

**Canutillo Independent School District**  
**Jose Damian Elementary School**  
**2017-2018 Campus Improvement Plan**



# Mission Statement

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

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

Develop an international/intercultural understanding and respect, and

Foster positive attitudes and integrity.

# Vision

Our Vision at Jose H. Damian Elementary is to inspire all students to become inquisitive thinkers,

who confidently and respectfully embrace the global challenges of the future.

# Core Beliefs

Culture of Excellence

Student Centered

High Expectations

Accountability

# Transparency

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

School Population (2016 - 2017 Fall PEIMS file loaded 06/20/2017) Count Percent

Student Total	<a href="#">511</a>	100%
Early Education Grade	<a href="#">24</a>	4.70%
Pre-Kindergarten Grade	<a href="#">52</a>	10.18%
Kindergarten Grade	<a href="#">72</a>	14.09%
1st Grade	<a href="#">70</a>	13.70%
2nd Grade	<a href="#">69</a>	13.50%
3rd Grade	<a href="#">68</a>	13.31%
4th Grade	<a href="#">88</a>	17.22%
5th Grade	<a href="#">68</a>	13.31%

Student Demographics (2016 - 2017 Fall PEIMS file loaded 06/20/2017) Count Percent

Gender		
Female	<a href="#">229</a>	44.81%
Male	<a href="#">282</a>	55.19%

Ethnicity

Hispanic-Latino	<a href="#">481</a>	94.13%
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Race

American Indian - Alaskan Native	<a href="#">1</a>	0.20%
Asian	<a href="#">6</a>	1.17%
Black - African American	<a href="#">2</a>	0.39%
Native Hawaiian - Pacific Islander	<a href="#">1</a>	0.20%
White	<a href="#">19</a>	3.72%
Two-or-More	<a href="#">1</a>	0.20%

Special Services (2016 - 2017 Fall PEIMS file loaded 06/20/2017) Count Percent

Top Primary Disabilities

Speech impairment	<a href="#">32</a>	44.00%
Autism	<a href="#">17</a>	23.00%
Learning disability	<a href="#">16</a>	22.00%
Other health impairment	<a href="#">4</a>	5.00%

Instructional Settings

Speech Therapy code (00)	<a href="#">25</a>	34.72%
Home bound code (01)	0	0.00%
Hospital Class code (02)	0	0.00%
Mainstream code (40)	<a href="#">2</a>	2.78%
Resource Room codes (41,42)	<a href="#">21</a>	29.17%
VAC code (08)	0	0.00%
Off Home Campus codes (91,92,93,94,95,96,97,98)	0	0.00%
State School code (30)	0	0.00%
Residential Care codes (81,82,83,84,85,86,87,88,89)	0	0.00%
Self-Contained codes (43,44)	<a href="#">16</a>	22.22%
Full-Time Early Childhood code (45)	<a href="#">8</a>	11.11%

Student by Program (2016 - 2017 Fall PEIMS file loaded 06/20/2017) Count Percent

Bilingual	<a href="#">187</a>	36.59%
English as a Second Language (ESL)	<a href="#">2</a>	0.39%
Career and Technical Education (CTE)	0	0.00%
Free Lunch Participation	<a href="#">237</a>	46.38%
Reduced Lunch Participation	<a href="#">77</a>	15.07%
Other Economically Disadvantaged	0	0.00%
Gifted & Talented	<a href="#">45</a>	8.81%
Special Education (SPED)	<a href="#">72</a>	14.09%
Title 1 Participation	<a href="#">511</a>	100.00%
Dyslexia	0	0.00%

## Homeless Statuses

Homeless Status Total	<u>6</u>	1.17%
Shelter	0	0.00%
Doubled Up	<u>6</u>	1.17%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

## Other Student Information (2016 - 2017 Fall PEIMS file loaded 06/20/2017) Count Percent

At-Risk	<u>265</u>	51.86%
Economically Disadvantaged	<u>314</u>	61.45%
Title I Homeless(*Special Notes*)	0	0.00%
Immigrant	<u>7</u>	1.37%
Limited English Proficient (LEP)	<u>160</u>	31.31%
Migrant	<u>1</u>	0.20%
Military Connected	<u>35</u>	6.85%
Foster Care	<u>4</u>	0.78%
CTE Single Parent/Pregnant Teen	0	0.00%
Section 504 (No Section 504 File for 2017)	0	0.00%

## Demographics Strengths

- Resources for At-Risk Scholars
- Established Process for RTI
- SPED Inclusion
- Better Parent Involvement this year
- Achievement Gap
- Less Referrals
- Great Culture Environment

- Family Like Environment
- Teacher Longevity

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

**Problem Statement 1:** There is an achievement gap in all academic areas between SPED and ELL subgroups and the rest of our populations. **Root Cause:** There has been a high turn over in SPED teacher and an influx of new scholars to our campus who are identified as ELL.

**Problem Statement 2:** The level of Tier I instruction in the lower grades needs to improve. **Root Cause:** Teachers lack the resources and professional development to ensure that scholars meet grade level standards.



# Student Academic Achievement

## Student Academic Achievement Summary

2016 Accountability Rating: Met Standard Distinction Designations: Academic Achievement in Mathematics Academic Achievement in Science Top 25 Percent: Student Progress Top 25 Percent: Closing Performance Gaps Postsecondary Readiness

	2016
Grade 3	
Reading	80
Math	90
Grade 4	
Reading	77
Math	83
Writing	75
Grade 5	
Reading	87
Math	90
Science	87
ALL GRADES	
All Subjects	83
Reading	81
Math	88
Writing	75
Science	87
Postsecondary	
Two or more	47
Reading	50
Writing	45
Science	49
Math	51

Advanced	
All	26
Reading	26
Writing	19
Science	20
Math	31
Met/Exceeded	
All	77
Reading	71
Mathematics	84
Exceeded	
All Subjects	33
Reading	24
Mathematics	41
Previous Failers	
Reading	36

### **Student Academic Achievement Strengths**

- Highly qualified and experienced teachers
- High Expectations
- Data Analysis
- PLC Planning days to create assessments
- Strong PLCs
- Increases in scores to include Advanced Performance
- Stress Management Techniques for Kids

## **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** There is an achievement gap between the area of reading and writing compared to the areas of math and science. **Root Cause:** Level of Tier I instruction

**Problem Statement 2:** There is a gap between the number of scholars reaching meets and masters levels in the areas of reading and writing compared to the areas of math and science. **Root Cause:** Teachers have focused more on interventions and not on acceleration.

## **School Processes & Programs**

### **School Processes & Programs Summary**

Teachers are getting accustomed to:

Guided Reading, Guided Math

We have begun STEM incorporation this year as well as ensuring that instructional planning will reach transfer level of teaching and learning.

