the Pre-K and Kinder grade levels, as evidenced in the Campus Percentage of Attendance report. It averages 93% vs. 96% in the rest of the grade levels.

**Root Cause 11:** Parents do not feel safe sending their children to school in person. Other parents at the Pre-K level do not connect their children on a daily basis or send the children to school as they perceive that they do not have to abide by the district's attendance regulations.

**Problem Statement 11 Areas:** Perceptions

**Problem Statement 3:** The lack of enrichment programs targeted for the DDE community is affecting families socially and emotionally in the Westway area.

**Root Cause 3:** Due to the pandemic, enrichment activities such as choir, orchestra, folklorico, multicultural club, etc., have been canceled indefinitely. CDC guidelines dictate social distancing and avoidance of group gatherings.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 6:** Based on grades, interim assessments, and I-Station reports, there is a gap in student progress for a number of online learners.

**Root Cause 6:** Some online students are being cared for by parents or relatives who are not trained on technology, and are therefore unable to assist them when they are having technical issues.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 9:** Students referred for comprehensive evaluations by the SPED department are not being tested in a timely manner.

**Root Cause 9:** The SPED department is not giving a specific window to test the referred students. Children who have been recommended have been left pending as long as a whole school year in some cases.

**Problem Statement 9 Areas:** School Processes & Programs

**Problem Statement 12:** Campus staff needs shared information and feedback from the parental surveys distributed by the parent liaison to better address community needs.

**Root Cause 12:** The parent liaison vacancy was not filled until January, 2021.

**Problem Statement 12 Areas:** Perceptions

**Problem Statement 4:** DDE staff lacks clarity as to how the parent liaison can support them in improving the academic and social emotional needs of the children.

**Root Cause 4:** DDE did not have a parent liaison from January 2020 to January 21st 2021. The parent liaison vacancy impacted the community outreach.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 7:** Based on the campus data, there is a significant performance gap between face-to-face and online learners.

**Root Cause 7:** Online learning poses a greater challenge for teachers to immediately assist students in need who are online, as opposed to the ones who are attending classes in person.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 10:** Paperwork for students previously referred for comprehensive and Speech testing is often lost or not passed along in a timely fashion, causing delays in the testing process.

**Root Cause 10:** SPED staff is constantly changing and there is no system in place to pass along information to new staff on previous referrals.

**Problem Statement 10 Areas:** School Processes & Programs

**Problem Statement 13:** There is a lack of parent volunteers at the campus this school year.

**Root Cause 13:** COVID-19 guidelines have prevented parents from participating with volunteer work at the campus for the 2020-2021 school year.

**Problem Statement 13 Areas:** Perceptions

**Problem Statement 1:** Overall, STAAR Science scores are lowest subject at DDE with only 54% of students meeting approaches level, lack of consistency in the use of PLTW resources and Science lab facilities for hands on activities and real life connections.

**Root Cause 1:** Students have trouble with informational text and providing evidence of scientific learning processes and achievement. Lack of real life experiences in our student population prevents from making the necessary higher order scientific connections that would allow them to deepen their understanding of high rigor scientific concepts.

**Problem Statement 1 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- TTESS data

#### **Parent/Community Data**

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

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

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









# Goals

**Goal 1:** DISTRICT OPERATIONS WILL MEET CANUTILLO ISD NEEDS TO OPTIMIZE A FUNCTIONAL, SECURED AND ENGAGING LEARNING ENVIRONMENT.

**Performance Objective 1:** By December 2021, all campus employees will receive EOP training (Emergency Operation Planning) in emergency protocols and reunification protocols.

**Evaluation Data Sources:** Compliance report with EOP procedures.  
Implementation of PBIS Tier 2 and 3  
Updated Crisis Intervention Team

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Update the Emergency Operations Plan and provide training as needed. <b>Strategy's Expected Result/Impact:</b> Planning team ensures processes and procedures for safety <b>Staff Responsible for Monitoring:</b> EOP Incident Command and CISD EOP Risk Manager Officer.	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				











**Goal 1:** DISTRICT OPERATIONS WILL MEET CANUTILLO ISD NEEDS TO OPTIMIZE A FUNCTIONAL, SECURED AND ENGAGING LEARNING ENVIRONMENT.

**Performance Objective 2:** During the 2021-2022 school year, 100% of DDE staff and students will implement the School Wide Positive Behavior Intervention Support (PBIS) framework for establishing the social culture and behavioral supports needed for a school to be an effective and safe learning environment for all students.

**Evaluation Data Sources:** PBIS data binder.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PBIS team will meet on a monthly basis to conduct needs assessment, analyze data, identify, and target campus needs through the implementation of research-based practices such as No Place for Hate, SEL and Character Counts.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Behavior and Attendance at DDE.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal Counselor PBIS Committee</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** DISTRICT OPERATIONS WILL MEET CANUTILLO ISD NEEDS TO OPTIMIZE A FUNCTIONAL, SECURED AND ENGAGING LEARNING ENVIRONMENT.

