

**Canutillo Independent School District**  
**Jose H. Damian Elementary**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

**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.**

## 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.**

## Canutillo Ethics

*Trustworthiness in Stewardship*

*Scholar Centered*

through the 5 Pillars of teaching the WHOLE CHILD -

1. Healthy; 2. Safe; 3. Engaged; 4. Supported; 5. Challenged

7 Strengths of A Firebird:

Belonging, Curiosity, Friendship, Kindness, Confidence, Courage, and Hope

*Commitment to Service*

*Equity in Attitude*

*Honor in Conduct*

*Integrity of Character*

# Table of Contents

|  |    |
|--|----|
| Comprehensive Needs Assessment   | 5  |
| Demographics   | 5  |
| 1.4 Demographic Strengths:   | 6  |
| Student Learning   | 7  |
| 2.4 Student Academic Achievement Strengths:  | 8  |
| School Processes & Programs  | 9  |
| Perceptions  | 11 |
| Priority Problem Statements  | 12 |
| Comprehensive Needs Assessment Data Documentation  | 15 |
| Goals  | 17 |
| Goal 1: DISTRICT OPERATIONS WILL MEET CANUTILLO ISD NEEDS TO OPTIMIZE A FUNCTIONAL, SECURED AND ENGAGING LEARNING ENVIRONMENT.       | 18 |
| Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.  | 24 |
| Goal 3: CANUTILLO ISD STAFF AND STUDENTS WILL BE HIGHLY EFFECTIVE AND BE WELL SUPPORTED TO INCREASE TEACHER AND STUDENT PERFORMANCE. | 44 |
| Goal 4: CANUTILLO ISD FAMILIES WILL BE ENGAGED IN A MEANINGFUL PARENT PARTNERSHIP LINKED TO THEIR CHILD'S EDUCATION.                 | 50 |
| Goal 5: CANUTILLO ISD WILL CONVEY AND SHARE A POSITIVE IMAGE AND CULTURE.  | 53 |
| State Compensatory   | 56 |
| Budget for Jose H. Damian Elementary   | 57 |
| Personnel for Jose H. Damian Elementary  | 57 |
| Title I Schoolwide Elements  | 57 |
| ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)  | 58 |
| 1.1: Comprehensive Needs Assessment  | 58 |
| 1.4 Demographic Strengths:   | 58 |
| 1.5 Demographic needs:   | 58 |
| 2. Student Academic Achievement  | 60 |
| 2.1 Student Academic Achievement Summary:  | 60 |
| 2.2 Data Sources Reviewed:   | 60 |
| 2.3 Analysis   | 61 |
| 2.4 Student Academic Achievement Strengths:  | 61 |
| 2.5 Student Academic Achievement needs:  | 61 |
| 2.6 Problem Statements and Root Causes   | 62 |
| 3. Perceptions   | 63 |
| 3.1 Perceptions Summary:   | 63 |
| 3.2 Data Sources Reviewed:   | 63 |
| 3.3 Analysis   | 64 |
| 3.4 Perception Strengths:  | 64 |
| 3.5 Perception needs:  | 64 |

|  |    |
|--|----|
| 3.6 Problem Statements and Root Causes   | 65 |
| 4. Processes & Programs  | 66 |
| 4.1 Processes & Programs Summary:  | 66 |
| 4.2 Data Sources Reviewed:   | 66 |
| 4.3 Analysis   | 66 |
| 4.4 Processes & Programs Strengths:  | 67 |
| 4.5 Processes & Programs needs:  | 67 |
| 4.6 Problem Statements and Root Causes   | 68 |
| Committee – Self Assessment / Reflection   | 68 |
| Comments:  | 69 |
| Suggestions:   | 70 |
| COMPREHENSIVE NEEDS ASSESSMENT COMMITTEE SIGNATURES                              | 70 |
| ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)                                     | 71 |
| 2.1: Campus Improvement Plan developed with appropriate stakeholders             | 71 |
| 2.2: Regular monitoring and revision   | 71 |
| 2.3: Available to parents and community in an understandable format and language | 71 |
| 2.4: Opportunities for all children to meet State standards                      | 72 |
| 2.5: Increased learning time and well-rounded education                          | 72 |
| 2.6: Address needs of all students, particularly at-risk                         | 72 |
| ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)                                    | 73 |
| 3.1: Develop and distribute Parent and Family Engagement Policy                  | 73 |
| 3.2: Offer flexible number of parent involvement meetings                        | 73 |
| Title I Personnel  | 73 |

# 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 538 students in grades PK-5. The student ethnic distribution is 93.5% Hispanic, 0.19% Hawaiian or Pacific Islander, .56% African American, and 5.6% White. 59% of scholars are considered At Risk with more than half of the school population (63.3%) is considered economically disadvantaged with 43.3% being English Language Learners. 13.4 % of scholars have been identified with a disability and are being serviced through Special Education and 3.5% are serviced through 504.

#### Mission

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.

#### Vision

Our vision is to inspire all scholars to become inquisitive thinkers, who confidently and respectfully embrace the global challenges of the future.

#### Core Values

Please see all data points in the document link below:

<https://docs.google.com/presentation/d/1AkYltWSY66GxOKzvSCQOg79mAHJ3mqek/edit#slide=id.p1>

## **Demographics Strengths**

### **1.4 Demographic Strengths:**

Our parent liaison department works great with teachers and the community to best serve our students and families with support.

\*School wide community communication through technology.

\*Culture of belonging, community participates and is included in many of the decisions that are made.

\*Scholar first mentality that starts with administration.

\*A school that is welcoming and values everyone's strengths and a sense of belonging.

\*Teamwork

\*High expectations for students and staff

\*We are given the training and materials /support needed to teach

\*Community and welcoming everyone

\*Knowing our students needs emotionally and academically

- Provided 1:1 devices and hotspots for all students of all demographics, thereby narrowing the digital divide and providing more equitable access.
- Teachers were provided with new laptops and document cameras, as well as some Swivls.
- All classrooms will soon have mounted projectors.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** There is a need for daily SEL instruction. Due to the pandemic, students will have reduced levels of appropriate social interaction and will face various levels of previous trauma stemming from the pandemic. **Root Cause:** The pandemic has led to numerous students learning virtually at home. These students have had limited interaction with peers their own age.

**Problem Statement 2 (Prioritized):** As a campus, JDE has consistently scored in the lower half of elementary schools in Canutillo ISD based on attendance percentages. **Root Cause:** There is a lack of understanding about the importance of attending school consistently.

**Problem Statement 3 (Prioritized):** There are continuous outages and connectivity issues. This creates frustration, interrupts the teaching and learning process and wastes valuable instructional time. **Root Cause:** CISD became a 1:1 District and there is not one Instructional Technology Specialist per campus to assist with the daily issues.

**Problem Statement 4:** There is not sufficient technical support for remote scholars. **Root Cause:** Not enough IT personnel or support for 1:1 devices and remote learning.

**Problem Statement 5 (Prioritized):** The scholar-to-teacher ratio in Kindergarten Monolingual Classrooms is higher than 22:1. **Root Cause:** There is a need for individualized support in kinder classes to help increase scholar achievement.

**Problem Statement 6 (Prioritized):** Classroom items such as carpets had to be disposed of. **Root Cause:** Due to the pandemic, certain items were not being utilized (carpets) which caused them to get ruined.

# Student Learning

## Student Learning Summary

<https://docs.google.com/presentation/d/1d8ewkhNrpqBv4p87JTgnT0zr4WRd3Rhm/edit#slide=id.p1>

## Student Learning Strengths

### 2.4 Student Academic Achievement Strengths:

(Explain incomplete thought, what makes it a strength?)

Data-driven and student-centered.

\*Students adapting to their new norm.

\*Acquisition of computer skills in an age of technology

\*Student resilience has shown us that they can accomplish many diverse academic challenges.

\*Students have adapted to remote learning as well as the parents and are performing well in the areas of phonics, sight words, reading and writing. There is improvement in Istation fewer scholars are tier 3.

\*Students have been introduced to new technology that has assisted in learning

\*Student use of technical knowledge is increasing and thinking outside their norm.

The consistent FIT program, and tutoring

New Math Programs: Imagine Math, Stemsopes Math, and Waterford

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Student achievement gaps will have increased as they have limited access to scaffolding methods to bridge the gap between concrete and abstract. **Root Cause:** The covid slide has presented more issues that have never been present in education before.

**Problem Statement 2 (Prioritized):** There is a need to have more professional development on how to implement virtual concrete, pictorial to abstract teaching approach. **Root Cause:** Math needs to be taught conceptually and teachers need professional development on how to do so virtually.

**Problem Statement 3 (Prioritized):** There is not sufficient technical support for remote scholars. **Root Cause:** Not enough IT personnel or support for 1:1 devices and remote learning.

**Problem Statement 4 (Prioritized):** There is a need for supervision software. **Root Cause:** Scholars are getting distracted by other applications on the computer during class.

**Problem Statement 5 (Prioritized):** There is a need for additional supplemental intervention support to address the individual needs of scholars. **Root Cause:** The current pandemic has created deeper learning gaps across all subpopulations.

# 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.

JDE is a campus that revolves around having very specific processes for day-to-day activities to include STEM Acceleration and a very specific 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.

We have made a great effort to streamline more processes and procedures because of the new faculty and staff on campus. Those include lesson plan sequence, behavior matrix, and the involvement of Band for 5th Grade.

## School Processes & Programs Strengths

Students come first. Parents, staff and students know what our goals are.

\*Parents are proud and impressed on how Damian is dealing with our new procedures.

\*Open communication is important, demonstrated by frequent and consistent communication through a school wide standard at the classroom and school wide level.

\* Great communication with faculty, staff, scholars and parents, all stakeholders are aware of the 7th strengths and activities that the school is doing. The ideas and opinions of the teachers are heard and valued. Very positive and everyone is willing to help one another.

\*Students feel comfortable being at school and have expressed their feelings of some sort of normalcy. Parents are happy with the expectations our school implements.

Student emotional well-being is a priority during these times.

\*Students first

\*Continue to attempt ‘normalcy’ with dress-up days and other typical campus activities

\*Academic, social and emotional needs are a priority and addressed.