### **School Processes & Programs Strengths**

- Strong Leadership
- Strong PTO involvement
- Strong PLCs
- School culture has a positive environment
- Classroom Management
- Student Led Conferences
- Math/Science Night
- Friendly and Bully free environment
- Friendly teachers
- Highly qualified teachers
- Effective Referral Process
- Data Analysis

- PLCs
- Administration is very supportive of new teachers and provides good feedback
- Low turnover rate
- PLC Planning Days
- Many teachers continue their education
- High number of years teaching
- Data Analysis
- PLCs
- Planning Days
- Support from Early Childhood Coordinator
- More Technology
- Assessments
- Technology Programs (STAAR Mission, I-Station, AR)
- Resources
- Budget and Account Management

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

**Problem Statement 1:** Teachers are still not 100% comfortable in the implementation of guided reading and guided math. **Root Cause:** There still needs to be more training, especially for those teachers who are new to the campus.

**Problem Statement 2:** Teachers still want to resort to the strategies that they are used to. **Root Cause:** A growth mindset still needs to be instilled in all faculty and staff.

## Perceptions

### Perceptions Summary

There is a need for a full time Parent Liaison in order to increase parent involvement and increase scholar attendance. After School clubs are needed on campus and the purchasing of materials for them to occur after school is also important.

Safety is a concern because of supervision and our blacktop that is in need of desperate repair.

### Perceptions Strengths

- Movie Night
- Math/Science Night
- Literacy Night
- Fall Carnival
- Coffee with Principal
- PTO Volunteers
- PTO
- Carnivals
- Veterans Concert
- Thanksgiving Luncheon
- CIC, Messenger

### Reading Interventionists

- Principal is a strong instructional leader

- Principal Meetings and Birthday Celebrations
- PTO meetings with Principal
- K-2 has more resources than before
- Staff Development and Staff Meetings
- Positive Feedback
- Qualified Teachers
- STAAR aligned expectations
- Principal Open Door Policy
- Reading Tutors

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Safety is a concern. **Root Cause:** More supervision is needed and the repair of our blacktop is needed as well.

**Problem Statement 2:** Scholars don't have many opportunities to extra curricular activities. **Root Cause:** There are not enough teachers who are willing to become sponsors.

**Problem Statement 3:** There is a need for a Full Time Parent Liaison. **Root Cause:** There is not enough Title I money to fund the position full time and still use that money for other components.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates



- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, 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

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

### **Parent/Community Data**

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

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

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

# Goals


## Goal 1: Provide a Safe & Secure Environment

**Performance Objective 1:** By May 2018, JDE will increase and monitor safety and security prevention strategies to decrease the number of bullying incidents by 10%.

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

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>1) During the 2017-2018 school year, JDE will continue School Wide Positive Behavior Intervention and Support for establishing social culture and behavioral supports needed for a school to be an effective learning environment for all scholars conducting monthly PBIS Meetings.</p>	1, 2, 3, 4, 5, 6, 10	Assistant Principal, PBIS Coach, PBIS Team, Teachers, Staff	PBIS Implementation Increased School Climate				
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>2) JDE will continue to implement and monitor CISD's No Place for Hate Anti-Bullying program to include a minimum of three campus wide activities.</p>	1, 2, 4, 6	Assistant Principal, PBIS Coach, PBIS Team, Teachers, Staff	Increased School Climate				
Problem Statements: Perceptions 1							
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) The counselor will deliver three targeted anti-bullying lessons to identified scholars/grade levels through discipline data.</p>	1, 2, 3, 6	Counselor, Administration	Decrease in bullying incidents as indicated by data				

<p><b>Critical Success Factors</b> CSF 6</p> <p>4) By June 2018, JDE will provide minimum of two trainings to include prevention strategies to accurately identify and report bullying in accordance to The Texas Anti-Bullying Law and David's Law creating a benchmark for the year.</p>	1, 2, 4, 10	Assistant Principal Counselor Teachers	Increased School Climate				
Problem Statements: Perceptions 1							
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>5) 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>	1, 4, 9, 10	Counselor Administration	Increased School Climate Increased opportunity for scholars to be more active learners Decrease of children being abused				
							

**Performance Objective 1 Problem Statements:**

<b>Perceptions</b>
<b>Problem Statement 1:</b> Safety is a concern. <b>Root Cause 1:</b> More supervision is needed and the repair of our blacktop is needed as well.







**Goal 1:** Provide a Safe & Secure Environment

**Performance Objective 2:** During the 2017-2018 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 2017.

**Evaluation Data Source(s) 2:** Office Referrals

Data Provide by Student Support Services

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>1) Assistant Principal will coordinate the implementation of School Wide Positive Behavior Intervention and Support along with PBIS Coach.</p>	1, 2, 6, 10	Assistant Principal PBIS Coach PBIS Team Teachers	Increase School Climate Decrease of Discipline Referrals Increased time of teaching and learning				
<p><b>Critical Success Factors</b> CSF 2 CSF 6 CSF 7</p> <p>2) PBIS team will implement the PBIS model including: meeting a minimum of every nine weeks to conduct a needs assessment, analyze data, identify and target campus needs though implementation and evidence-based practices.</p>	1, 2, 3, 4, 5, 6, 10	Administration	Increase School Climate Decrease of Discipline Referrals Increased time of teaching and learning				
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>3) PBIS Academy will reinforce behavior expectations and allow scholars to reflect on behavior choices.</p>	1, 2, 9, 10	Administration Teachers PBIS Team	Increase School Climate Decrease of Discipline Referrals Increased time of teaching and learning				
<p><b>Critical Success Factors</b> CSF 2 CSF 6</p> <p>4) By May 2018, JDE will increase positive strategies to decrease In-School and Out of School suspension.</p>	1, 2, 5, 6	Administration	Increase School Climate Decrease of Discipline Referrals Increased time of teaching and learning				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							







**Goal 1:** Provide a Safe & Secure Environment

**Performance Objective 3:** During 2017-2018 school year, JDE will create benchmark to collect longitudinal survey data to gauge the safety and security at JDE to implement and or modify policies and procedures to ensure the safety of our learning community.

**Evaluation Data Source(s) 3:** Survey

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Through Student Support Division, the campus will implement a science based substance abuse and violence prevention curriculum to educate scholars in 5th Grade.</p>	1, 4, 10	Student Support Staff Administration	Lifetime Influence				
<p><b>Critical Success Factors</b> CSF 2 CSF 3 CSF 6</p> <p>2) JDE will conduct a survey to include input from all stakeholders: faculty, staff, scholars, and parents to improve campus safety measures and collaboration of efforts to ensure scholar safety.</p>	1, 2, 10	Administration	Increase safety				


 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 1:** Provide a Safe & Secure Environment

**Performance Objective 4:** During 2017-2018 School Year, JDE will implement "Watch D.O.G.S." to increase security and surveillance around campus.