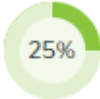







**Performance Objective 3:** In 2021-2022, 100% of students at Deanna Davenport Elementary will receive SEL (Social Emotional Learning) instruction and support from classroom instruction and counselor support.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Classroom Lesson Plans  
Counseling Lesson Plans  
Implementation Walkthrough Data,  
SEL Objectives clearly posted

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Counselor will provide SEL lessons to all grade levels and will provide resources for teachers to implement SEL activities in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will feel emotionally supported and they will perform academically at higher levels.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 80%	 100%	 100%
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.**









**Performance Objective 1:** By June 2022, 60% in Special Education and 75% in 3rd-5th grade students taking the STAAR state assessment in reading, math, writing or science will achieve at a minimum at the approaching level.

**Targeted or ESF High Priority**

**HB3 Goal**

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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 100% of the students in PK-5th grade will receive instruction through Guided Reading and Guided Math to close the achievement gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Running records data, data analysis documentation AIP plans.</p> <p><b>Staff Responsible for Monitoring:</b> IC</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.**





**Performance Objective 2:** In 2021-2022 DDE students 3-5 will improve the STAAR scores to the mastery level in Math, Reading , and Science a minimum of an additional 5% in all tests.









**Targeted or ESF High Priority**









**HB3 Goal**

**Evaluation Data Sources:** STAAR scores and State Distinctions  
 District Assessment tools fo BME of school year  
 Students' individualized running records and data analysis  
 individualized AIP documentation ( Accelerated Instruction Plan)  
 District Measures

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Common assessments will be utilized and monitored to analyze student progress towards mastery of standards and to implement specific instructional strategies to meet targeted scores.</p> <p><b>Strategy's Expected Result/Impact:</b> Close monitoring of students' performance , growth, progress and identification of students' needs to provide differentiated instruction and close gaps.</p> <p><b>Staff Responsible for Monitoring:</b> IC PLC's</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Student struggling in the core subjects will receive additional support through READ Accelerated Instruction (Readiness Enrichment And Development) and Guided Reading and Math Instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Intensive focused accelerated intervention that will increase students' academic success.</p> <p><b>Staff Responsible for Monitoring:</b> IC Teachers Admin</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> AT Risk Personnel - 185-State Compensatory Education - \$124,130</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Monitor monthly applications of Writing Academy in all grades K-5th. Through benchmarks, interactive journals, and book of the month.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase writing skills for all students</p> <p><b>Staff Responsible for Monitoring:</b> IC Admin</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> By June 2022, teachers will receive support with their instruction to ensure that students are increasing their academic performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers performance will increase their by increasing students academic performance through support and PLC's</p> <p><b>Staff Responsible for Monitoring:</b> IC- Admin</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p> <p><b>Funding Sources:</b> Personnel support - 211-Title I-Part A - \$79,915.53</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Based on grades, interim assessments, and I-Station reports, there is a gap in student progress for a number of online learners. <b>Root Cause:</b> Some online students are being cared for by parents or relatives who are not trained on technology, and are therefore unable to assist them when they are having technical issues.</p> <p><b>Problem Statement 3:</b> Based on the campus data, there is a significant performance gap between face-to-face and online learners. <b>Root Cause:</b> Online learning poses a greater challenge for teachers to immediately assist students in need who are online, as opposed to the ones who are attending classes in person.</p>

**Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.**

**Performance Objective 3:** By June 2022, 90% of Kinder, first and second grade students will acquire the recommended fluency rate as indicated by the state (1st 60-90 wpm, 2nd 80-120 wpm and District benchmark for kindergarten 30-45 wpm) .

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Running records to include fluency assessments

Istation reports Tier 1





Circle Assessments













Early Literacy applications

RtI packages and monitored interventions

Monitored use of leveled libraries and students' progress in leveled books.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will display and teach frequency words for students to acquire the fluency rates indicated by the performance objective.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved fluency and reading levels as per monitoring records formative checks. Monthly running records.</p> <p><b>Staff Responsible for Monitoring:</b> IC Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Build a foundation of reading and math</li> <li>- <b>ESF Levers:</b> Lever 5: Effective Instruction</li> <li>- <b>Comprehensive Support Strategy - Targeted Support Strategy</b></li> </ul> <p><b>Funding Sources:</b> - 185-State Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will use TPRI/Tejas LEE, Texas, KEA/Circle assessments, ISTATON, and leveled libraries to improve students' reading skills and fluency levels</p> <p><b>Strategy's Expected Result/Impact:</b> Increased reading skills and fluency in monthly reports.</p> <p><b>Staff Responsible for Monitoring:</b> IC</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 185-State Compensatory Education, - 185-State Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Support personnel will assist to tutor, help closing gaps and provide individualized lessons to students at risk of failure in K-2nd grade</p> <p><b>Strategy's Expected Result/Impact:</b> Increased reading skills and fluency in monthly reports. Monthly running records.</p> <p><b>Staff Responsible for Monitoring:</b> IC</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				











**Goal 2:** CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

**Performance Objective 4:** 100% of DDE students in grades PreK-5th will participate two PLTW modules a year for students to perform at a college readiness level.