Student emotional well-being is a priority during these times.

\*Students first

\*Continue to attempt ‘normalcy’ with dress-up days and other typical campus activities

\*Academic, social and emotional needs are a priority and addressed.

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

**Problem Statement 1 (Prioritized):** There is a request for staff development that targets behavior management and overall mental health well-being in scholars and teachers. **Root Cause:** In August 2021, some scholars will have been out of face-to-face instruction for 1.5 years. Therefore, there will be deficiencies in social interaction and behavior management.

**Problem Statement 2 (Prioritized):** There is a need for staff development that targets teaching math and science conceptually to include the integration of writing. **Root Cause:** There has not been any professional development to increase teacher knowledge of the implementation.

**Problem Statement 3 (Prioritized):** There is a need for additional supplemental/scripted resources to address the social and emotional needs of ALL scholars. **Root Cause:** In August 2021, some scholars will have been out of face-to-face instruction for 1.5 years. Therefore, there will be deficiencies in social interaction and behavior management.

**Problem Statement 4 (Prioritized):** There is a need to revisit Balanced Literacy Strategies and Implementation. **Root Cause:** The virtual learning environment created a gap in the knowledge and implementation of the Balanced Literacy Approach to teaching ELAR/SLAR.

**Problem Statement 5 (Prioritized):** Parents have an increased need for support to address the social and emotional state of their child as well the academic need. **Root Cause:** In August 2021, some scholars will have been out of face-to-face instruction for 1.5 years. Therefore, there will be deficiencies in social interaction and behavior management.

# 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

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

Students come first. Parents, staff, and students know what our goals are.

\*Parents are proud and impressed with how Damian is dealing with our new procedures.

\*Open communication is important, demonstrated by frequent and consistent communication through a school-wide standard at the classroom and school-wide level.

\* Great communication with faculty, staff, scholars, and parents, all stakeholders are aware of the 7th strengths and activities that the school is doing. The ideas and opinions of the teachers are heard and valued. Very positive and everyone is willing to help one another.

\*Students feel comfortable being at school and have expressed their feelings of some sort of normalcy. Parents are happy with the expectations our school implements.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Student achievement gaps will have increased as they have limited access to scaffolding methods to bridge the gap between concrete and abstract. **Root Cause:** The pandemic has led to numerous students learning virtually at home. These students have limited access to different learning modalities.

**Problem Statement 2 (Prioritized):** There is a request for staff development that targets behavior management and overall mental health well-being in scholars and teachers. **Root Cause:** In August 2021, some scholars will have been out of face-to-face instruction for 1.5 years. Therefore, there will be deficiencies in social interaction and behavior management.

# Priority Problem Statements

**Problem Statement 1:** There is a need for daily SEL instruction. Due to the pandemic, students will have reduced levels of appropriate social interaction and will face various levels of previous trauma stemming from the pandemic.

**Root Cause 1:** The pandemic has led to numerous students learning virtually at home. These students have had limited interaction with peers their own age.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 4:** Student achievement gaps will have increased as they have limited access to scaffolding methods to bridge the gap between concrete and abstract.

**Root Cause 4:** The covid slide has presented more issues that have never been present in education before.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 8:** There is a request for staff development that targets behavior management and overall mental health well-being in scholars and teachers.

**Root Cause 8:** In August 2021, some scholars will have been out of face-to-face instruction for 1.5 years. Therefore, there will be deficiencies in social interaction and behavior management.

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

**Problem Statement 10:** Student achievement gaps will have increased as they have limited access to scaffolding methods to bridge the gap between concrete and abstract.

**Root Cause 10:** The pandemic has led to numerous students learning virtually at home. These students have limited access to different learning modalities.

**Problem Statement 10 Areas:** Perceptions

**Problem Statement 2:** As a campus, JDE has consistently scored in the lower half of elementary schools in Canutillo ISD based on attendance percentages.

**Root Cause 2:** There is a lack of understanding about the importance of attending school consistently.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 5:** There is a need to have more professional development on how to implement virtual concrete, pictorial to abstract teaching approach.

**Root Cause 5:** Math needs to be taught conceptually and teachers need professional development on how to do so virtually.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 9:** There is a need for staff development that targets teaching math and science conceptually to include the integration of writing.

**Root Cause 9:** There has not been any professional development to increase teacher knowledge of the implementation.

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

**Problem Statement 11:** There is a request for staff development that targets behavior management and overall mental health well-being in scholars and teachers.

**Root Cause 11:** In August 2021, some scholars will have been out of face-to-face instruction for 1.5 years. Therefore, there will be deficiencies in social interaction and behavior

management.

**Problem Statement 11 Areas:** Perceptions

**Problem Statement 3:** There are continuous outages and connectivity issues. This creates frustration, interrupts the teaching and learning process and wastes valuable instructional time.

**Root Cause 3:** CISD became a 1:1 District and there is not one Instructional Technology Specialist per campus to assist with the daily issues.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 6:** There is not sufficient technical support for remote scholars.

**Root Cause 6:** Not enough IT personnel or support for 1:1 devices and remote learning.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 14:** There is a need for additional supplemental/scripted resources to address the social and emotional needs of ALL scholars.

**Root Cause 14:** In August 2021, some scholars will have been out of face-to-face instruction for 1.5 years. Therefore, there will be deficiencies in social interaction and behavior management.

**Problem Statement 14 Areas:** School Processes & Programs

**Problem Statement 7:** There is a need for supervision software.

**Root Cause 7:** Scholars are getting distracted by other applications on the computer during class.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 15:** There is a need to revisit Balanced Literacy Strategies and Implementation.

**Root Cause 15:** The virtual learning environment created a gap in the knowledge and implementation of the Balanced Literacy Approach to teaching ELAR/SLAR.

**Problem Statement 15 Areas:** School Processes & Programs

**Problem Statement 12:** The scholar-to-teacher ratio in Kindergarten Monolingual Classrooms is higher than 22:1.

**Root Cause 12:** There is a need for individualized support in kinder classes to help increase scholar achievement.

**Problem Statement 12 Areas:** Demographics

**Problem Statement 13:** There is a need for additional supplemental intervention support to address the individual needs of scholars.

**Root Cause 13:** The current pandemic has created deeper learning gaps across all subpopulations.

**Problem Statement 13 Areas:** Student Learning

**Problem Statement 16:** Parents have an increased need for support to address the social and emotional state of their child as well the academic need.

**Root Cause 16:** In August 2021, some scholars will have been out of face-to-face instruction for 1.5 years. Therefore, there will be deficiencies in social interaction and behavior management.

**Problem Statement 16 Areas:** School Processes & Programs

**Problem Statement 17:** Classroom items such as carpets had to be disposed of.

**Root Cause 17:** Due to the pandemic, certain items were not being utilized (carpets) which caused them to get ruined.

**Problem Statement 17 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- 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
- TTESS data
- T-PESS data

#### **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

Revised/Approved: June 16, 2021

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

**Performance Objective 1:** By May 2022, JDE will increase and monitor safety and security prevention strategies to decrease the number of bullying incidents by 10%.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Office Referrals  
Counselor Referrals

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

| Strategy 1 Details  | Reviews   |   |   |   |
|---|---|---|---|---|
| <p><b>Strategy 1:</b> The counselor will deliver three targeted anti-bullying lessons to identified scholars/grade levels through discipline data.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in bullying incidents as indicated by data</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselor, Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 4, 5 - School Processes &amp; Programs 1, 3, 5 - Perceptions 2</p> | Formative   |   |   | Summative   |
|   | Nov   | Jan   | Mar   | June  |
|   |    |    |    |   |
| Strategy 2 Details  | Reviews   |   |   |   |
| <p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased School Climate<br/>Increased opportunity for scholars to be more active learners</p> <p><b>Staff Responsible for Monitoring:</b> Counselor<br/>Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>  | Formative   |   |   | Summative   |
|   | Nov   | Jan   | Mar   | June  |
|   |  |  |  |  |

| Strategy 3 Details  | Reviews   |   |   |                  |
|---|---|---|---|------------------|
| <p><b>Strategy 3:</b> Teachers will have daily morning meetings to address social and emotional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased bullying incidents<br/> Decreased behavior issues<br/> Increased socialization<br/> Increased Relationship Building</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/> Administration<br/> Support Faculty and Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 5 - School Processes &amp; Programs 1, 3, 5 - Perceptions 2</p> | <b>Formative</b>  |   |   | <b>Summative</b> |
|   | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b>  | <b>June</b>      |
|   |  |  |  |                  |
| Strategy 4 Details  | Reviews   |   |   |                  |
| <p><b>Strategy 4:</b> School Administration and the counselor will hold Monday Town Hall Meetings with all grade levels to support social-emotional learning to include parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased bullying incidents<br/> Decreased behavior issues<br/> Increased socialization<br/> Increased Relationship Building<br/> Increased Parent Involvement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/> Administration<br/> Support Faculty and Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 5 - School Processes &amp; Programs 1, 3, 5 - Perceptions 2</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  |   |   |   |                  |

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** There is a need for daily SEL instruction. Due to the pandemic, students will have reduced levels of appropriate social interaction and will face various levels of previous trauma stemming from the pandemic. **Root Cause:** The pandemic has led to numerous students learning virtually at home. These students have had limited interaction with peers their own age.

**Problem Statement 2:** As a campus, JDE has consistently scored in the lower half of elementary schools in Canutillo ISD based on attendance percentages. **Root Cause:** There is a lack of understanding about the importance of attending school consistently.

### Student Learning

**Problem Statement 1:** Student achievement gaps will have increased as they have limited access to scaffolding methods to bridge the gap between concrete and abstract. **Root Cause:** The covid slide has presented more issues that have never been present in education before.

**Problem Statement 4:** There is a need for supervision software. **Root Cause:** Scholars are getting distracted by other applications on the computer during class.

**Problem Statement 5:** There is a need for additional supplemental intervention support to address the individual needs of scholars. **Root Cause:** The current pandemic has created deeper learning gaps across all subpopulations.

### School Processes & Programs

**Problem Statement 1:** There is a request for staff development that targets behavior management and overall mental health well-being in scholars and teachers. **Root Cause:** In August 2021, some scholars will have been out of face-to-face instruction for 1.5 years. Therefore, there will be deficiencies in social interaction and behavior management.