**Evaluation Data Source(s) 4:** Sign-In Sheets and Calendar

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 CSF 6  1) JDE will have a Pizza Kick Off to recruit fathers into our program.	1, 2, 6, 10	Counselor Parent Liaison	Increase supervision Increase safety				
Problem Statements: Perceptions 1							
<b>Critical Success Factors</b> CSF 5 CSF 6  2) Calendar will be updated and maintained every 9 weeks to ensure that we Watch D.O.G.S. representation as much as possible.	1, 2, 6, 10	Counselor Parent Liaison	Increase supervision Increase safety				
							

**Performance Objective 4 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> Safety is a concern. <b>Root Cause 1:</b> More supervision is needed and the repair of our blacktop is needed as well.

## Goal 2: Increase Student Achievement

**Performance Objective 1:** All students at Jose Damian Elementary will achieve or exceed state academic standards in reading, mathematics, writing, and science by 2017-2018 school year. JDE's overall Student Achievement score will increase to 85 from 77, Student Progress score will increase to 55 from 50, Performance gap will increase to 50 from 45, Postsecondary Readiness will increase to 50 from 47.


### Evaluation Data Source(s) 1: STAAR Data

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7 1) 100% of teachers will be trained in their area of need to provide with instructional strategies in order to provide quality instruction to all scholars.	1, 2, 3, 4, 5, 9, 10	Administration	Increased quality of teaching and learning				
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7 2) 100% of teachers will continue to implement Texas Resource System, follow YAG, IFD's and VAD to enhance scholar learning and academic performance.	1, 2, 3, 4, 5, 8, 9	Administration	Increased quality of teaching and learning				
Funding Sources: 185-State Compensatory Education - 3309.55							
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7 3) Book Study of Visible Learning For Literacy by Douglas Fisher, Nancy Frey, and John Hattie	1, 2, 3, 4, 5	Principal	Increase Tier I Instruction and to build capacity in teachers so that they can implement teaching strategies that work best to accelerate student learning.  Increase in student success in all subject areas and in all sub-populations				
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 4) PLC's will evaluate scholar performance data, instructional programs and intervention services.	1, 2, 3, 4, 5, 9, 10	Principal (3-5) Assistant Principal (K-2)	Increase in student success in all subject areas and in all sub-populations to drive small group instruction and interventions				
Problem Statements: Demographics 1 - Student Academic Achievement 1							



<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>5) Implementation of Guided Reading and Guided Math</p> <p>First 20 Days of Reading and Guided Math</p> <p>Walkthroughs with Specified Feedback</p> <p>Learning Walks</p>		<p>Principal (3-5) Assistant Principal (K-2) Teachers</p>	<p>Better alignment of balanced literacy model, routines and procedures and guided reading in all grade levels as well as Guided Math</p> <p>Increase in student success in all subject areas and in all sub-populations</p>				
<p>Problem Statements: Demographics 1 - Student Academic Achievement 2 - School Processes &amp; Programs 1</p> <p>Funding Sources: 211-Title I-Part A - 1862.19</p>							
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>6) Interventions will be provided for TIER II and TIER II scholars where best practices will be evident in all areas of curriculum for all scholars in all areas according to assessment data and SST meetings held BOY&lt; MOY, EOY.</p> <p>Independent Reading will be incorporated with Firebird Intervention Time.</p>	<p>1, 2, 3, 5, 10</p>	<p>Teachers At-Risk Teacher/Aides RTI Teacher Academic Tutors</p>	<p>To increase Tier I and Tier II interventions</p> <p>Increase in student success in all subject areas and in all sub-populations</p>				
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes &amp; Programs 1</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>7) Kinder Academic Action Plan</p>	<p>1, 2, 3, 4, 9, 10</p>	<p>Assistant Principal Kinder Teachers</p>	<p>Better alignment of instruction and an action plan that will ensure that early literacy occurs in all kinder classrooms.</p> <p>Increase in student success in all subject areas and in all sub-populations</p>				
<p>Problem Statements: Demographics 2 - School Processes &amp; Programs 1, 2</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>8) 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 to ensure that every identified/eligible student has a continuum of services provided by appropriate programs.</p>	<p>1, 2, 3, 8</p>	<p>Administration At-Risk Teacher Teachers</p>	<p>Provide struggling scholars assistance needed</p> <p>Increase learning and close achievement gaps</p>				
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1</p>							
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>9) Funds for extra duty pay will be allocated to provide small group targeted interventions during extended day instruction and Saturday sessions.</p>	<p>1, 2, 3, 8, 9</p>	<p>Administration</p>	<p>Close achievement gaps</p> <p>Increase in student success in specified area</p>				
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1</p>							

<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  10) Special program teachers will attend professional development to implement best practices to address learning gaps and needs of "at-Risk" ELL, GT, and Special Education students.	1, 2, 3, 4, 5, 8, 9, 10	Administration	Increase teaching and learning				
	Problem Statements: Demographics 1 - Student Academic Achievement 1 Funding Sources: 199-Local Funds - 200.00 Close achievement gaps						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  11) Funds for instructional resources, materials, and technology will be allocated to RTI -TIER II and TIER III students intensive tutoring conducted by instructional coach and teachers.	1, 2, 3, 8, 9, 10	Administration Campus Office Manager	Close achievement gaps				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2 - School Processes & Programs 1, 2						
<b>System Safeguard Strategy</b>  <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7  12) Writing Across the Curriculum and Grade Levels  4th Grade Teachers will attend "The Writing Academy"	1, 2, 3, 4, 9, 10	Administration	Increase teaching and learning				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2 - School Processes & Programs 2 Provide Staff Development to the rest of campus						
							

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> There is an achievement gap in all academic areas between SPED and ELL subgroups and the rest of our populations. <b>Root Cause 1:</b> There has been a high turn over in SPED teacher and an influx of new scholars to our campus who are identified as ELL.
<b>Problem Statement 2:</b> The level of Tier I instruction in the lower grades needs to improve. <b>Root Cause 2:</b> Teachers lack the resources and professional development to ensure that scholars meet grade level standards.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> There is an achievement gap between the area of reading and writing compared to the areas of math and science. <b>Root Cause 1:</b> Level of Tier I instruction
<b>Problem Statement 2:</b> There is a gap between the number of scholars reaching meets and masters levels in the areas of reading and writing compared to the areas of math and science. <b>Root Cause 2:</b> Teachers have focused more on interventions and not on acceleration.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Teachers are still not 100% comfortable in the implementation of guided reading and guided math. <b>Root Cause 1:</b> There still needs to be more training, especially for those teachers who are new to the campus.
<b>Problem Statement 2:</b> Teachers still want to resort to the strategies that they are used to. <b>Root Cause 2:</b> A growth mindset still needs to be instilled in all faculty and staff.