**Evaluation Data Sources:** One PLTW module per semester evaluated through project presentations to the community and/ school presentations.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All grade levels PreK-5th grade will participate in the PLTW program. One module per semester PreK-5th grade .</p> <p><b>Strategy's Expected Result/Impact:</b> Improve science, technology and math instruction and academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4</p> <p><b>Funding Sources:</b> PLTW support - 211-Title I-Part A - \$950</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 4 Problem Statements:**





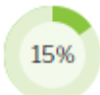







Student Learning
<p><b>Problem Statement 4:</b> Overall, STAAR Science scores are lowest subject at DDE with only 54% of students meeting approaches level, lack of consistency in the use of PLTW resources and Science lab facilities for hands on activities and real life connections. <b>Root Cause:</b> Students have trouble with informational text and providing evidence of scientific learning processes and achievement. Lack of real life experiences in our student population prevents from making the necessary higher order scientific connections that would allow them to deepen their understanding of high rigor scientific concepts.</p>

**Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.**

**Performance Objective 5:** In 2021-2022, the Technology Leadership Committee will update Technology CIP to integrate technology and digital learning during instruction.

**Evaluation Data Sources:** PLTW projects and products, Online Instruction, and I-Station reports and online program reports.

**Summative Evaluation:** Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Technology Leadership Team (TLT) will quarterly meet to update and monitor technology plan and plan for professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased use of technology</p> <p><b>Staff Responsible for Monitoring:</b> Technology Leadership Team (TLT)</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 100% of our student population will participate in integrated technology including the use of CISD and campus programs</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instruction in all subject matter by increasing student performance .</p> <p><b>Staff Responsible for Monitoring:</b> Administrator/Instructional Coach</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211-Title I-Part A, - 211-Title I-Part A, - 185-State Compensatory Education, - 185-State Compensatory Education, - 211-Title I-Part A, - 211-Title I-Part A, - 211-Title I-Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>				









**Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.**

**Performance Objective 6:** In 2021-2022 100% of the students that are considered highly mobile, ELL, migrant and academically at risk will be identified and participate in an intervention plan through the RTI Committee and /or the Student Study Team to graduate with their cohorts.

**Evaluation Data Sources:** Academic tutor documentation, RTI documentation, SST documentation, and AIP tutoring data.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> During the 9 first weeks of school teachers will identify academic, emotional, and physical needs of highly mobile, ELL, and students in need of intervention by the RTI/Student Study Team composed of the child's teacher, counselor, parent, instructional coordinator and/or a campus administrator.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide individualized instruction to these populations and closed the achievement gap.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach, Administration, Counselor, RTI Interventionist</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> RtI aides will provide support to identified RtI students in grades K-2.</p> <p><b>Strategy's Expected Result/Impact:</b> students to perform at grade level.</p> <p><b>Staff Responsible for Monitoring:</b> RtI aides, teachers, Instructional Coach, Reading Interventionist</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 185-State Compensatory Education</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide Intersession accelerated sessions during the Spring, and Summer School for students at risk in grades Pre-K, Kinder and 5th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Close the academic gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Summer School Administration</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.**

**Performance Objective 7:** During the 2021-2022 school year, 100% of the teachers, paraprofessionals, and administrators will participate in Professional Development in core subjects, anchored to Texas Teachers Evaluation Support System (TTESS) and Student Learning Objectives (SLO's) to increase teacher's pedagogy.

**Evaluation Data Sources:** Implementation of training in the classroom and specific programs. Lesson plan documentation. Staff presentations.

**Summative Evaluation:** Met Objective

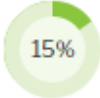







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Principal and Assistant Principal will accrue at least 30 hours of professional development to be able to provide guidance and leadership to teachers and other staff members.</p> <p><b>Strategy's Expected Result/Impact:</b> Will serve as an instructional role models for teachers as well as students.</p> <p><b>Staff Responsible for Monitoring:</b> AP Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development as needed in all content areas, technology, PLTW, PE and Fine Arts.</p> <p><b>Strategy's Expected Result/Impact:</b> Will ensure students are well rounded and college ready.</p> <p><b>Staff Responsible for Monitoring:</b> ILT team administration Instructional Coach</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.**

**Performance Objective 8:** DDE will increase teacher attendance rate to 98% during 2021-2022 school year.

**Evaluation Data Sources:** Teacher absences will be monitored and minutes of meetings with teachers in reference to absences will be kept by administrators.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teacher absences will be monitored to avoid a negative impact in the students learning and academic success. Teacher attendance will be maintain at 98%.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive instruction from certified teachers 98% of the time ensuring the academic success of their students</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers HR Department</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.**

**Performance Objective 9:** By May 2022 100% of the students in Pre-K, Kindergarten and 5th grade will participate in activities that facilitate a successful transition from the DDE elementary setting to the AMS middle school setting; Pre-K students at DDE and Santiago Rodriguez Head Start will participate in transition activities to Kindergarten and first grade.