**Problem Statement 3:** There is a need for additional supplemental/scripted resources to address the social and emotional needs of ALL scholars. **Root Cause:** In August 2021, some scholars will have been out of face-to-face instruction for 1.5 years. Therefore, there will be deficiencies in social interaction and behavior management.

**Problem Statement 5:** Parents have an increased need for support to address the social and emotional state of their child as well the academic need. **Root Cause:** In August 2021, some scholars will have been out of face-to-face instruction for 1.5 years. Therefore, there will be deficiencies in social interaction and behavior management.

### Perceptions

**Problem Statement 2:** There is a request for staff development that targets behavior management and overall mental health well-being in scholars and teachers. **Root Cause:** In August 2021, some scholars will have been out of face-to-face instruction for 1.5 years. Therefore, there will be deficiencies in social interaction and behavior management.

**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, 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 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Office Referrals  
Data Provide by Student Support Services

| Strategy 1 Details   | Reviews  |  |            |                  |
|--|--|--|------------|------------------|
| <p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase School Climate<br/>Decrease of Discipline Referrals<br/>Increased time of teaching and learning</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</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> PBIS Academy will reinforce behavior expectations and allow scholars to reflect on behavior choices.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase School Climate<br/>Decrease of Discipline Referrals<br/>Increased time of teaching and learning</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>Teachers<br/>PBIS Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> Hacking School Discipline Book - 211-Title I-Part A - 211.13.6329.00.103.30</p>         | <b>Formative</b>   |  |            | <b>Summative</b> |
|  | <b>Nov</b>   | <b>Jan</b>   | <b>Mar</b> | <b>June</b>      |
|  |  |  |            |                  |
| <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 3:** During the 2021-2022 school year, JDE will create a 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 Sources:** Survey

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

| Strategy 1 Details   | Reviews   |   |     |           |
|--|---|---|-----|-----------|
| <b>Strategy 1:</b> 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.<br><b>Strategy's Expected Result/Impact:</b> Increase safety<br><b>Staff Responsible for Monitoring:</b> Administration<br><br><b>Title I Schoolwide Elements:</b> 2.4   | 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 4:** By May 2022, JDE will increase and monitor safety and security prevention strategies to decrease the number of bullying incidents by 10%.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Office Referrals  
Counselor Referrals

| Strategy 1 Details   | Reviews   |   |     |           |
|--|---|---|-----|-----------|
| <p><b>Strategy 1:</b> JDE will have at least two NO PLACE FOR HATE activities.<br/> <b>Strategy's Expected Result/Impact:</b> Increased learning and decrease negative behavior<br/> <b>Staff Responsible for Monitoring:</b> Assistant Principal<br/><br/> <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>   | Formative   |   |     | Summative |
|  | Nov   | Jan   | Mar | June      |
|  |  |  |     |           |
| Strategy 2 Details   | Reviews   |   |     |           |
| <p><b>Strategy 2:</b> JDE will continue to implement "The 7 Strengths of A Firebird" with a monthly focus.<br/> <b>Strategy's Expected Result/Impact:</b> Increased scholar achievement and scholar attendance<br/> Decreased negative Behavior<br/> <b>Staff Responsible for Monitoring:</b> All<br/><br/> <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction<br/> <b>Problem Statements:</b> Demographics 1, 2</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> |   |   |     |           |

**Performance Objective 4 Problem Statements:**

| Demographics   |
|--|
| <p><b>Problem Statement 1:</b> There is a need for daily SEL instruction. Due to the pandemic, students will have reduced levels of appropriate social interaction and will face various levels of previous trauma stemming from the pandemic. <b>Root Cause:</b> The pandemic has led to numerous students learning virtually at home. These students have had limited interaction with peers their own age.</p> <p><b>Problem Statement 2:</b> As a campus, JDE has consistently scored in the lower half of elementary schools in Canutillo ISD based on attendance percentages. <b>Root Cause:</b> There is a lack of understanding about the importance of attending school consistently.</p> |

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

**Performance Objective 5:** Throughout 21-22 all PK, Kinder and First Grade Classrooms will effectively implement the Balanced Literacy program in a safe and positive learning environment, following up in monthly meetings.

**HB3 Goal**

**Evaluation Data Sources:** Increase student reading performance using assessment tools that is appropriate per grade level

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

| Strategy 1 Details   | Reviews   |   |     |           |
|--|---|---|-----|-----------|
| <p><b>Strategy 1:</b> PK and Kinder classrooms will receive resources for their classrooms to improve balanced literacy.</p> <p><b>Strategy's Expected Result/Impact:</b> Implement Read Aloud which is part of Balanced Literacy</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Office Manager</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 6</p> <p><b>Funding Sources:</b> Lakeshore-PreK resources - 211-Title I-Part A - 211.11.6399.00.103.30 - \$1,743.40</p> | Formative   |   |     | Summative |
|  | Nov   | Jan   | Mar | June      |
|  |  |  |     |           |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |   |   |     |           |

**Performance Objective 5 Problem Statements:**

| Demographics   |
|--|
| <p><b>Problem Statement 6:</b> Classroom items such as carpets had to be disposed of. <b>Root Cause:</b> Due to the pandemic, certain items were not being utilized (carpets) which caused them to get ruined.</p> |

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

**Performance Objective 1:** All students at Jose Damian Elementary will achieve or exceed state academic standards in reading, mathematics, writing, and science by 2021-2022 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%

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Data

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

| Strategy 1 Details   | Reviews  |  |     |           |
|--|--|--|-----|-----------|
| <p><b>Strategy 1:</b> Interventions will be provided for TIER II and TIER III scholars according to assessment data and SST meetings held BOY, MOY, EOY.</p> <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><b>Strategy's Expected Result/Impact:</b> To increase Tier I and Tier II interventions<br/>Increase in student success in all subject areas and in all sub-populations</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/>At-Risk Teacher/Aides<br/>RTI Teacher<br/>Academic Tutors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>Comprehensive Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 5 - School Processes &amp; Programs 2, 4 - Perceptions 1</p> <p><b>Funding Sources:</b> Scholastics-Dynamath &amp; etc - 211-Title I-Part A - 211.11.6299.97.103.30 - \$3,124.11, Scholastic renewal - 211-Title I-Part A - \$2,708.31, learning a-z for reading-math intervention program - 185-State Compensatory Education - \$1,048.32, Learning A-Z(Raz-Kids) - 211-Title I-Part A - 211.11.6299.00.103.30 - \$49.16, Office Depot - 211-Title I-Part A - 211.11.6399.00.103.30 - \$4,315.99</p> | Formative  |  |     | Summative |
|  | Nov  | Jan  | Mar | June      |
|  |   |   |     |           |
| Strategy 2 Details   | Reviews  |  |     |           |
| <p><b>Strategy 2:</b> 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</p> <p><b>Strategy's Expected Result/Impact:</b> To ensure that every identified/eligible student has a continuum of services provided by appropriate programs.</p> <p>Increase learning and close achievement gaps</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>At-Risk Teacher<br/>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>Comprehensive Support Strategy</b></p>   | Formative  |  |     | Summative |
|  | Nov  | Jan  | Mar | June      |
|  |  |  |     |           |

| Strategy 3 Details  | Reviews   |   |     |           |
|---|---|---|-----|-----------|
| <p><b>Strategy 3:</b> Small group targeted interventions during intercession, Saturdays, extended day and through high dosage tutoring. instruction and Saturday sessions will be provided to ensure student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Close achievement gaps<br/>Increase in student success in specified area</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - Perceptions 1</p> <p><b>Funding Sources:</b> BrainPOP-All Grades K-5th - 211-Title I-Part A - 211.11.6299.00.103.30 - \$4,146.25, TPT - 211-Title I-Part A - 211.11.6299.00.103.11 - \$11,000, Math WarmUps-2nd-5th - 211-Title I-Part A - 211.11.6399.00.103.11 - \$5,340</p> | Formative   |   |     | Summative |
|   | Nov   | Jan   | Mar | June      |
|   |  |  |     |           |
| Strategy 4 Details  | Reviews   |   |     |           |
| <p><b>Strategy 4:</b> PLC's will evaluate scholar performance data, instructional programs and intervention services.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student success in all subject areas and in all sub-populations to drive small group instruction and interventions.</p> <p><b>Staff Responsible for Monitoring:</b> Principal (3-5) Assistant Principal (K-2)</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 5 - School Processes &amp; Programs 1 - Perceptions 2</p> <p><b>Funding Sources:</b> Esperanza-AT-Risk - 211-Title I-Part A - 211.11.6399.00.103.30 - \$400.40, Accelerate Learning - 211-Title I-Part A - 211.11.6299.00.103.30 - \$2,756.25</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>  |   |   |     |           |

**Performance Objective 1 Problem Statements:**

| Demographics  |
|---|
| <p><b>Problem Statement 1:</b> There is a need for daily SEL instruction. Due to the pandemic, students will have reduced levels of appropriate social interaction and will face various levels of previous trauma stemming from the pandemic. <b>Root Cause:</b> The pandemic has led to numerous students learning virtually at home. These students have had limited interaction with peers their own age.</p> |
| Student Learning  |
| <p><b>Problem Statement 1:</b> Student achievement gaps will have increased as they have limited access to scaffolding methods to bridge the gap between concrete and abstract. <b>Root Cause:</b> The covid slide has presented more issues that have never been present in education before.</p>  |

### Student Learning

**Problem Statement 2:** There is a need to have more professional development on how to implement virtual concrete, pictorial to abstract teaching approach. **Root Cause:** Math needs to be taught conceptually and teachers need professional development on how to do so virtually.

**Problem Statement 5:** There is a need for additional supplemental intervention support to address the individual needs of scholars. **Root Cause:** The current pandemic has created deeper learning gaps across all subpopulations.

### School Processes & Programs

**Problem Statement 1:** There is a request for staff development that targets behavior management and overall mental health well-being in scholars and teachers. **Root Cause:** In August 2021, some scholars will have been out of face-to-face instruction for 1.5 years. Therefore, there will be deficiencies in social interaction and behavior management.