**Goal 2: Increase Student Achievement**

**Performance Objective 2:** By June 2018 JDE's performance rate for Reading will increase to 85% from 72% as measured by STAAR 3rd-5th with at least 30% Advanced Performance and attain 85% passing rate on grade level EOY assessments aligned to state standards for Pre-K-2nd

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

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Teachers will apply DOK (Depth of Knowledge) questions and thinking maps weekly to improve student's critical thinking skills.</p>	1, 2, 3, 4, 10	Administration Teachers	Increase depth of teaching and learning				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2 - School Processes & Programs 2							
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) During the 2017-2018 school year, 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>	1, 2, 3, 4, 8, 9, 10	Administration Teachers	Increase Reading fluency and Comprehension				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Students will be progress monitored through istation, 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>	1, 2, 3, 6, 7, 8, 9	Administration At Risk Teacher Teachers	Increase learning Increase reading fluency and comprehension Increase scholar achievement				
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1, 2 Funding Sources: 185-State Compensatory Education - 1868.30							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>4) Teachers, Reading Intervention Teacher, At Risk Aides and Academic Tutors will support identified students with timely reading interventions and share progress reports BOY, MOY, and EOY</p>	1, 2, 4, 6, 7, 8, 9, 10	Administration Teachers	Increase learning Increase reading fluency and comprehension Increase scholar achievement				
Problem Statements: Demographics 1 - Student Academic Achievement 1							

<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3  5) Reading fluency rates will be defined according district standard and FRAY's word list student knowledge will be monitored every month and included in student data notebooks.	1, 2, 3, 8, 9, 10	Administration Teachers	Increase learning Increase reading fluency and comprehension Increase scholar achievement				
	Problem Statements: Demographics 1 - Student Academic Achievement 1						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3  6) By the end of June 2018, JDE will acquire and create a fluency rate baseline for 2nd grade students in effort to attain the recommended rate of 80-120 words per minute.	1, 2, 3, 4, 5, 6, 8, 10	Administration Teachers	Increase learning Increase reading fluency and comprehension Increase scholar achievement				
	Problem Statements: Demographics 1 - Student Academic Achievement 1						
<b>System Safeguard Strategy</b>  <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7  7) Teacher will implement STOP GAP Initiative - Principal's challenge to try and get scholars to master the 800 most frequently used words in the English and Spanish Language	1, 2, 4, 9, 10	Administration Teachers	Increase learning Increase reading fluency and comprehension Increase scholar achievement				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2 - School Processes & Programs 2						
							

### Performance Objective 2 Problem Statements:







<b>Demographics</b>
<b>Problem Statement 1:</b> There is an achievement gap in all academic areas between SPED and ELL subgroups and the rest of our populations. <b>Root Cause 1:</b> There has been a high turn over in SPED teacher and an influx of new scholars to our campus who are identified as ELL.
<b>Problem Statement 2:</b> The level of Tier I instruction in the lower grades needs to improve. <b>Root Cause 2:</b> Teachers lack the resources and professional development to ensure that scholars meet grade level standards.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> There is an achievement gap between the area of reading and writing compared to the areas of math and science. <b>Root Cause 1:</b> Level of Tier I instruction
<b>Problem Statement 2:</b> There is a gap between the number of scholars reaching meets and masters levels in the areas of reading and writing compared to the areas of math and science. <b>Root Cause 2:</b> Teachers have focused more on interventions and not on acceleration.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Teachers are still not 100% comfortable in the implementation of guided reading and guided math. <b>Root Cause 1:</b> There still needs to be more training, especially for those teachers who are new to the campus.
<b>Problem Statement 2:</b> Teachers still want to resort to the strategies that they are used to. <b>Root Cause 2:</b> A growth mindset still needs to be instilled in all faculty and staff.

**Goal 2: Increase Student Achievement**

**Performance Objective 3:** By June 2018 JDE's performance rate on Math will be of 90% from 85% as measured by STAAR 3rd-5th and at least 50% Advanced Performance in all grade levels as well as attain 85% passing rate on grade level EOY assessments aligned to state standards for Pre-K-2nd.

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

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) During the 2017-2018 school year, 100% of JDE students will be offered ESTAR/MSTAR to provided teachers data to help target instruction.</p>	1, 2, 3, 9	Administration Teachers	Scholar academic Success				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) All students will be assessed with ESTAR/MSTAR Universal Screener to progress monitor BOY, MOY, and EOY student achievement.</p>	1, 2, 3, 5, 6, 8, 9	Administration Teachers	Scholar academic Success				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Teachers will apply DOK stem questioning and interactive journals in Math lessons to raise rigor of instruction</p>	1, 2, 3, 9	Administration Teachers	Scholar academic Success				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Timely math interventions will be provided daily and during small group instruction (Guided Math) during or after- school by teachers, at-risk aides and academic tutors to improve performance of students identified through STAAR Data and Progress Monitoring Reports every nine weeks.</p>	1, 2, 8, 9, 10	Administration Teachers	Scholar academic Success				
<p>Problem Statements: School Processes &amp; Programs 1, 2</p>							
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Performance Objective 3 Problem Statements:**

<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Teachers are still not 100% comfortable in the implementation of guided reading and guided math. <b>Root Cause 1:</b> There still needs to be more training, especially for those teachers who are new to the campus.
<b>Problem Statement 2:</b> Teachers still want to resort to the strategies that they are used to. <b>Root Cause 2:</b> A growth mindset still needs to be instilled in all faculty and staff.







**Goal 2:** Increase Student Achievement

**Performance Objective 4:** By June 2018 JDE's performance rate on Writing will increase to 85% from 60% as measured by STAAR 4th and at least 30% Advanced performance as well as attain 85% passing rate on grade level EOY assessments aligned to state standards for Pre-K-3rd.

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

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) During the 2017-2018 school year,100% of JDE teachers will be provided Writing professional development to target identified writing skills. 4th Grade Teachers will "The Writing Academy" Development and teachers in grades K-5 will participate in professional development on the "The Writing Academy."</p>	1, 3, 4, 5, 9	Administration Teachers	Increased scholar performance in writing in all grade levels				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2 - School Processes & Programs 2							
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) 100 % of teachers will continue to fully implement TX Resource curriculum addressing readiness and supporting standards in Writing using IFD's and YAG</p> <p>Teachers will also use "The Writing Academy" resources to address Readiness and Supporting Standards in Writing.</p>	1, 3, 4, 8, 9, 10	Administration Teachers	Increased scholar performance in writing in all grade levels				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Teachers will implement DOK stem questions on a daily basis and use interactive journals in writing lessons to raise rigor of instruction.</p>	1, 2, 3, 4, 8, 9, 10	Administration Teachers	Increased scholar performance in writing in all grade levels				