**Evaluation Data Sources:** Documentation addressing the transition processes.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Coordinate visit to AMS for all 5th grade students to familiarize students with the campus and campus procedures and classes</p> <p><b>Strategy's Expected Result/Impact:</b> By systematically addressing the transition process, students with can be prepared to participate in a new learning experience.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, teachers, administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> By May 2022 students in Pre-K will participate in transition activities in coordination with Santiago Rodriguez Head Start to facilitate a successful transition to Kindergarten.</p> <p><b>Strategy's Expected Result/Impact:</b> By systematically addressing the transition process, students can be prepared to participate in a new learning experience.</p> <p><b>Staff Responsible for Monitoring:</b> Pre-K and Kindergarten teachers, Head Start Coordinator, Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> By May 2022 students in Kindergarten will participate in transition activities in coordination with IC and 1st grade teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> By systematically addressing the transition process, students with can be prepared to participate in a new learning experience.</p> <p><b>Staff Responsible for Monitoring:</b> IC Teachers Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue				

**Goal 3:** CANUTILLO ISD STAFF AND STUDENTS WILL BE HIGHLY EFFECTIVE AND BE WELL SUPPORTED TO INCREASE TEACHER AND STUDENT PERFORMANCE.

**Performance Objective 1:** By May 2022, 100% of the students at DDE will be instructed in the pillars of character and respect in an effort to decrease discipline referrals.

**Evaluation Data Sources:** Mandatory training documentation. Counselor's class schedule. Counselor's documentation for interventions.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Resources for counselor will be provided for reading and other materials for group counseling sessions, play therapy, or individualized counseling to help promote social and emotional healthy children.  <b>Strategy's Expected Result/Impact:</b> Increase student confidence and self-esteem  <b>Staff Responsible for Monitoring:</b> Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide suicide prevention and death in immediate family presentations and collaborate through meetings.  <b>Strategy's Expected Result/Impact:</b> Increased teachers' confidence and feelings of competence in recognizing, approaching, and connecting distressed youth to school-based resources.  <b>Staff Responsible for Monitoring:</b> Counselor Teachers Admin</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement the Student Leadership Team with 5th grade students  <b>Strategy's Expected Result/Impact:</b> Instill the principles of Leadership in our 5th grade students.  <b>Staff Responsible for Monitoring:</b> Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				






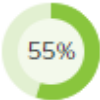








**Goal 3:** CANUTILLO ISD STAFF AND STUDENTS WILL BE HIGHLY EFFECTIVE AND BE WELL SUPPORTED TO INCREASE TEACHER AND STUDENT PERFORMANCE.

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

**Evaluation Data Sources:** Field trip for Career Awareness documentation. Documentation on all Career Awareness events and activities.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> University of the Month project where a grade level is asked to provide data and interesting facts about the university for all DDE students to be informed of opportunities to attend different colleges and universities across the US. Career Awareness presentations by a variety of speakers and career paths.</p> <p><b>Strategy's Expected Result/Impact:</b> To prepare students to pursue education beyond their K-12th educational experience.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Celebrate Texas Generation Day.</p> <p><b>Strategy's Expected Result/Impact:</b> To prepare students for success beyond their K-5th experience through activities around career exploration.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** CANUTILLO ISD STAFF AND STUDENTS WILL BE HIGHLY EFFECTIVE AND BE WELL SUPPORTED TO INCREASE TEACHER AND STUDENT PERFORMANCE.

**Performance Objective 3:** By May 2022, DDE will attain an attendance rate of 98% or better to support students graduate on time.

**Evaluation Data Sources:** Attendance data binder including meetings with parents and follow-ups on each at risk student.

**Summative Evaluation:** Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide classroom incentives for highest attendance based on student survey.  <b>Strategy's Expected Result/Impact:</b> Improve attendance and reach 98% overall attendance  <b>Staff Responsible for Monitoring:</b> Administration, attendance committee teachers, office staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Attendance committee will review and monitor attendance and will meet with parents of those students that are not meeting mandatory attendance as needed.  <b>Strategy's Expected Result/Impact:</b> Improve attendance and reach 98% overall attendance  <b>Staff Responsible for Monitoring:</b> Administration, attendance committee teachers, office staff                      Parent Liaison                      Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 4: CANUTILLO ISD FAMILIES WILL BE ENGAGED IN A MEANINGFUL PARENT PARTNERSHIP LINKED TO THEIR CHILD'S EDUCATION.**

**Performance Objective 1:** Throughout 21-22 school year, DDE will Invite 100% of parents to instructional and parenting meetings through written notices, phone master, web page, or other form of communication and a minimum of 20 parents will attend the campus monthly meetings.