**Problem Statement 2:** There is a need for staff development that targets teaching math and science conceptually to include the integration of writing. **Root Cause:** There has not been any professional development to increase teacher knowledge of the implementation.

**Problem Statement 4:** There is a need to revisit Balanced Literacy Strategies and Implementation. **Root Cause:** The virtual learning environment created a gap in the knowledge and implementation of the Balanced Literacy Approach to teaching ELAR/SLAR.

### Perceptions

**Problem Statement 1:** Student achievement gaps will have increased as they have limited access to scaffolding methods to bridge the gap between concrete and abstract. **Root Cause:** The pandemic has led to numerous students learning virtually at home. These students have limited access to different learning modalities.

**Problem Statement 2:** There is a request for staff development that targets behavior management and overall mental health well-being in scholars and teachers. **Root Cause:** In August 2021, some scholars will have been out of face-to-face instruction for 1.5 years. Therefore, there will be deficiencies in social interaction and behavior management.

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

**Performance Objective 2:** By June 2022, 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. Including ELL's meeting standards at 80%.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Data  
District Data

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

| Strategy 1 Details  | Reviews   |   |     |           |
|---|---|---|-----|-----------|
| <p><b>Strategy 1:</b> Students will be progress monitored through I-station, STAR Reader, and DRA BOY, MOY, and EOY. TIER II &amp; III students will receive targeted interventions during Guided Reading and during Firebird Intervention time.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase learning<br/>Increase reading fluency and comprehension<br/>Increase scholar achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>At Risk Teacher<br/>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5</p> <p><b>Funding Sources:</b> Amazon-Reading Strategies Book Eng/Spanish - 185-State Compensatory Education - 185.11.6399.00.103.30 - \$533.76, Heinemann-Guided Reading Books - 211-Title I-Part A - 211.11.6329.00.103.30 - \$2,479.75, Webster Dictionaries-Amazon--4th Grade - 211-Title I-Part A - 211.11.6329.00.103.30 - \$1,418, Scholastic Classroom Mag-2nd-5th - 211-Title I-Part A - 211.11.6299.97.103.30 - \$2,708.31</p> | Formative   |   |     | Summative |
|   | Nov   | Jan   | Mar | June      |
|   |  |  |     |           |

| Strategy 2 Details   | Reviews   |   |     |           |
|--|---|---|-----|-----------|
| <p><b>Strategy 2:</b> Teacher in Kinder, 1st and 2nd Grade will focus on Phonemic and Phonological Awareness through specific phonics instruction using FUNdations and/or Esperanza.</p> <p><b>Strategy's Expected Result/Impact:</b> Scholars will leave grade level with a better foundation in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5</p> <p><b>Funding Sources:</b> Amazon-Reading Strategies Reading Eng/Span Books - 185-State Compensatory Education - 185.11.6329.00.103.30 - \$533.76</p> | Formative   |   |     | Summative |
|  | Nov   | Jan   | Mar | June      |
|  |  |  |     |           |
| Strategy 3 Details   | Reviews   |   |     |           |
| <p><b>Strategy 3:</b> 100% of JDE students will be required to use iStation &amp; Accelerated Reading at student reading level. Teachers will utilize priority reports to target instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Reading fluency and Comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p>   | 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>   |   |   |     |           |

**Performance Objective 2 Problem Statements:**

| Student Learning  |
|---|
| <p><b>Problem Statement 1:</b> Student achievement gaps will have increased as they have limited access to scaffolding methods to bridge the gap between concrete and abstract. <b>Root Cause:</b> The covid slide has presented more issues that have never been present in education before.</p>    |
| <p><b>Problem Statement 2:</b> There is a need to have more professional development on how to implement virtual concrete, pictorial to abstract teaching approach. <b>Root Cause:</b> Math needs to be taught conceptually and teachers need professional development on how to do so virtually.</p> |
| <p><b>Problem Statement 3:</b> There is not sufficient technical support for remote scholars. <b>Root Cause:</b> Not enough IT personnel or support for 1:1 devices and remote learning.</p>  |
| <p><b>Problem Statement 4:</b> There is a need for supervision software. <b>Root Cause:</b> Scholars are getting distracted by other applications on the computer during class.</p>   |
| <p><b>Problem Statement 5:</b> There is a need for additional supplemental intervention support to address the individual needs of scholars. <b>Root Cause:</b> The current pandemic has created deeper learning gaps across all subpopulations.</p>  |

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

**Performance Objective 3:** By June 2022, 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. Including ELL's to meet standards at 80%.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Data  
District Data

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

| Strategy 1 Details   | Reviews   |   |            |                  |
|--|---|---|------------|------------------|
| <p><b>Strategy 1:</b> All students will be assessed with ESTAR/MSTAR Universal Screener to progress monitor BOY, MOY, and EOY student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Scholar academic Success</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Funding Sources:</b> StemScope-Accelerate Learning -Math 1st &amp; 4th - 211-Title I-Part A - 211.11.6299.97.103.30, StemScope-Accelerate Learning -Math 3&amp;5th - 211-Title I-Part A - 211.11.6299.97.103.30</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> Teachers will apply DOK stem questioning as well as Depth and Complexity Strategies in Mathematics lessons to raise the rigor of instruction and provide Tier II interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Scholar academic success</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p> <p><b>Problem Statements:</b> Student Learning 1, 2</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> JDE scholars will participate in Numerical Fluency activities as well as daily math spiral lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Scholar Academic Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/>Instruction Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 2 - Perceptions 1</p> | Formative   |   |     | Summative |
|   | Nov   | Jan   | Mar | June      |
|   |  |  |     |           |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |   |   |     |           |

**Performance Objective 3 Problem Statements:**

| <b>Student Learning</b>   |
|---|
| <p><b>Problem Statement 1:</b> Student achievement gaps will have increased as they have limited access to scaffolding methods to bridge the gap between concrete and abstract. <b>Root Cause:</b> The covid slide has presented more issues that have never been present in education before.</p>  |
| <p><b>Problem Statement 2:</b> There is a need to have more professional development on how to implement virtual concrete, pictorial to abstract teaching approach. <b>Root Cause:</b> Math needs to be taught conceptually and teachers need professional development on how to do so virtually.</p>   |
| <b>School Processes &amp; Programs</b>  |
| <p><b>Problem Statement 2:</b> There is a need for staff development that targets teaching math and science conceptually to include the integration of writing. <b>Root Cause:</b> There has not been any professional development to increase teacher knowledge of the implementation.</p>   |
| <b>Perceptions</b>  |
| <p><b>Problem Statement 1:</b> Student achievement gaps will have increased as they have limited access to scaffolding methods to bridge the gap between concrete and abstract. <b>Root Cause:</b> The pandemic has led to numerous students learning virtually at home. These students have limited access to different learning modalities.</p> |

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

**Performance Objective 4:** By June 2022, 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. Including ELL's to meet standards at 80%.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Data

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

| Strategy 1 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scholar performance in Science</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</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> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scholar performance in Science</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |
| <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 5:** BY June 2022, JDE will increase the scholar attendance rate from 95.09% to 96.85% and increase teacher attendance rate by at least 2%.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Data (TAPR)

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

| Strategy 1 Details  | Reviews   |   |            |                  |
|---|---|---|------------|------------------|
| <p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Parental cooperation and understanding for the importance of scholar attendance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Attendance Clerk</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 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> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Holding parent accountable for scholar attendance will help increase attendance rate</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal<br/>Attendance Clerk<br/>Attendance Committee Members</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 2</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> JDE scholars will be provided incentives to attend school on a regular basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Scholar Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 2</p>          | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 4 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 4:</b> Attendance Posters containing Grade Level and Class Attendance will be visible in every hallway to help motivate scholars to be present daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Scholar Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal<br/>Attendance Clerk<br/>Parent Liaison</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 2</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   |                  |            |            |                  |

**Performance Objective 5 Problem Statements:**

| Demographics   |
|--|
| <p><b>Problem Statement 2:</b> As a campus, JDE has consistently scored in the lower half of elementary schools in Canutillo ISD based on attendance percentages. <b>Root Cause:</b> There is a lack of understanding about the importance of attending school consistently.</p> |

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

**Performance Objective 6:** During the 2021-2022 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.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Campus Data and Participation Reports

| Strategy 1 Details   | Reviews   |   |            |                  |
|--|---|---|------------|------------------|
| <p><b>Strategy 1:</b> 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> <p><b>Strategy's Expected Result/Impact:</b> Increased scholar learning</p> <p>College and Career Readiness</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>Teachers<br/>Acceleration Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Comprehensive Support Strategy</b></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> JDE scholars will participate in daily SEL Morning Meetings to increase their sense of belonging.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Scholar Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/>Instructional Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Perceptions 1</p>  | <b>Formative</b>  |   |            | <b>Summative</b> |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b> | <b>June</b>      |
|  |  |  |            |                  |
| <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> |   |   |            |                  |

**Performance Objective 6 Problem Statements:**

### Demographics

**Problem Statement 1:** There is a need for daily SEL instruction. Due to the pandemic, students will have reduced levels of appropriate social interaction and will face various levels of previous trauma stemming from the pandemic. **Root Cause:** The pandemic has led to numerous students learning virtually at home. These students have had limited interaction with peers their own age.

**Problem Statement 2:** As a campus, JDE has consistently scored in the lower half of elementary schools in Canutillo ISD based on attendance percentages. **Root Cause:** There is a lack of understanding about the importance of attending school consistently.

### Perceptions

**Problem Statement 1:** Student achievement gaps will have increased as they have limited access to scaffolding methods to bridge the gap between concrete and abstract. **Root Cause:** The pandemic has led to numerous students learning virtually at home. These students have limited access to different learning modalities.