<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b></p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) 100% of teachers will integrate writing in all subject areas and will have a writing score goal for every student based on EOY writing assessment.</p>	1, 2, 3, 4, 9, 10	Administration Teachers	Increased scholar performance in writing in all grade levels				
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b></p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) K-4 Grade teacher will participate in BOY Data Analysis to look at strengths and weaknesses for their particular grade level.</p>	1, 2, 3, 4, 8, 9, 10	Administration Teachers	Increased scholar performance in writing in all grade levels				
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b></p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>6) 100% of scholars in grades 3-5 will be administered an EOY Writing Assessment.</p>	1, 2, 3, 4, 8, 9, 10	Administration Teachers	Increased scholar performance in writing in all grade levels				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

**Performance Objective 4 Problem Statements:**

<b>Demographics</b>	
<b>Problem Statement 1:</b> There is an achievement gap in all academic areas between SPED and ELL subgroups and the rest of our populations. <b>Root Cause 1:</b> There has been a high turn over in SPED teacher and an influx of new scholars to our campus who are identified as ELL.	
<b>Problem Statement 2:</b> The level of Tier I instruction in the lower grades needs to improve. <b>Root Cause 2:</b> Teachers lack the resources and professional development to ensure that scholars meet grade level standards.	
<b>Student Academic Achievement</b>	
<b>Problem Statement 1:</b> There is an achievement gap between the area of reading and writing compared to the areas of math and science. <b>Root Cause 1:</b> Level of Tier I instruction	
<b>Problem Statement 2:</b> There is a gap between the number of scholars reaching meets and masters levels in the areas of reading and writing compared to the areas of math and science. <b>Root Cause 2:</b> Teachers have focused more on interventions and not on acceleration.	
<b>School Processes &amp; Programs</b>	
<b>Problem Statement 2:</b> Teachers still want to resort to the strategies that they are used to. <b>Root Cause 2:</b> A growth mindset still needs to be instilled in all faculty and staff.	




**Goal 2:** Increase Student Achievement

**Performance Objective 5:** By June 2018 JDE's performance rate on Science will increase to 92% from 87% as measured by STAAR 5th and at least 50% Advanced Performance.

**Evaluation Data Source(s) 5:** STAAR Data

**Summative Evaluation 5:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Grades 1- 5 JDE scholars will participate STEM Lab lessons weekly for 45 minutes and be provided materials to support hands on activities.</p> <p>Kinder Scholars will participate in STEM Lab lessons monthly for 45 minutes.</p>	2, 4, 5, 9, 10	Administration Teachers	Increased scholar performance in all subject areas in all grade levels				
Funding Sources: 185-State Compensatory Education - 1507.50, 211-Title I-Part A - 1125.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>2) 100% of JDE scholars in 5th will participate in science lab lessons weekly for 45 minutes and be provided materials to support hands on activities. Science lab aide will assist in facilitating learning.</p>	2, 9, 10	Administration Teachers	Increased scholar performance in Science				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) During the 2017-2018 school year, students will use various technology software (STEMSCOPE, Discovery Science, United Streaming) to facilitate science instruction as well as instructional material for small group instruction.</p> <p>Teachers will also be trained on STEM component of STEMSCOPES.</p>	3, 4, 5, 9, 10	Administration Teachers	Increased scholar performance in Science				

<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7  4) 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.	1, 2, 4, 5, 6, 9, 10	Administration Teachers	Increased scholar performance in Science				
Problem Statements: Demographics 1 - Student Academic Achievement 1							
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7  5) 100% of 4th grade students will be administered a Science EOY that will contain 3rd and 4th Grade STAAR tested TEKS.	2, 3, 4, 8, 9, 10	Administration Teachers	Increased scholar performance in Science				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7  6) 5th Grade teachers will participate in BOY Data Analysis to look at strengths and weaknesses shown by 4th Grade Science EOY for their grade level and particular class.	2, 3, 4, 9, 10	Administration Teachers	Increased scholar performance in Science				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7  7) 5th Grade students will participate in Academic Science Bowls, Science Intervention based on 4th Grade EOY Assessment results and in STAAR Science Olympics in order to help increase achievement on STAAR.	2, 3, 4, 9, 10	Administration Teachers	Increased scholar performance in Science				
							

**Performance Objective 5 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> There is an achievement gap in all academic areas between SPED and ELL subgroups and the rest of our populations. <b>Root Cause 1:</b> There has been a high turn over in SPED teacher and an influx of new scholars to our campus who are identified as ELL.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> There is an achievement gap between the area of reading and writing compared to the areas of math and science. <b>Root Cause 1:</b> Level of Tier I instruction







**Goal 2:** Increase Student Achievement

**Performance Objective 6:** BY June 2018, JDE will increase student attendance rate to 98.0% and increase teacher attendance rate by at least 2%.

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

**Summative Evaluation 6:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) JDE attendance committee will be proactive in detecting chronic absences in a timely manner (every 3 week period) and reach out to the student and family to offer assistance if needed in order to encourage attendance and identify support needed.</p>	1, 2, 6, 9, 10	Principal, Assistant Principal, Attendance Clerk	Parental cooperation and understanding for the importance of scholar attendance				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5</p> <p>2) JDE team will regularly (every 3 week period) review attendance data and follow and implement District TIP's to encourage better attendance from all scholars.</p>	1, 2, 10	Assistant Principal and Attendance Clerk	Holding parent accountable for scholar attendance will help increase attendance rate				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue







**Goal 2: Increase Student Achievement**

**Performance Objective 7:** During the 2017-2018 school year, college and career readiness focus and expectations K-12 and an expectation toward readiness on our students will drive campus instruction and include a minimum of four activities with 100 % student participation.