**Evaluation Data Sources:** Increased parent participation in campus activities and meetings, agendas, data attendance, and signing sheets.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct PAC monthly meetings AM and PM and facilitate communication between school (and other agencies) and families in which parents can receive and provide information and feedback on their children's instructional, health and safety needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent participation in the education of their children.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison, campus Administration and Executive Director for Student Support Division</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 3</p> <p><b>Funding Sources:</b> Parent resource room materials - 211-Title I-Part A - \$233.35, Personnel support - 211-Title I-Part A - \$30,051.14</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus will hold Title I meetings to maintain parents informed about the campus entitlements and to receive and provide feedback to them.</p> <p><b>Strategy's Expected Result/Impact:</b> Inform parents and community about the different Entitlements and how funding is used to educate and provide opportunities to their children.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison, campus Administration and Executive Director for Student Support Division</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Parents will be invited to meetings with all teachers to share strategies to help students be academically successful, pending CDC regulations pertaining to COVID-19.</p> <p><b>Strategy's Expected Result/Impact:</b> To engage parents in assisting their children to improve their academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Parent Liaison IC Administration</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> DELL for parent use - 211-Title I-Part A - \$889</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Parent Liaison will increase parent engagement and parent leadership by recruiting parents to participate in CISD district Parent PLC, volunteers, Campus CIC, Campus LPAC, and other campus committees.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide helpful information to parents and community and engage community to participate in the decision making..</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2</p> <p><b>Problem Statements:</b> Demographics 3</p> <p><b>Funding Sources:</b> Communication resources for parents - 211-Title I-Part A - \$51.22</p>	Formative			Summative
	Nov	Jan	Mar	June
No Progress       Accomplished       Continue/Modify       Discontinue				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> FERPA prevents staff members from inquiring into families' personal situations and problems. <b>Root Cause:</b> DDE has a high number of non-traditional families that are underserved, unless they reach out to the counselor or parent liaison for help.</p> <p><b>Problem Statement 3:</b> DDE staff lacks clarity as to how the parent liaison can support them in improving the academic and social emotional needs of the children. <b>Root Cause:</b> DDE did not have a parent liaison from January 2020 to January 21st 2021. The parent liaison vacancy impacted the community outreach.</p>

**Goal 4: CANUTILLO ISD FAMILIES WILL BE ENGAGED IN A MEANINGFUL PARENT PARTNERSHIP LINKED TO THEIR CHILD'S EDUCATION.**

**Performance Objective 2:** 100% of objectives and activities described in the Parenting Component of the School Support Division Action Plan will be completed by May 2022.

**Evaluation Data Sources:** Acknowledgment signing sheets

**Summative Evaluation:** Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parents will receive and acknowledge the Campus Parent Compact and Parent Policy during the first semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Inform parents about educational opportunities</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> DDE will increase community participation to include parents, grandparents, legal guardians and other family members to become involved in the education of DDE students to a maximum of 25 participants to maintain social distancing, pending CDC guidelines for COVID-19.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance sign-in sheets.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5: CANUTILLO ISD WILL CONVEY AND SHARE A POSITIVE IMAGE AND CULTURE.**

**Performance Objective 1:** Campus federal allotments will spend a minimum of 95% by the end of April 2022 to comply with federal guidelines.

**Evaluation Data Sources:** Finance Budget Reports

**Summative Evaluation:** Met Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Administrators will keep close monitoring of campus expenditures. <b>Strategy's Expected Result/Impact:</b> Utilize funding in a timely and effective manner.	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5: CANUTILLO ISD WILL CONVEY AND SHARE A POSITIVE IMAGE AND CULTURE.**

**Performance Objective 2:** By June 2022 DDE will have a minimum of 3 partners in education (PIE).

**Evaluation Data Sources:** Documentation of activities involving Partners in Education and list of partners

**Summative Evaluation:** Met Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Parent Liaison and campus counselor will involve community PIE members in meetings and school events. <b>Strategy's Expected Result/Impact:</b> Increase community involvement.	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 5: CANUTILLO ISD WILL CONVEY AND SHARE A POSITIVE IMAGE AND CULTURE.**

**Performance Objective 3:** Throughout the 2021-2022 school year, DDE will effectively utilize website contact management system, school messenger and Canutillo APP to brand DDE 's activities and create a positive image of the campus.

**Evaluation Data Sources:** Updated web page with relevant information to our parents and community.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> DDE will update campus websites on a monthly basis and will promote internal and external communication to enhance public awareness of programs and community.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased community involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Librarian / Assigned Teacher Administration/ office staff/ web manager/parent liaison</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