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

**Performance Objective 7:** By June 2022, 100 % of JDE students will meet or exceed state grade-level expectations and be equipped to be academically successful to graduate from high school.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Data

District Data

Campus Data

| Strategy 1 Details   | Reviews  |  |     |           |
|--|--|--|-----|-----------|
| <p><b>Strategy 1:</b> JDE will provide minimum of one orientation meeting for students and parents to transition from Head start Program to our Kindergarten program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent participation and student enrollment.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>  | Formative  |  |     | Summative |
|  | Nov  | Jan  | Mar | June      |
|  |   |   |     |           |
| Strategy 2 Details   | Reviews  |  |     |           |
| <p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> To ensure students are prepared with academic readiness skills for next grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>                        | 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 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.**

**Performance Objective 8:** By May 2022, the RTI process will ensure that ALL students receive differentiated instructional support and will ensure that all proper sub-populations are identified.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Campus Data

| Strategy 1 Details   | Reviews   |   |     |           |
|--|---|---|-----|-----------|
| <p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>AT Risk Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2</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, in maintaining a highly qualified campus, anchored through TTESS, all teachers will participate in professional development opportunities that support content and curriculum development in order to improve student achievement

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Eduphoria/STRIVE

| Strategy 1 Details   | Reviews   |   |     |           |
|--|---|---|-----|-----------|
| <p><b>Strategy 1:</b> Teachers will participate in Extended PLCS with professional development opportunities, to create checkpoints, and analyze data.<br/>SPED teachers will participate for individualized planning.<br/><b>Strategy's Expected Result/Impact:</b> Increase teachers pedagogy.<br/>Increase teaching in learning<br/><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br/><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5</p>  | Formative   |   |     | Summative |
|  | Nov   | Jan   | Mar | June      |
|  |    |    |     |           |
| Strategy 2 Details   | Reviews   |   |     |           |
| <p><b>Strategy 2:</b> Teachers will participate in duty related PLC activities and in staff development to improve instructional strategies.<br/><b>Strategy's Expected Result/Impact:</b> Improved teaching and learning<br/><b>Staff Responsible for Monitoring:</b> Administration/ Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math<br/><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3, 4, 5<br/><b>Funding Sources:</b> Travel-Ms. Ramey-TCEA - 211-Title I-Part A - 211.13.6411.00.103.30 - \$1,361, Region 19-Classrm Management-Mr. Q - 211-Title I-Part A - 211.13.6499.00.103.30 - \$75</p> | Formative   |   |     | Summative |
|  | Nov   | Jan   | Mar | June      |
|  |  |  |     |           |

| Strategy 3 Details  | Reviews  |  |     |           |
|---|--|--|-----|-----------|
| <p><b>Strategy 3:</b> Teachers will look at professional development needed that aligns with their T-TESS Goals and Self-Assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teaching and learning</p> <p><b>Staff Responsible for Monitoring:</b> Administration / Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1</p> | Formative  |  |     | Summative |
|   | Nov  | Jan  | Mar | June      |
|   | <br>45% | <br>70% |     |           |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |  |  |     |           |

**Performance Objective 9 Problem Statements:**

| Demographics  |
|---|
| <p><b>Problem Statement 1:</b> There is a need for daily SEL instruction. Due to the pandemic, students will have reduced levels of appropriate social interaction and will face various levels of previous trauma stemming from the pandemic. <b>Root Cause:</b> The pandemic has led to numerous students learning virtually at home. These students have had limited interaction with peers their own age.</p> |
| Student Learning  |
| <p><b>Problem Statement 1:</b> Student achievement gaps will have increased as they have limited access to scaffolding methods to bridge the gap between concrete and abstract. <b>Root Cause:</b> The covid slide has presented more issues that have never been present in education before.</p>  |
| <p><b>Problem Statement 2:</b> There is a need to have more professional development on how to implement virtual concrete, pictorial to abstract teaching approach. <b>Root Cause:</b> Math needs to be taught conceptually and teachers need professional development on how to do so virtually.</p>   |
| <p><b>Problem Statement 3:</b> There is not sufficient technical support for remote scholars. <b>Root Cause:</b> Not enough IT personnel or support for 1:1 devices and remote learning.</p>  |
| <p><b>Problem Statement 4:</b> There is a need for supervision software. <b>Root Cause:</b> Scholars are getting distracted by other applications on the computer during class.</p>   |
| <p><b>Problem Statement 5:</b> There is a need for additional supplemental intervention support to address the individual needs of scholars. <b>Root Cause:</b> The current pandemic has created deeper learning gaps across all subpopulations.</p>  |
| School Processes & Programs   |
| <p><b>Problem Statement 1:</b> There is a request for staff development that targets behavior management and overall mental health well-being in scholars and teachers. <b>Root Cause:</b> In August 2021, some scholars will have been out of face-to-face instruction for 1.5 years. Therefore, there will be deficiencies in social interaction and behavior management.</p>                                   |

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

**Performance Objective 10:** By June 2022, 80% of JDE Scholars will be able to form constructed responses in all academic areas.

**HB3 Goal**

**Evaluation Data Sources:** EOY Multi-Subject Summative Assessment

| Strategy 1 Details  | Reviews   |   |     |           |
|---|---|---|-----|-----------|
| <p><b>Strategy 1:</b> Teachers will include Depth and Complexity strategies in their daily lesson plans to include the incorporation of constructed responses.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Academic Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/>Instructional Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 5 - School Processes &amp; Programs 2, 4</p> | Formative   |   |     | Summative |
|   | Nov   | Jan   | Mar | June      |
|   |  |  |     |           |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |   |   |     |           |

**Performance Objective 10 Problem Statements:**

| <b>Student Learning</b>   |
|---|
| <p><b>Problem Statement 1:</b> Student achievement gaps will have increased as they have limited access to scaffolding methods to bridge the gap between concrete and abstract. <b>Root Cause:</b> The covid slide has presented more issues that have never been present in education before.</p>    |
| <p><b>Problem Statement 2:</b> There is a need to have more professional development on how to implement virtual concrete, pictorial to abstract teaching approach. <b>Root Cause:</b> Math needs to be taught conceptually and teachers need professional development on how to do so virtually.</p> |
| <p><b>Problem Statement 5:</b> There is a need for additional supplemental intervention support to address the individual needs of scholars. <b>Root Cause:</b> The current pandemic has created deeper learning gaps across all subpopulations.</p>  |
| <b>School Processes &amp; Programs</b>  |
| <p><b>Problem Statement 2:</b> There is a need for staff development that targets teaching math and science conceptually to include the integration of writing. <b>Root Cause:</b> There has not been any professional development to increase teacher knowledge of the implementation.</p>           |
| <p><b>Problem Statement 4:</b> There is a need to revisit Balanced Literacy Strategies and Implementation. <b>Root Cause:</b> The virtual learning environment created a gap in the knowledge and implementation of the Balanced Literacy Approach to teaching ELAR/SLAR.</p>                         |

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

**Performance Objective 11:** Throughout 21-22 school year, all JDE Faculty will participate in at least 1 research-based learning through literature and professional development.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Scholar Achievement

| Strategy 1 Details   | Reviews   |   |     |           |
|--|---|---|-----|-----------|
| <p><b>Strategy 1:</b> JDE teachers will continue reading and participate in interactive activities of the book titled Collective Efficacy: How Educators' Beliefs Impact Student Learning (extension from 2020-2021 SY)</p> <p><b>Strategy's Expected Result/Impact:</b> Raise Teacher Self-Efficacy<br/>                     Improve Collective Efficacy<br/>                     Increase level of teaching and learning</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>                     CIC</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 255-Title II-Part A Teacher/Principal</p> | Formative   |   |     | Summative |
|  | Nov   | Jan   | Mar | June      |
|  |  |  |     |           |
| Strategy 2 Details   | Reviews   |   |     |           |
| <p><b>Strategy 2:</b> JDE Teacher will participate in a BOOK CLUB during Extended PLCs to examine Hacking School Discipline: 9 Ways To Create A Culture of Empathy &amp; Responsibility Using Restorative Justice</p> <p><b>Strategy's Expected Result/Impact:</b> Build Stronger Relationships</p>  | Formative   |   |     | Summative |
|  | Nov   | Jan   | Mar | June      |

|  |  |  |  |  |
|--|--|--|--|--|
| <p>Address SEL needs<br/>Increase Scholar Academic Achievement<br/><b>Staff Responsible for Monitoring:</b> Teachers<br/>Instruction Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools<br/><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 5 - School Processes &amp; Programs 1, 3 - Perceptions 2</p>   |  |  |  |  |
| <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> |  |  |  |  |

**Performance Objective 11 Problem Statements:**

|  |
|--|
| <b>Demographics</b>  |
| <p><b>Problem Statement 1:</b> There is a need for daily SEL instruction. Due to the pandemic, students will have reduced levels of appropriate social interaction and will face various levels of previous trauma stemming from the pandemic. <b>Root Cause:</b> The pandemic has led to numerous students learning virtually at home. These students have had limited interaction with peers their own age.</p> <p><b>Problem Statement 2:</b> As a campus, JDE has consistently scored in the lower half of elementary schools in Canutillo ISD based on attendance percentages. <b>Root Cause:</b> There is a lack of understanding about the importance of attending school consistently.</p>   |
| <b>Student Learning</b>  |
| <p><b>Problem Statement 5:</b> There is a need for additional supplemental intervention support to address the individual needs of scholars. <b>Root Cause:</b> The current pandemic has created deeper learning gaps across all subpopulations.</p>   |
| <b>School Processes &amp; Programs</b>   |
| <p><b>Problem Statement 1:</b> There is a request for staff development that targets behavior management and overall mental health well-being in scholars and teachers. <b>Root Cause:</b> In August 2021, some scholars will have been out of face-to-face instruction for 1.5 years. Therefore, there will be deficiencies in social interaction and behavior management.</p> <p><b>Problem Statement 3:</b> There is a need for additional supplemental/scripted resources to address the social and emotional needs of ALL scholars. <b>Root Cause:</b> In August 2021, some scholars will have been out of face-to-face instruction for 1.5 years. Therefore, there will be deficiencies in social interaction and behavior management.</p> |
| <b>Perceptions</b>   |
| <p><b>Problem Statement 2:</b> There is a request for staff development that targets behavior management and overall mental health well-being in scholars and teachers. <b>Root Cause:</b> In August 2021, some scholars will have been out of face-to-face instruction for 1.5 years. Therefore, there will be deficiencies in social interaction and behavior management.</p>  |

**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 June 2022, 100 % of JDE students and teachers will be provided monthly Firebirds with SEL 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.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Counselor calendar and Schedule

| Strategy 1 Details   | Reviews          |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Counselor will provide guidance lessons to all students such as Character Counts, Core Values, Bully-free, NPFH, Etiquette, Growth Mindset and Effective Habits.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase scholars self-confidence, self-esteem and sense of belonging.</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>Counselor</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> All students will participate in various student recognition activities (JDE Firebirds, with GRIT) to promote citizenship, positive behavior, and leadership skills</p> <p><b>Strategy's Expected Result/Impact:</b> Increase scholars sense of pride and leadership skills</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4</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> JDE Scholars will participate in daily SEL Morning Meetings and Monthly Town Hall Meetings to help increase their sense of belonging and social-emotional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Scholar Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/>Instructional Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1, 2 - School Processes &amp; Programs 1</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| <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>   |                  |            |            |                  |

## Performance Objective 1 Problem Statements:

### Demographics

**Problem Statement 1:** There is a need for daily SEL instruction. Due to the pandemic, students will have reduced levels of appropriate social interaction and will face various levels of previous trauma stemming from the pandemic. **Root Cause:** The pandemic has led to numerous students learning virtually at home. These students have had limited interaction with peers their own age.