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

**Summative Evaluation 7:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) 100% of JDE students will have student data notebooks that contain academic goals, progress monitoring, student achievement and attendance data to be used to set high expectations, student ownership, and drive student led parent/teacher conferences.</p>	1, 2, 3, 4, 6, 8, 9, 10	Administration Teachers	Data notebooks, student led conferences  Increased Scholar learning and awareness				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Student achievement in Pre-K to 5th will be monitored BOY, MOY, and EOY performance according to state standards and vertically align instruction to ensure students prepared with academic readiness skills for next grade level.</p>	1, 2, 3, 4, 5, 6, 9, 10	Administration Teachers	Increased scholar learning				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>3) 100% of JDE students will participate in "Generation Texas Week" and other activities to promote higher education.</p>	2, 5, 6, 10	Administration Teachers	Increased scholar learning  College and Career Readiness				
Problem Statements: Perceptions 2							
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) JDE scholars in Grades K-5 will participate in at least one field trip toward college and career readiness to encourage higher education and college readiness preparation.</p>	1, 2, 5, 6, 9, 10	Administration Teachers	Increased scholar learning  College and Career Readiness				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) JDE will provide a minimum of 4 projects/events for 2017-2018 school year regarding college readiness and career preparation with a strategic approach for all students (K-5th )</p> <p>- Partnership with ADP with Junior Achievement Program</p>	1, 2, 3, 4, 5, 6, 9, 10	Administration Teachers	Increased scholar learning  College and Career Readiness				
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>6) K-5 Grade Scholars will be exposed to STEM careers while participating in STEM Instruction in STEM Labs.</p>	1, 2, 4, 5, 6, 8, 9, 10	Administration STEM Lab Instructors Teachers	Increased scholar learning  College and Career Readiness				
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Performance Objective 7 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> There is an achievement gap in all academic areas between SPED and ELL subgroups and the rest of our populations. <b>Root Cause 1:</b> There has been a high turn over in SPED teacher and an influx of new scholars to our campus who are identified as ELL.</p>
<p><b>Problem Statement 2:</b> The level of Tier I instruction in the lower grades needs to improve. <b>Root Cause 2:</b> Teachers lack the resources and professional development to ensure that scholars meet grade level standards.</p>
<b>Student Academic Achievement</b>
<p><b>Problem Statement 1:</b> There is an achievement gap between the area of reading and writing compared to the areas of math and science. <b>Root Cause 1:</b> Level of Tier I instruction</p>
<p><b>Problem Statement 2:</b> There is a gap between the number of scholars reaching meets and masters levels in the areas of reading and writing compared to the areas of math and science. <b>Root Cause 2:</b> Teachers have focused more on interventions and not on acceleration.</p>
<b>Perceptions</b>
<p><b>Problem Statement 2:</b> Scholars don't have many opportunities to extra curricular activities. <b>Root Cause 2:</b> There are not enough teachers who are willing to become sponsors.</p>

**Goal 2:** Increase Student Achievement

**Performance Objective 8:** Throughout the 2017-2018 school year, JDE will hire highly qualified faculty and provide 100 % of teachers/staff with a minimum of three professional development opportunities.

**Evaluation Data Source(s) 8:** Campus Data  
Eduphoria

**Summative Evaluation 8:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) Campus Principal and Assistant Principal will attend educational leadership conferences to attain strategies and best practices to coach teachers and staff to improve student instruction.</p>	2, 3, 4, 5, 6, 9, 10	Administration	Increased ability to build capacity within all stakeholders on campus				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3							
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>2) Staff development essential to RTI process will be provided to reinforce system of interventions and progress monitoring of student performance.</p>	1, 2, 3, 9, 10	Administration At Risk Teacher Teachers	Increased teacher achievement				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2 - School Processes & Programs 1, 2							
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) Teachers will look at professional development needed that aligns with their T-TESS Goals and Self-Assessment.</p>	1, 2, 3, 4, 5, 8, 9, 10	Administration Teachers	Improved teaching and learning				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2 - School Processes & Programs 1, 2							
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>4) Teachers will participate in duty related PLC activities and in staff development to improve instructional strategies.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Administration Teachers	Improved teaching and learning				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2 - School Processes & Programs 1, 2							



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

### Performance Objective 8 Problem Statements:

<b>Demographics</b>
<b>Problem Statement 1:</b> There is an achievement gap in all academic areas between SPED and ELL subgroups and the rest of our populations. <b>Root Cause 1:</b> There has been a high turn over in SPED teacher and an influx of new scholars to our campus who are identified as ELL.
<b>Problem Statement 2:</b> The level of Tier I instruction in the lower grades needs to improve. <b>Root Cause 2:</b> Teachers lack the resources and professional development to ensure that scholars meet grade level standards.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> There is an achievement gap between the area of reading and writing compared to the areas of math and science. <b>Root Cause 1:</b> Level of Tier I instruction
<b>Problem Statement 2:</b> There is a gap between the number of scholars reaching meets and masters levels in the areas of reading and writing compared to the areas of math and science. <b>Root Cause 2:</b> Teachers have focused more on interventions and not on acceleration.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Teachers are still not 100% comfortable in the implementation of guided reading and guided math. <b>Root Cause 1:</b> There still needs to be more training, especially for those teachers who are new to the campus.
<b>Problem Statement 2:</b> Teachers still want to resort to the strategies that they are used to. <b>Root Cause 2:</b> A growth mindset still needs to be instilled in all faculty and staff.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Safety is a concern. <b>Root Cause 1:</b> More supervision is needed and the repair of our blacktop is needed as well.
<b>Problem Statement 2:</b> Scholars don't have many opportunities to extra curricular activities. <b>Root Cause 2:</b> There are not enough teachers who are willing to become sponsors.
<b>Problem Statement 3:</b> There is a need for a Full Time Parent Liaison. <b>Root Cause 3:</b> There is not enough Title I money to fund the position full time and still use that money for other components.

**Goal 2: Increase Student Achievement**


**Performance Objective 9:** By May 2018, at least 80% of English Language Learners at JDE will meet or exceed state standards in Writing, Reading, Math and Science.

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

**Summative Evaluation 9:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) 100% of English Learners will be provided with targeted instruction by teachers based on disaggregated assessment data throughout the 2016-2017 school year to increase TELPAS proficiency levels and STAAR performance.</p>	1, 2, 9, 10	Administration Teachers	Increased Academic Performance				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2							
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) 100% of English Language Learners will be monitored through STOP GAP Program and will have academic goals to include TELPAS Proficiency levels.</p>	1, 2, 9, 10	Administration Teachers	Increased Academic Performance				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2							
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) 100% of English Language Learners in 4th Grade will receive interventions in Writing through Push In Model from At Risk Teacher and At Risk Aides, during Firebird Intervention time by classroom teacher or through after school instruction.</p>	1, 2, 3, 9, 10	Administration Teachers At Risk Teacher At Risks Aides	Increased Academic Performance				
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2 - School Processes & Programs 2							



<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7  4) 4th Grade Dual Language teacher will use "The Writing Academy" strategies during writing instruction to all English Language Learners.	1, 2, 3, 9, 10	Principal 4th Grade Dual Language Teacher At Risk Aide	Increased Academic Performance				
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2							
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7  5) 100% of English Language Learners will participate in small group instruction in the areas of math and reading.	1, 2, 3, 4, 5, 9, 10	Administration Teachers At Risk Teacher	Increased Academic Performance				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2 - School Processes & Programs 1, 2							
							

**Performance Objective 9 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> There is an achievement gap in all academic areas between SPED and ELL subgroups and the rest of our populations. <b>Root Cause 1:</b> There has been a high turn over in SPED teacher and an influx of new scholars to our campus who are identified as ELL.
<b>Problem Statement 2:</b> The level of Tier I instruction in the lower grades needs to improve. <b>Root Cause 2:</b> Teachers lack the resources and professional development to ensure that scholars meet grade level standards.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> There is an achievement gap between the area of reading and writing compared to the areas of math and science. <b>Root Cause 1:</b> Level of Tier I instruction
<b>Problem Statement 2:</b> There is a gap between the number of scholars reaching meets and masters levels in the areas of reading and writing compared to the areas of math and science. <b>Root Cause 2:</b> Teachers have focused more on interventions and not on acceleration.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Teachers are still not 100% comfortable in the implementation of guided reading and guided math. <b>Root Cause 1:</b> There still needs to be more training, especially for those teachers who are new to the campus.
<b>Problem Statement 2:</b> Teachers still want to resort to the strategies that they are used to. <b>Root Cause 2:</b> A growth mindset still needs to be instilled in all faculty and staff.