# State Compensatory

## Budget for Deanna Davenport Elementary School

**Total SCE Funds:** \$134,913.00

**Total FTEs Funded by SCE:** 3

### Brief Description of SCE Services and/or Programs

SCE funds are basically used to pay for salaries for at risk personnel (127,113) and for supplies to support at risk students (6,736). The at-risk personnel (one teacher and 2 aides) work with small groups or on a 1-1 basis to close the gaps for at risk students meeting their needs and providing accelerated instruction. During the 9 first weeks of school teachers identify academic, emotional, and physical needs of highly mobile, ELL, and students in need of support through the RTI/Student Study Team to provide on time interventions to close the gaps of these highly at risk populations. At Risk Aides provide support to identified at risk students in grades K-2 while Academic Tutors provide support in grades 3-5.. Students struggling in the core subjects receive additional support through READ Accelerated Instruction (Readiness Enrichment And Development) and Guided Reading and Math Instruction. SCE funds are used to provide accelerated instructional resources such as but not limited to STEMSCOPES, RAZ Plus Reading Program, ESC Learning System STAAR practice documents for Reading, Math and Science. By providing 1-1 and small group support by the at risks aides and the reading interventionist, DDE expects to close gaps for at risk students especially those resulting from COVID school closures. The campus instructional coach will maintain data records for each student served by the at risk personnel, classroom teachers, and academic tutors. The IC will monitors the progress of each student using data for every 3 weeks grading period, common assessments, Interim Assessments, BOY, MOY and EOY benchmarks. Student Study meetings are scheduled to inform parents of the progress performed by the students. Accelerated plans of instruction are kept to monitor individualized support and interventions. EOY STAAR scores: 3rd grade 70% passing in Reading and 61% in Math. 4th Grade scores 84% passing in Reading and 61% in math. 5th grade scores 92% passing in Reading, 92% passing in Math and 85% passing in Science. Data shows that our students in 3 grade struggle in reading and math while 4th grade struggles in math. Next school year support needs to be focused in 3rd grade reading and 3rd and 4th grade math.

## Personnel for Deanna Davenport Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Hilda Guzman Aguilar	Paraprofessional	1
Nallely Gonzalez	At Risk Teacher	1
Paula Clague	Paraprofessional	1

# Schoolwide and Targeted Assistance Title I Elements

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

### 1.1: Comprehensive Needs Assessment

#### Demographics Summary--

DDE is a 100% Title I campus with a non-growing community and high mobility rate. Enrollment is currently at 284 students, out of which 143 are now attending Face-to-Face instruction. The remaining students attend online. Due to COVID-19, parent volunteers have been restricted at the campus. Our current rate of in-person student attendance has been maintained at 96%. Virtual learning is not consistent in spite of the campus providing hot spots and devices for families who need technological support. Our school population declined from 320 students enrolled the previous year. Approximately fifty of those lost students transferred to Childress Elementary or EPISD schools. A great number of DDE's community families were affected economically and healthwise by the pandemic; some moved away, or moved back to Mexico. Davenport employs highly qualified teachers, and the paraprofessionals are qualified and have the required college credits. There is a high teacher retention rate. DDE just hired three new teachers undergoing teacher certification programs. Academic Tutors are assigned based on data. DDE has continued to offer professional development opportunities to all teachers through online webinars, conferences, and training. Parental involvement has been encouraged by the DDE staff due to the current situation; however, many families have been experiencing challenges in helping their children due to a lack of knowledge on how to operate devices. Our school just hired a new parent liaison who has been contacting families. The pandemic has also prevented us from offering many of the programs and enrichment activities we had last year. Robotics and Mother Daughter/Father Son are the activities that we have been able to reinstate. PLTW and PBL project based learning is offered as part of the curriculum. DDE has also been diligent in providing students with Social-Emotional lessons and support. There are strong committees such as Language Proficiency Assessment Committee (LPAC), Campus Improvement Committee (CIC), Instructional Leadership Team (ILT), Attendance Review Committee (ARC) and Positive Behavior Intervention and Supports (PBIS).

The families we serve are close to the campus, and live in very near proximity (within a two-mile radius). They know the campus well and think of it as a go-to source to meet their needs, such as counseling services, meal programs, community classes, etc. Our families also understand that DDE strives to provide the best education and resources to the members of our community.

#### Demographic Grand Totals:

African American: 2 / .71%

American Indian or Alaska Native: 1 / .35%

Hispanic/Latino: 275 / 97.17%

White: 5 / 1.77%

Female: 137

Male: 146

Grand Total: 283

#### Problem Statement

FERPA prevents staff members from inquiring into families' personal situations and problems.

#### Root Cause

DDE has a high number of non-traditional families that are underserved, unless they reach out to the counselor or parent liaison for help.

#### Problem Statement

The lack of enrichment programs targeted for the DDE community is affecting families socially and emotionally in the Westway area.

#### Root Cause

Due to the pandemic, enrichment activities such as choir, orchestra, folklorico, multicultural club, etc., have been canceled indefinitely. CDC guidelines dictate social distancing and avoidance of group gatherings.

#### Problem Statement

DDE staff lacks clarity as to how the parent liaison can support them in improving the academic and social emotional needs of the children.

#### Root Cause

DDE did not have a parent liaison from January 2020 to January 21st 2021. The parent liaison vacancy impacted the community outreach.