**Problem Statement 2:** As a campus, JDE has consistently scored in the lower half of elementary schools in Canutillo ISD based on attendance percentages. **Root Cause:** There is a lack of understanding about the importance of attending school consistently.

### School Processes & Programs

**Problem Statement 1:** There is a request for staff development that targets behavior management and overall mental health well-being in scholars and teachers. **Root Cause:** In August 2021, some scholars will have been out of face-to-face instruction for 1.5 years. Therefore, there will be deficiencies in social interaction and behavior management.

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

**Performance Objective 2:** By May 2022, JDE will implement the PBIS model to include the No Place for Hate, 7 Strengths of a Firebird, and make a connection to the 5 tenets of Social Emotional Learning.

**Targeted or ESF High Priority**

| Strategy 1 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive - Bully Free Campus that is welcoming for the community and its scholars</p> <p><b>Staff Responsible for Monitoring:</b> PBIS team, Assistant Principal, Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.5</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> Scholars will be proactive in spreading a positive school culture by promoting the NPFH when a lesson or activity occurs.</p> <p><b>Strategy's Expected Result/Impact:</b> Bully Free Campus</p> <p><b>Staff Responsible for Monitoring:</b> Educators, PBIS and NPFH Team</p> <p><b>Title I Schoolwide Elements:</b> 2.5</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> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> By involving the community, scholars will see the importance the community plays in the positivity of their behavior.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Team &amp; 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 3:** CANUTILLO ISD STAFF AND STUDENTS WILL BE HIGHLY EFFECTIVE AND BE WELL SUPPORTED TO INCREASE TEACHER AND STUDENT PERFORMANCE.

**Performance Objective 3:** In 2021-2022, 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.

**HB3 Goal**

**Evaluation Data Sources:** Monthly lessons or topics that were addressed.

| Strategy 1 Details   | Reviews   |   |   |  |   |   |
|--|---|---|---|--|---|---|
| <b>Strategy 1:</b> 3rd, 4th and 5th Scholars will be given the opportunity to participate in Chamber Choir.<br><b>Strategy's Expected Result/Impact:</b> Leadership Opportunities<br>Fine Arts Opportunities<br><b>Staff Responsible for Monitoring:</b> Sponsors<br>Scholars<br>Parents | 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 4:** All scholars in grades K-5 will have the opportunity to participate in STEM related organizations throughout the 20-21 school year, in preparation for career and /or college readiness.

**Evaluation Data Sources:** Number of scholars who participated

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

**Performance Objective 5:** Scholars will be given the opportunity to participate in extracurricular clubs and activities.

**Evaluation Data Sources:** Scholar Attendance  
Scholar Achievement

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

**Performance Objective 1:** By June 2022, JDE will maintain a strong connection with all stakeholders in the community by providing a minimum of 4 campus events (virtually) to help meet our academic, community and fiscal goals.

**Evaluation Data Sources:** Zoom Sign-ins

| Strategy 1 Details   | Reviews   |   |            |                  |
|--|---|---|------------|------------------|
| <p><b>Strategy 1:</b> JDE will hold an Entitlement Review meeting in September to inform parents about Title 1 and other entitlements.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Parent Involvement and know how their children may benefit from these programs</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>Parent Liaison</p> <p><b>Title I Schoolwide 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> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Parent Involvement<br/>Increased scholar learning</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>Parent Liaison<br/>Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</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 June JDE leadership will provide 4 events to recognize/celebrate all employees to positively impact the working environment ensuring scholar success.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased School Climate</p>   | <b>Formative</b>  |   |            | <b>Summative</b> |
|  | <b>Nov</b>  | <b>Jan</b>  | <b>Mar</b> | <b>June</b>      |

Staff Responsible for Monitoring: Administration

Title I Schoolwide Elements: 2.4



No Progress

Accomplished

Continue/Modify

Discontinue

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

**Performance Objective 2:** All parents will receive a minimum of monthly communication through several means in order to inform them of what is occurring on campus throughout 21-22 school year.

**Evaluation Data Sources:** Monthly samples of communication

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Administration, teachers and PTO will send out monthly newsletters &amp; calendar of events to parents to inform them of important dates and information.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent participation</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>PTO</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Administration and teachers will update school website on at least a quarterly basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent and community participation</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>JDE Receptionist</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <p><b>Strategy 3:</b> Parent Compact, Parent Involvement Policy and Campus Improvement Plan will be made available to parents through various means and locations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent participation</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</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 5: CANUTILLO ISD WILL CONVEY AND SHARE A POSITIVE IMAGE AND CULTURE.**

**Performance Objective 1:** By May 2022, 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 Sources:** Financial Reports

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

| Strategy 1 Details   | Reviews   |   |     |           |
|--|---|---|-----|-----------|
| <p><b>Strategy 1:</b> JDE Office Manager and Administration will attend district Finance trainings to adhere to budget expenditure procedures and deadlines.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide materials in a timely manner for classroom use.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Office Manager</p> <p><b>Comprehensive Support Strategy</b></p>  | Formative   |   |     | Summative |
|  | Nov   | Jan   | Mar | June      |
|  |  |  |     |           |
| <p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p> |   |   |     |           |

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

**Performance Objective 2:** By May of 2022, there will be a minimum of 10 posts on social media promoting students, staff programs, and community.

**Evaluation Data Sources:** Twitter Account  
Facebook Account

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

| Strategy 1 Details  | Reviews   |   |     |           |
|---|---|---|-----|-----------|
| <p><b>Strategy 1:</b> 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.</p> <p>Teachers will be encouraged to set up CLASS DOJO to improve communication with parents</p> <p><b>Strategy's Expected Result/Impact:</b> Increase School Climate and perceptions</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>Staff<br/>Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> | Formative   |   |     | Summative |
|   | Nov   | Jan   | Mar | June      |
|   |  |  |     |           |
| <p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>  |   |   |     |           |

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

**Performance Objective 3:** By May 2022, JDE will create at least two new partnerships with businesses within our city or community.

**Evaluation Data Sources:** Lists of partnerships

| Strategy 1 Details   | Reviews   |   |     |           |
|--|---|---|-----|-----------|
| <p><b>Strategy 1:</b> JDE will seek and develop Partners in Education to support campus initiatives and enrich student learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive community impact on school climate and instruction</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 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 Jose H. Damian Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE: 4**

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

|  |
|--|
|  |
|--|

## Personnel for Jose H. Damian Elementary

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

# Title I Schoolwide Elements

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

### 1.1: Comprehensive Needs Assessment

### 1.4 Demographic Strengths:

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

Our parent liaison department works great with teachers and the community to best serve our students and families with support.

\*School wide community communication through technology.

\*Culture of belonging, community participates and is included in many of the decisions that are made.

\*Scholar first mentality that starts with administration.

\*A school that is welcoming and values everyone's strengths and a sense of belonging.

\*Teamwork

\*High expectations for students and staff

\*We are given the training and materials /support needed to teach

\*Community and welcoming everyone

\*Knowing our students needs emotionally and academically

- Provided 1:1 devices and hotspots for all students of all demographics, thereby narrowing the digital divide and providing more equitable access.
- Teachers were provided with new laptops and document cameras, as well as some Swivls.
- All classrooms will soon have mounted projectors.

### 1.5 Demographic needs:

Step 1: List all identified in the data as problem statements

Step 2: Number the needs in order of priority with #1 being the most important

Step 3: After reviewing the needs identified in all areas, determine how

Many of the demographics needs will be addressed in this year's improvement plan. Remember, not every need can be addressed. Prioritizing is important 1

### 1.6 Problem Statements and Root Causes

#### DEMOGRAPHIC NEEDS ARE INDICATED THROUGH PROBLEM STATEMENTS

Problem Statement:

Describe a problem in one sentence or phrase. Use who, what, when, where. Use facts and data. Do not include opinion, nor a solution, nor a cause or jargon.

Root Cause:

The underlying factor or condition that creates the problem and that, if addressed, would eliminate or dramatically alleviate the problem. Describe root cause in one sentence or phrase without assigning blame or causing harm to any person or group.

#### WRITTEN PROBLEM STATEMENTS

#### PRIORITIZE BY #

#### BUDGET AMT. TO ADDRESS PROBLEM

Problem Statement:

There is a need for daily SEL instruction. Due to the pandemic, students will have reduced levels of appropriate social interaction and will face various levels of previous trauma stemming from the pandemic.

Root Cause:

The pandemic has led to numerous students learning virtually at home. These students have had limited interaction with peers their own age.

Problem Statement:

As a campus, JDE has consistently scored in the lower half of elementary schools in Canutillo ISD based on attendance percentages.

Root Cause:

There is a lack of understanding about the importance of attending school consistently.

Problem Statement:

There are continuous outages and connectivity issues. This creates frustration, interrupts the teaching and learning process and wastes valuable instructional time.

Root Cause:

CISD became a 1:1 District and there is not one Instructional Technology Specialist per campus to assist with the daily issues.

211:\$ Click or tap here to enter text.

80 Morning Meeting Ideas by Carol Davis.

Hacking School Discipline by Nathan Maynard and Brad Weinstein

199:\$ Click or tap here to enter text.

211:\$ Click or tap here to enter text.