**Goal 2:** Increase Student Achievement

**Performance Objective 10:** By June 2018, 100 % of JDE students will meet or exceed state grade level expectations and be equipped to be academically successful to graduate from high school.







**Evaluation Data Source(s) 10:** STAAR Data

District Data

Campus Data

**Summative Evaluation 10:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) JDE will provide minimum of one orientation meeting for students and parents to transition from Head start Program to our Kindergarten program.	7	Administration	Sign in sheets and date of meeting				
2) JDE will provide orientation meetings for our 5th students and parents to transition from Elementary to CMS/AMS Middle schools.	7	Administration Counselor	Sign in sheets and dates of meetings				
3) JDE teachers will monitor student achievement in all grade levels BOY, MOY, and EOY performance according to state standards through academic samples, running records, assessments, and attendance and vertically align instruction to ensure students are prepared with academic readiness skills for next grade level.	8	Administration	Grading reports, assessments results				


 = Accomplished  
  = Continue/Modify  
  = Considerable  
  = Some Progress  
  = No Progress  
  = Discontinue

**Goal 2:** Increase Student Achievement

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

**Evaluation Data Source(s) 11:** Purchase Orders

**Summative Evaluation 11:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) JDE Leadership will have tools (controlled assets, technology, supplies) to provide effective and efficient leadership.	10	Administration	PO;s				
2) JDE Teachers and instructional support staff will have resources and tools (instructional supplies, controlled assets, technology) to provide effective and targeted instruction.	9, 10	Administration Office Manager	PO's				
	Funding Sources: 199-Local Funds - 981.75						
							

**Goal 2:** Increase Student Achievement

**Performance Objective 12:** By May 2018, the RTI process will ensure that ALL students receive differentiated instructional support and will ensure that Special Education students are identified if needed.

**Evaluation Data Source(s) 12:** Campus Data

**Summative Evaluation 12:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> 1) There will be quarterly RTI meetings by grade level to ensure that ALL students are being provided high quality TIER I instruction as well as TIER II and TIER III interventions.	9	Administration	progress reports				
2) Teachers will participate in Professional Development that will assist them provide small group instruction more often and provide better interventions.	4	Administration	List of Professional development				
3) SPED teachers will participate in PLCs, Staff Development, and individualized planning in order to increase teaching in learning.		Administration	Sign in sheets and agendas				

**Goal 2:** Increase Student Achievement

**Performance Objective 13:** In 2017-2018 all teachers will participate professional development opportunities that support content and curriculum development in order to improve student achievement.

**Evaluation Data Source(s) 13:** Eduphoria/STRIVE

**Summative Evaluation 13:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 2  1) Teachers will participate in Extended PLCS in order to be provided with professional development opportunities, create 6 week checkpoints, and analyze data.	8	Administration	Sign in sheets/ agenda/ List of Professional developments				
Funding Sources: 185-State Compensatory Education - 2000.00							

**Goal 2:** Increase Student Achievement

**Performance Objective 14:** By June 2018, JDE will have a minimum performances showcasing students in Music during Academic Nights, Chamber Choir and Performing Arts.

**Evaluation Data Source(s) 14:** Programs  
Twitter Account

**Summative Evaluation 14:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) JDE teachers will integrate fine arts across the curriculum in all content areas Pre-K-5th using various strategies to include music, drama theatre, visual arts, band and choir.		Administration	Teacher Lesson Plans				
2) Music teacher will provide weekly lessons to all students Pre-K-5th in collaboration with teachers to incorporate in core content subjects.		Administration Music Teacher	Lesson plans				
3) JDE will incorporate Chamber Choir and Firebird Pride Band extracurricular program to prepare scholars to be successful in secondary choir/band programs and also provide other scholars the opportunity to participate in Fine Arts Performances via various school events.		Administration Music Teacher	Scheduled performances				
							

**Goal 2: Increase Student Achievement**

**Performance Objective 15:** By December 2017, remaining classrooms will be equipped with an updated projectors in order to increase time on task, increase integration of technology, and increase student achievement. Computer labs will begin to be updated as well.

**Evaluation Data Source(s) 15:** Purchase orders

**Summative Evaluation 15:**







**Goal 3: Develop Student Character and Drive Towards Career**

**Performance Objective 1:** By June 2018, 100 % of JDE students and teachers will be provided monthly Firebirds with GRIT lessons to increase a heightened level of moral and ethical character for students and staff that will enable them to be effective leaders in a global environment.

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

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Counselor will provide ongoing guidance lessons to all students that included but are not limited to Character Counts, Core Values, Bully-free, NPFH, Etiquette, Growth Mindset and Effective Habits.		Administration Counselor	Number of lessons and topics				
<p><b>Critical Success Factors</b> CSF 6</p> 2) All students will participate in various student recognition activities (JDE Firebirds with GRIT) to promote citizenship, positive behavior, and leadership skills		Administration	Lists and dates of activities for recognitions.				

 = Accomplished  
  = Continue/Modify  
  = Considerable  
  = Some Progress  
  = No Progress  
  = Discontinue

**Goal 3:** Develop Student Character and Drive Towards Career

**Performance Objective 2:** By May 2018, JDE will implement the PBIS model to include the No Place for Hate!

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) PBIS will fully be implemented to promote a safe bully-free campus within in all grade levels by having quarterly lessons and activities through the NPFH Coalition and the PBIS Florida resources.</p>	2	PBIS team, Assistant Principal, Counselor	Positive - Bully Free Campus that is welcoming for the community and its scholars				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6</p> <p>2) Scholars will be proactive in spreading a positive school culture by promoting the NPFH when a lesson or activity occurs.</p>	2, 6	Educators, PBIS and NPFH Team	Bully Free Campus				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>3) Involve the community to promote the PBIS and NPFH model and its effectiveness. Community members will assist in promoting a positive culture that contributes to the campus culture.</p>	2, 6	PBIS Team & Counselor	By involving the community, scholars will see the importance the community plays in the positivity of their behavior.				



**Goal 3:** Develop Student Character and Drive Towards Career

**Performance Objective 3:** In 2017-2018 school year, 100% of JDE students will participate monthly in various student leadership and highly effective habits provide students with the skills needed to be successful in school and society.