### **Student Academic Achievement Summary--**

COVID-19 prevented students from taking the STAAR assessments in Spring of 2020. The school was not given an academic rating due to the state being declared "State of Disaster". TAPR report from 2019-2020 displays STAAR data from the year before. Fifth grade interim assessment shows the following: Reading in English testers went from 55.79% probability of achieving Approaches Level to 58.13% when tested in Opportunity 2; Reading in Spanish testers went down from 58.57% to 46.67% probability of achieving Approaches Level. In Math in English, fifth grade students went up from 46.7% in Opportunity 1 to 68% in Opportunity 2; furthermore, Spanish testers dramatically increased their score to achieve Approaches Level from 36.57% in Opportunity 1 to 66.14% in Opportunity 2. We use unit assessments, middle of the year assessments, and program data to place students in RTI, small group instruction, and assistance from academic tutors. Many interventions are in place and students appear to be motivated to achieve at high levels. Based on the number of at-risk students, we are in need of at-risk paraprofessionals and an At-Risk teacher in order to help all students to meet or master grade level standards. Overall, DDE is a high-performing, STEM focused campus. Curriculum, Instruction & Assessment Processes have included Guided Reading and Guided Math, PLC Meetings, Common Assessments, STEM Initiatives, Science Fair, Spelling Bee, and extracurricular activities such as Robotics, Folkloric, Music and Instrument, Tennis Club, Nike Nights, and Multicultural Club. The school administration is hopeful that all these programs can be carried out again as more people are vaccinated and the pandemic is under control.

Teachers at every grade level work together to plan instruction and interventions. Weekly meetings are set aside to look at data, assessments, and other sources of information to guide instruction. Administrators are constantly looking for ways to support students and teachers towards achieving academic and instructional goals, and have been using funds to obtain

necessary resources to supplement instruction. Paraprofessionals are being trained on best practices for teaching in order to yield best results.

#### Problem Statement

Teachers cannot accurately ascertain knowledge and skills in online students, which creates challenges in providing adequate support.

#### Root Cause

Families of online learners are polarized. They either do the work for their children and give them answers to tests and independent work, or do not support/monitor the children appropriately at all.

#### Problem Statement

Based on grades, interim assessments, and I-Station reports, there is a gap in student progress for a number of online learners.

#### Root Cause

Some online students are being cared for by parents or relatives who are not trained on technology, and are therefore unable to assist them when they are having technical issues.

#### Problem Statement

Based on the campus data, there is a significant performance gap between face-to-face and online learners.

#### Root Cause

Online learning poses a greater challenge for teachers to immediately assist students in need who are online, as opposed to the ones who are attending classes in person.

### **School Processes and Programs Summary--**

Curriculum is rigorous and aligned to TEKS. Beginning, Middle, and End-of-Year assessments are being used to track student progress. Teachers are using data to adjust instruction and to form intervention groups. Teachers plan together using data. Campus programs are designed to track and report student progress. The implementation of programs and procedures in our campus is effective, despite new COVID-19 guidelines and regulations. A Weekly newsletter called Weekly Memo is sent to staff, while parents are informed through the School Messenger System, Facebook, Twitter, Seesaw, Google Classroom and home notices of upcoming events. The district has provided the community with necessary devices and Hot-Spots to carry out online learning, such as I-Pads and Macbooks. Teaching staff in grades 1-5 has been provided with Swivl tools to facilitate teaching for both online and Face-to-Face students. The campus has taken advantage of the services offered by Apple Training to provide teachers with PD on Apple devices.

Our campus works hard in closing performance gaps. DDE has a strong curriculum and strong administrative support. There is an intervention schedule to provide support for students at all grade levels throughout the school day, both online and in-person. STAAR READY time is to provide interventions, skills-building, a well-organized and established intervention time targeted for Response To Intervention/At Risk Students in order to increase student achievement.

PLC's are effective and include planning. Campus administrators highly encourage teacher growth and best instructional practices through walkthroughs and observations. Administrators are actively coaching TINAs through the Action Coaching/Santoyo framework, and new teachers are receiving mentoring through various initiatives.

Teachers have multiple sources of data such as Eduphoria that allows them to make research-based instructional decisions in order to increase student achievement. DDE is a recognized PLTW STEM school and continues to implement project based learning to the students.

Intervention programs, PLCs, and intervention supports for students are aligned with the curriculum and are data driven. All decisions made by the teaching staff are intentional, research-based, and goal-oriented.

#### Problem Statement

Students referred for comprehensive evaluations by the SPED department are not being tested in a timely manner.

#### Root Cause

There is a shortage of diagnosticians, with several campuses sharing a single one to test students.

#### Problem Statement

Students referred for comprehensive evaluations by the SPED department are not being tested in a timely manner.

#### Root Cause

The SPED department is not giving a specific window to test the referred students. Children who have been recommended have been left pending as long as a whole school year in some cases.

#### Problem Statement

Paperwork for students previously referred for comprehensive and Speech testing is often lost or not passed along in a timely fashion, causing delays in the testing process.

#### Root Cause

SPED staff is constantly changing and there is no system in place to pass along information to new staff on previous referrals.