185:\$ Click or tap here to enter text.

255:\$ Click or tap here to enter text.

**WRITTEN PROBLEM STATEMENTS**

**PRIORITIZE BY #**

**BUDGET AMT. TO ADDRESS PROBLEM**

Problem Statement:

There is not sufficient technical support for remote scholars.

Root Cause:

Not enough IT personnel or support for 1:1 devices and remote learning.

1

## 2. Student Academic Achievement

### 2.1 Student Academic Achievement Summary:

See Attached.

### 2.2 Data Sources Reviewed:

Potential Data Sources: Data from 3-5 years for pattern.

CLICK (X) ALL DATA THAT WAS USED FOR COMPREHENSIVE NEEDS ASSESSMENTS

- **504 STUDENTS**
- ABSENCE RATES
- ACCELERATED INSTRUCTION
- AT RISK -CATEGORIES
- BENCHMARKS
- BILINGUAL STUDENTS
- COMMON ASSESSMENTS
- CTE
- FAILING RATE
- FOSTER CARE/ MILITARY
- G/T STUDENTS

- **INTERVENTION PROGRAMS  
LISTS**
- MIGRANT STUDENTS
- PBMAS
- PROMOTION RATES
- REPORT CARDS
- RETENTION RATES
- RTI STUDENTS
- SAT/ACT/PSAT RESULTS
- STAAR ASSESSMENTS
- STUDENT WORK
- TELPAS

- **504 STUDENTS**
- GRADUATION, COMPLETION, DROPOUT, AND GED RATES;  
DIPLOMA TYPES
- GROWTH RATES
- HOMELESS

- **INTERVENTION PROGRAMS  
LISTS**
- WALKTHROUGH DATA
- OTHER

If “Other” was selected, please briefly describe:

Click or tap here to enter text.

## 2.3 Analysis

If we want to get different results, we have to change the processes that create results.

- Victoria Bernhardt

## 2.4 Student Academic Achievement Strengths:

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

Data driven and student centered.

\*Students adapting to their new norm.

\*Acquisition of computer skills in an age of technology

\*Student resilience has shown us that they can accomplish many diversful academic challenges.

\*Students have adapted to remote learning as well as the parents and are performing well in the areas of phonics, sight words, reading and writing. There is improvement in Istation less scholars are tier 3.

\*Students have been introduced to new technology that has assisted in learning

\*Student use of technology knowledge is increasing and thinking outside their norm.

Consistent FIT program, and tutoring

New Math Programs: Imagine Math, Stemsscopes Math and Waterford

## 2.5 Student Academic Achievement needs:

Step 1: List all identified in the data as problem statements

Step 2: Number the needs in order of priority with #1 being the most important

Step 3: After reviewing the needs identified in all areas, determine how

Many of the demographics needs will be addressed in this year's improvement plan. Remember, not every need can be addressed. Prioritizing is important

## 2.6 Problem Statements and Root Causes

STUDENT ACADEMIC NEEDS ARE INDICATED THROUGH PROBLEM STATEMENTS

Problem Statement:

Describe a problem in one sentence or phrase. Use who, what, when, where. Use facts and data. Do not include opinion, nor a solution, nor a cause or jargon.

Root Cause:

The underlying factor or condition that creates the problem and that, if addressed, would eliminate or dramatically alleviate the problem. Describe root cause in one sentence or phrase without assigning blame or causing harm to any person or group.

| WRITTEN PROBLEM STATEMENTS   | PRIORITIZE BY #                  | BUDGET AMT. TO ADDRESS PROBLEM          |
|--|----------------------------------|---|
| Problem Statement:   |                                  | 199:\$ Click or tap here to enter text. |
| Student achievement gaps will have increased as they have limited access to scaffolding methods to bridge the gap between concrete and abstract. | Click or tap here to enter text. | 211:\$ Click or tap here to enter text. |
| Root Cause:  |                                  | 185:\$ Click or tap here to enter text. |
| The covid slide has presented more issues that have never been present in education before.  |                                  | 255:\$ Click or tap here to enter text. |
| Problem Statement:   |                                  | 199:\$ Click or tap here to enter text. |
| There is a need to have more professional development on how to implement virtual concrete, pictorial to abstract teaching approach.             | Click or tap here to enter text. | 211:\$ Click or tap here to enter text. |
| Root Cause:  |                                  | 185:\$ Click or tap here to enter text. |
| Math needs to be taught conceptually and teachers need professional development on how to do so virtually.                                       |                                  | 255:\$ Click or tap here to enter text. |

### WRITTEN PROBLEM STATEMENTS

Problem Statement:

There is not sufficient technical support for remote scholars.

Root Cause:

Not enough IT personnel or support for 1:1 devices and remote learning.

Problem Statement:

There is a need for supervision software.

Root Cause:

Scholars are getting distracted by other applications on the computer during class.

### PRIORITIZE BY #

Click or tap here to enter text.

Click or tap here to enter text.

### BUDGET AMT. TO ADDRESS PROBLEM

199:\$ Click or tap here to enter text.

211:\$ Click or tap here to enter text.

185:\$ Click or tap here to enter text.

255:\$ Click or tap here to enter text.

199:\$ Click or tap here to enter text.

211:\$ Click or tap here to enter text.

185:\$ Click or tap here to enter text.

255:\$ Click or tap here to enter text.

## 3. Perceptions

### 3.1 Perceptions Summary:

How do we do business? Culture, Climate, Values, Beliefs.

Click or tap here to enter text.

### 3.2 Data Sources Reviewed:

Potential Data Sources: Data from 3-5 years for pattern.

CLICK (X) ALL DATA THAT WAS USED FOR COMPREHENSIVE NEEDS ASSESSMENTS

- **AGENCIES**
- BULLYING REPORTS
- CAMPUS ACTIVITIES
- COMMUNICATION MODES
- COMMUNITY PARTICIPATION
- DAEP REFERRALS
- DISCIPLINE REPORTS

- **PARENT PARTICIPATIONS**
- PARENT SURVEYS
- PARENT VOLUNTEERS
- PARTNERS IN EDUCATION
- PBIS REPORTS
- REFERRALS
- SAFETY AUDITS

- **AGENCIES**
- GRADUATION, COMPLETION, DROPOUT, AND GED RATES
- OHI
- PARENT EVALUATIONS
- PARENT EVENTS

- **PARENT PARTICIPATIONS**
- STAFFING/ROSTERS/SCHEDULES
- STUDENT SURVEYS
- TEACHER SURVEYS
- OTHER

If “Other” was selected, please briefly describe:

Click or tap here to enter text.

### 3.3 Analysis

If we want to get different results, we have to change the processes that create results.

- Victoria Bernhardt

### 3.4 Perception Strengths:

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

Students come first. Parents, staff and students know what our goals are.

\*Parents are proud and impressed on how Damian is dealing with our new procedures.

\*Open communication is important, demonstrated by frequent and consistent communication through a school wide standard at the classroom and school wide level.

\* Great communication with faculty, staff, scholars and parents, all stakeholders are aware of the 7th strengths and activities that the school is doing. The ideas and opinions of the teachers are heard and valued. Very positive and everyone is willing to help one another.

\*Students feel comfortable being at school and have expressed their feelings of some sort of normalcy. Parents are happy with the expectations our school implements.

### 3.5 Perception needs:

Step 1: List all identified in the data as problem statements

Step 2: Number the needs in order of priority with #1 being the most important

Step 3: After reviewing the needs identified in all areas, determine how

Many of the demographics needs will be addressed in this year's improvement plan. Remember, not every need can be addressed. Prioritizing is important

### 3.6 Problem Statements and Root Causes

#### PERCEPTION NEEDS ARE INDICATED THROUGH PROBLEM STATEMENTS

Problem Statement:

Describe problem in one sentence or phrase. Use who, what, when, where. Use facts and data. Do not include opinion, nor a solution, nor a cause or jargon.

Root Cause:

The underlying factor or condition that creates the problem and that, if addressed, would eliminate or dramatically alleviate the problem. Describe root cause in one sentence or phrase without assigning blame or causing harm to any person or group.

| WRITTEN PROBLEM STATEMENTS   | PRIORITIZE BY #                  | BUDGET AMT. TO ADDRESS PROBLEM          |
|--|----------------------------------|---|
| <p>Problem Statement:</p> <p>Student achievement gaps will have increased as they have limited access to scaffolding methods to bridge the gap between concrete and abstract.</p> <p>Root Cause:</p> <p>The pandemic has led to numerous students learning virtually at home. These students have limited access to different learning modalities.</p>                                   |                                  |   |
| <p>Problem Statement:</p> <p>There is a request for staff development that targets behavior management and overall mental health well-being in scholars and teachers.</p> <p>Root Cause:</p> <p>In August for 2021, some scholars will have been out of face-to-face instruction for 1.5 years. Therefore, there will be deficiencies in social interaction and behavior management.</p> |                                  |   |
|  | Click or tap here to enter text. | 199:\$ Click or tap here to enter text. |
|  | Click or tap here to enter text. | 211:\$ Click or tap here to enter text. |
|  | Click or tap here to enter text. | 185:\$ Click or tap here to enter text. |
|  | Click or tap here to enter text. | 255:\$ Click or tap here to enter text. |
|  | Click or tap here to enter text. | 199:\$ Click or tap here to enter text. |
|  | Click or tap here to enter text. | 211:\$ Click or tap here to enter text. |
|  | Click or tap here to enter text. | 185:\$ Click or tap here to enter text. |
|  | Click or tap here to enter text. | 255:\$ Click or tap here to enter text. |

## 4. Processes & Programs

### 4.1 Processes & Programs Summary:

How do we do business? What are our procedures, methods and practices?

Click or tap here to enter text.

### 4.2 Data Sources Reviewed:

Potential Data Sources: Data from 3-5 years for pattern.

CLICK (X) ALL DATA THAT WAS USED FOR COMPREHENSIVE NEEDS ASSESSMENTS

- | <b>CAMPUS &amp; DISTRICT GOALS</b>  | <b>SCHOOL MAPS/ EOP</b>  |
|---|--|
| <ul style="list-style-type: none"><li>• COLLEGE CAREER READINESS STANDARDS</li><li>• DUTY ROSTERS</li><li>• ELPS</li><li>• GRADUATION, COMPLETION, DROPOUT, AND GED RATES</li><li>• HORIZONTAL / VERTICAL TEAMS (LIST)</li><li>• LIST OF ASSESSMENTS</li><li>• LISTS OF TECHNOLOGY TRAINING FOR TEACHERS /PARENTS</li><li>• LISTS ON TYPES OF DATA</li><li>• MASTER SCHEDULE</li><li>• PLCS</li><li>• PROGRAMS BEFORE /AFTER SCHOOL SCHEDULES FOR ASSISTANTS</li><li>• SCHEDULES FOR TEACHERS</li></ul> | <ul style="list-style-type: none"><li>• SLO'S</li><li>• SPECIAL PROGRAMS SCHEDULES</li><li>• STATE ASSESSMENTS</li><li>• TECHNOLOGY INVENTORY FOR TEACHERS /STUDENTS/PARENTS</li><li>• TECHNOLOGY PLAN</li><li>• TEKS</li><li>• TRANSITIONING PROCESS</li><li>• TTESS</li><li>• WALKTHROUGHS</li><li>• YEAR AT A GLANCE/ IFD'S</li><li>• OTHER</li></ul> |

If “Other” was selected, please briefly describe:

Click or tap here to enter text.

### 4.3 Analysis

If we want to get different results, we have to change the processes that create results.

- Victoria Bernhardt

#### **4.4 Processes & Programs Strengths:**

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

Students come first. Parents, staff and students know what our goals are.

\*Parents are proud and impressed on how Damian is dealing with our new procedures.

\*Open communication is important, demonstrated by frequent and consistent communication through a school wide standard at the classroom and school wide level.

\* Great communication with faculty, staff, scholars and parents, all stakeholders are aware of the 7th strengths and activities that the school is doing. The ideas and opinions of the teachers are heard and valued. Very positive and everyone is willing to help one another.

\*Students feel comfortable being at school and have expressed their feelings of some sort of normalcy. Parents are happy with the expectations our school implements.

Student emotional well-being is a priority during these times.

\*Students first

\*Continue to attempt 'normalcy' with dress up days and other typical campus activities

\*Academic, social and emotional needs are a priority and addressed.

Student emotional well-being is a priority during these times.

\*Students first

\*Continue to attempt 'normalcy' with dress up days and other typical campus activities

\*Academic, social and emotional needs are a priority and addressed.

#### **4.5 Processes & Programs needs:**

Step 1: List all identified in the data as problem statements

Step 2: Number the needs in order of priority with #1 being the most important

Step 3: After reviewing the needs identified in all areas, determine how

Many of the demographics needs will be addressed in this year's improvement plan. Remember, not every need can be addressed. Prioritizing is important

## 4.6 Problem Statements and Root Causes

PROCESSES & PROGRAMS ARE INDICATED THROUGH PROBLEM STATEMENTS

Problem Statement:

Describe a problem in one sentence or phrase. Use who, what, when, where. Use facts and data. Do not include opinion, nor a solution, nor a cause or jargon.

Root Cause:

The underlying factor or condition that creates the problem and that, if addressed, would eliminate or dramatically alleviate the problem. Describe root cause in one sentence or phrase without assigning blame or causing harm to any person or group.

| WRITTEN PROBLEM STATEMENTS   | PRIORITIZE BY # | BUDGET AMT. TO ADDRESS PROBLEM          |
|--|-----------------|---|
| Problem Statement:   |                 |   |
| There is a request for staff development that targets behavior management and overall mental health well-being in scholars and teachers.   | 1               | 255:\$ Click or tap here to enter text. |
| Root Cause:  |                 |   |
| In August 2021, some scholars will have been out of face-to-face instruction for 1.5 years. Therefore, there will be deficiencies in social interaction and behavior management. |                 |   |
| Problem Statement:   |                 |   |
| There is a request for staff development that targets teaching math and science virtually.   | 2               | 255:\$ Click or tap here to enter text. |
| Root Cause:  |                 |   |
| There has not been any professional development.   |                 |   |

## Committee – Self Assessment / Reflection

Please complete the self-assessment - your feedback is valuable to us and is appreciated. We are committed to continual improvement and suggestions will be considered for our annual process of our CAN.

(Please mark the selection by leaving the “X”, on the desired spot. Remove all others)

| <b>Description:</b>   | <b>Excellent</b> | <b>Good</b> | <b>Neutral</b> | <b>Fair</b> | <b>Poor</b> |
|---|------------------|-------------|----------------|-------------|-------------|
| The data and collaborative effort was beneficial in providing campus strengths and needs. | X                | X           | X              | X           | X           |
| The Comprehensive Needs Assessment process provided new information about our campus      | X                | X           | X              | X           | X           |
| The process was organized and focused on topic  | X                | X           | X              | X           | X           |
| Comprehensive Data was relevant and available pertaining to our topic                     | X                | X           | X              | X           | X           |

**Comments:**

What was most beneficial about the C.N.A process? Why?

I believe that the most beneficial of the C.N.A process is that teachers are given the opportunity to collaborate with one another and voice their opinions and make suggestions as to what will help improve our school and scholars. Teachers are given the opportunity to voice their concerns and recommend ideas that will benefit our school community.

The most beneficial thing about the process is that everyone collaborated on the plan. Every teacher had the opportunity to voice their thoughts and together we made a solid plan to improve.

Every teacher had a voice in the process

Teacher's actively engaged in discussions and voiced their opinions

The most beneficial of the C.N.A process is that everyone was able to collaborate and express their opinions. I also like how it was actually a process and it was done in more than one meeting in order for us to really dig deep and reflect on ways to improve our school and help our scholars.

How is our organization better as a result of this process?

Communication and input from other teachers and dialog happened on the strengths and weaknesses

Our organization is better because of the opportunity to collaborate and communicate our opinions and our suggestions. Every teacher has the opportunity to be part of the C.N.A process and the process is completed over several meetings.

Our organization is better as a result of this process because we pay close attention to what our campus needs at the moment and collaborate with each other to improve our well being as a school community.

We are better as a result of this process because everyone is a stakeholder of the plan. In addition, we as a whole are better able to see the needs of our campus than any one of us could.

Teachers felt heard and that helped to bring teachers together as we discussed strengths and weaknesses along with root causes.

Our organization is better because we actually were able to communicate, collaborate, and reflect on our strengths and weaknesses as a whole campus and not just leaving it all for a few to complete.

**Suggestions:**

What could we improve?

There are always teachers that stay quiet and do not have a lot to say. We could make the plan better if every single person collaborated.

## **COMPREHENSIVE NEEDS ASSESSMENT COMMITTEE SIGNATURES**

Initials in the box(es) below followed by my signature confirm that I served on that campus needs assessment data review sub-committee and agree with the school wide prioritized needs.

Legend:

1 = Demographics

2 = Student Academic Achievement

3 = Perceptions

4 = Process and Programs

(Please mark the selection by leaving the “X”, on the desired spot. Remove all others)

| Area 1 | Area 2 | Area 3 | Area 4 | Print Name           | Initial | Role                 | Date      |
|--------|--------|--------|--------|----------------------|---------|----------------------|-----------|
| x      | x      | x      | x      | Jessica A. Hernandez | JAH     | Kindergarten Teacher | 3/22/2021 |
| x      | x      | x      | x      | Jesus O. Barba       | JOB     | Principal            | 3/22/2021 |
| x      | x      | x      | x      | Elvia L. Truong      | ELT     | Third grade teacher  | 3/22/2021 |
| x      | x      | x      | x      | Jessica L. Britton   | JLB     | Pre-K Teacher        | 3/22/2021 |
| x      | x      | x      | x      | Chelsea Anchieta     | CA      | School Counselor     | 3/22/2021 |
| x      | x      | x      | x      | Heather Parra        | HJP     | Librarian            | 3/22/2021 |
| x      | x      | x      | x      | Janeth Plaza         | JP      | 4th Grade Teacher    | 3/22/21   |
| x      | x      | x      | x      | Heather T. Atherton  | HTA     | 1st grade teacher    | 3/22/21   |
| x      | x      | x      | x      | Jessica Aramburu     | JRA     | At Risk Teacher      | 3/22/21   |
| x      | x      | x      | x      | Melissa Fernandez    | MF      | At Risk Teacher      | 3/22/21   |
| x      | x      | x      | x      | Carolina Villa       | CV      | Parent               | 3/22/21   |

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

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

JDE Campus Improvement Plan is aligned with our Comprehensive Needs Assessment, addresses HB4545, HB3, and the COVID Slide.

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

Scholar progress Monitoring is done every 9 weeks.

CIC revisits CIP MONTHLY.

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

All meetings are in person and via ZOOM.

All meetings and documentation are in both English and Spanish.

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

We have the following programs:

Firebird Intervention Time (Tier 2 Interventions)

Academic Tutors

Acceleration Teachers

After School/Saturday Instruction

Scholar Study Teams

Response to Intervention

Intensive Data Analysis (Re-teach Road Maps are created)

Guided Reading (Small Group Instruction)

Guided Math (Small Group Instruction)

Intensive Lesson Planning to Include Depth and Complexity Strategies

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

Firebird Intervention Time (Tier 2 Interventions)

Academic Tutors

Acceleration Teachers

After School/Saturday Instruction

Scholar Study Teams

Response to Intervention

Intensive Data Analysis (Re-teach Road Maps are created)

Guided Reading (Small Group Instruction)

Guided Math (Small Group Instruction)

Intensive Lesson Planning to Include Depth and Complexity Strategies

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

Firebird Intervention Time (Tier 2 Interventions)

Academic Tutors

Acceleration Teachers

After School/Saturday Instruction

Scholar Study Teams

Response to Intervention

Intensive Data Analysis (Re-teach Road Maps are created)

Guided Reading (Small Group Instruction)

Guided Math (Small Group Instruction)

Intensive Lesson Planning to Include Depth and Complexity Strategies

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

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

Parent and Family Engagement Policy has been developed with Parent Advisory Council and has been distributed to all parents electronically and in a hard copy.

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

Meetings are held in person (AM) and via Zoom (pm).

# 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 I Reading Program | 1          |