### **Perception Summary-**

DDE has established partnerships with different organizations which have provided resources for the school community. The Westway community looks at the school as a source of engagement through various activities. Many of them are implemented virtually due to the pandemic. DDE Elementary provides extracurricular activities and community and parental engagement initiatives. There are multiple activities before and after school, Red Ribbon Week/Drug Free initiatives, NPFH, Robotics Club, College Week, and Veterans Day. Other activities and programs have been at a standstill for in-person implementation. Regardless, the school is set to provide to the community in other ways. The new parent liaison has been in contact with the community in an effort to get to know the families and their needs. She is partnering with the local Saint Patrick's church to offer COVID-19 registration to qualifying individuals. Recently, the campus provided a food pantry to needy families. The school has a meal program which has had a good turnout and benefits the children in the community. In an effort to improve safety for the campuses, the district also implemented the use of a phone app to communicate emergencies.

The DDE community is small and tight knit, which allows for school staff to offer more individualized assistance to the school stakeholders. Our parents know the office staff well and this allows for good communication between school and families. Community members view the campus as a source of assistance for many of their needs, and DDE staff is always aiming at meeting those needs. Currently, DDE administration and staff are looking for possible alternatives to the enrichment activities which have had to be put on hold due to the pandemic.

#### Problem Statement

Attendance is significantly lower in the Pre-K and Kinder grade levels, as evidenced in the Campus Percentage of Attendance report. It averages 93% vs. 96% in the rest of the grade levels.

#### Root Cause

Parents do not feel safe sending their children to school in person. Other parents at the Pre-K level do not connect their children on a daily basis or send the children to school as they perceive that they do not have to abide by the district's attendance regulations.

#### Problem Statement

Campus staff needs shared information and feedback from the parental surveys distributed by the parent liaison to better address community needs.

#### Root Cause

The parent liaison vacancy was not filled until February, 2021.

#### Problem Statement

There is a lack of parent volunteers at the campus this school year.

#### Root Cause

COVID-19 guidelines have prevented parents from participating with volunteer work at the campus for the 2020-2021 school year.

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

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

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

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

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

Focus for DDE are as follows:

1. Ensuring that the campus is a safe and secure environment for all our students and family members.
2. To increase student academic achievement for all students .
3. Professional Development is focused around campus priorities to ensure student growth.
4. To enhance student character through PBIS, NPFH, Leader in Me, and Fish Philosophy.
5. DDE will focus on 21st Century Skills through Project Base Learning and by continuing to be a distinguished Project Lead the Way Campus.
6. DDE is will build a strong relationship with our parents by creating and maintaining a welcoming atmosphere.

## 2.2: Regular monitoring and revision

CIC process

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

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

November, 2021 - January 2022 - March, 2022 - June, 2022

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Methods:

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

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

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

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

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



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

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

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

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

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

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

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

Parent engagement priorities are as follows:

- Provide Parent Advisory Council (PAC) meetings on a monthly basis- times provided in A.M and P.M to ensure parent participation. Meetings held in English and Spanish.
- Open house during the evening to inform and update parents on campus specifics.
- Ensure that we have parent participation in various school committees to include the campus improvement team (CIC)
- Parent liaison to assist parent and teachers in facilitating parent workshops .

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Helga Sepulveda	Instructional Coach	Instructional	1
Paulina Cuellar	Parent Liaison	Parent Engagement	1

# 2021-2022 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Martha Strobach	Principal
Chair	Guadalupe Montanez	Assistant Principal
Co-Chair	Helga Sepulveda	Instructional Coach
Parent	Cindy Carrillo	Business Rep.
Classroom Teacher	Vanessa Vasquez	Pre K rep
Classroom Teacher	Martha Aracely Villagrana	K teacher rep
Classroom Teacher	Marie Mendoza	1st grade rep
Classroom Teacher	Priscilla Lozano	2nd grade rep
Classroom Teacher	Jessica Valero	3rd grade rep
Classroom Teacher	Larry Spears	4th grade rep
Classroom Teacher	Edna Delgado	5th grade rep
Non-classroom Professional	Micaela Bean	Special Programs rep
Paraprofessional	Paulina Cuellar	Parent Liaison

# Campus Funding Summary

211-Title I-Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4	Personnel support		\$79,915.53
2	4	1	PLTW support		\$950.00
2	5	2			\$0.00
2	5	2			\$0.00
2	5	2			\$0.00
2	5	2			\$0.00
2	5	2			\$0.00
4	1	1	Parent resource room materials		\$233.35
4	1	1	Personnel support		\$30,051.14
4	1	3	DELL for parent use		\$889.00
4	1	4	Communication resources for parents		\$51.22
<b>Sub-Total</b>					\$112,090.24
<b>Budgeted Fund Source Amount</b>					\$115,202.00
<b>+/- Difference</b>					<b>\$3,111.76</b>
185-State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	AT Risk Personnel		\$124,130.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	2			\$0.00
2	5	2			\$0.00
2	5	2			\$0.00
2	6	2			\$0.00
<b>Sub-Total</b>					\$124,130.00
<b>Budgeted Fund Source Amount</b>					\$134,913.00
<b>+/- Difference</b>					<b>\$10,783.00</b>
<b>Grand Total Budgeted</b>					\$250,115.00

185-State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				<b>Grand Total Spent</b>	\$236,220.24
				<b>+/- Difference</b>	\$13,894.76