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

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6  1) 4th and 5th Grade scholars will be given the opportunity to participate in Student Council	1, 2, 10	Sponsors Scholars Parents	Leadership opportunities				
		Problem Statements: Perceptions 2					
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6  2) 3rd, 4th and 5th Scholars will be given the opportunity to participate in Robotics.  Female scholars will be given the opportunity to participate in Lady Firebirds Who Code.	1, 2, 10	Sponsors Scholars Parents	Leadership Opportunities Exposure to STEM				
		Problem Statements: Perceptions 2					
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6  3) 3rd, 4th and 5th Scholars will be given the opportunity to participate in Chamber Choir.		Sponsors Scholars Parents	Leadership Opportunities Fine Arts Opportunities				
		Problem Statements: Perceptions 2					
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6  4) 5th Grade Scholars will be given the opportunity to participate in Band.	1, 2, 10	Sponsors Scholars Parents	Leadership Opportunities Fine Arts Opportunities				
		Problem Statements: Perceptions 2					
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6  5) 4th Grade Scholars will be given the opportunity to participate in Safety Patrol.	1, 2, 10	Sponsors Scholars Parents	Leadership Opportunities				
		Problem Statements: Perceptions 2					

**Performance Objective 3 Problem Statements:**

## Perceptions


**Problem Statement 2:** Scholars don't have many opportunities to extra curricular activities. **Root Cause 2:** There are not enough teachers who are willing to become sponsors.

**Goal 3:** Develop Student Character and Drive Towards Career

**Performance Objective 4:** In 2017-2018 school year, JDE students will participate in STEM instruction so that they can be exposed to STEM careers.

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

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) 1-5 Grade scholars will visit STEM Lab and receive STEM instructions for 45 minutes weekly. Kinder scholars will be exposed to STEM instructions one time monthly.</p>	1, 2, 3, 5, 6, 10	Administration STEM Instructors Classroom Teachers	Scholars will become better problem solvers and be exposed to STEM way of thinking.				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2 - Perceptions 2							
<p><b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6</p> <p>2) By May 2018, JDE will host a STEM Festival exposing scholars and all stakeholders to STEM opportunities and STEM around our area and community.</p>	1, 2, 10	Administration STEM Instructors Classroom Teachers	Scholars will become better problem solvers and be exposed to STEM way of thinking.				
							

**Performance Objective 4 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> There is an achievement gap in all academic areas between SPED and ELL subgroups and the rest of our populations. <b>Root Cause 1:</b> There has been a high turn over in SPED teacher and an influx of new scholars to our campus who are identified as ELL.
<b>Problem Statement 2:</b> The level of Tier I instruction in the lower grades needs to improve. <b>Root Cause 2:</b> Teachers lack the resources and professional development to ensure that scholars meet grade level standards.
Student Academic Achievement
<b>Problem Statement 1:</b> There is an achievement gap between the area of reading and writing compared to the areas of math and science. <b>Root Cause 1:</b> Level of Tier I instruction
<b>Problem Statement 2:</b> There is a gap between the number of scholars reaching meets and masters levels in the areas of reading and writing compared to the areas of math and science. <b>Root Cause 2:</b> Teachers have focused more on interventions and not on acceleration.
Perceptions
<b>Problem Statement 2:</b> Scholars don't have many opportunities to extra curricular activities. <b>Root Cause 2:</b> There are not enough teachers who are willing to become sponsors.







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

**Performance Objective 1:** By June 2018, JDE will maintain a strong connection with all stakeholders in the community by providing a minimum of 4 campus events to help meet our academic, community and fiscal goals.

**Evaluation Data Source(s) 1:** Sign In Sheets

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6</p> <p>1) During the 2017-2018 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>	1, 2, 6, 10	Administration Parent Liaison Classroom teachers	Increased Parent Involvement Increased scholar learning				
Problem Statements: Perceptions 1, 3							
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) In the school year 2017-2018, JDE will hold an Entitlement Review meeting in September to inform parents about Title 1 and other entitlements and how their children may benefit from these programs</p>	1, 2, 6, 10	Administration Parent Liaison	Increased Parent Involvement				
Problem Statements: Perceptions 3							
<p><b>Critical Success Factors</b> CSF 3 CSF 6</p> <p>3) By June 2018 JDE leadership will provide 4 events to recognize/celebrate all employees to positively impact the working environment ensuring scholar success.</p>	1, 2, 6, 10	Administration	Increased School Climate				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6</p> <p>4) By June 2018 district and all campuses will have a minimum of 5 events to celebrate and recognize all scholars for their successes.</p>	1, 2, 10	Administration Parent Liaison Classroom teachers	Increased Parent Involvement Increased scholar learning				
Problem Statements: Perceptions 2							

<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>5) During the 2017-2018 school year, JDE will provide minimum of two grandparent involvement campus activities.</p>	1, 2, 6, 10	Administration Parent Liaison Classroom teachers	Increased Parent Involvement				
6) Continue with Coordinated Health Program (SHAC) for 17-18	6	Administration Student Support Services	Benchmarks utilizing SHAC components.				
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Performance Objective 1 Problem Statements:**

<p><b>Perceptions</b></p>
<p><b>Problem Statement 1:</b> Safety is a concern. <b>Root Cause 1:</b> More supervision is needed and the repair of our blacktop is needed as well.</p>
<p><b>Problem Statement 2:</b> Scholars don't have many opportunities to extra curricular activities. <b>Root Cause 2:</b> There are not enough teachers who are willing to become sponsors.</p>
<p><b>Problem Statement 3:</b> There is a need for a Full Time Parent Liaison. <b>Root Cause 3:</b> There is not enough Title I money to fund the position full time and still use that money for other components.</p>

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

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

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

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Administration, teachers and PTO will send out monthly newsletters to parents to inform them of important dates and information.	6	Administration PTO	Monthly Newsletters				
2) Administration and teachers will update school website on at least a quarterly basis.	6	Administration	samples of posted websites				
3) Parents will receive monthly calendar outlining all events for the month.	6	Administration	calendars				
							







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

**Performance Objective 1:** By May 2018, JDE will meet the minimum expenditure requirements for: Special Education, Career and Technology, Gifted and Talented, Compensatory Education, and Bilingual Education in order to meet campus academic goals.

**Evaluation Data Source(s) 1:** Financial Reports

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 3 CSF 7  1) JDE Office Manager and Administration will attend district Finance trainings to adhere to budget expenditure procedures and deadlines.	1, 2, 10	Principal Office Manager	Purchase of materials in a timely manner for classroom use.				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2 - School Processes & Programs 1							
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 3 CSF 7  2) By May 2018, JDE will spend at a minimum 98% of federal allocated budgets in order to accomplish goals and comply with federal guidelines.	1, 2, 10	Principal Office Manager	Purchase of materials in a timely manner for classroom use.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

### Performance Objective 1 Problem Statements:

<b>Demographics</b>
<b>Problem Statement 1:</b> There is an achievement gap in all academic areas between SPED and ELL subgroups and the rest of our populations. <b>Root Cause 1:</b> There has been a high turn over in SPED teacher and an influx of new scholars to our campus who are identified as ELL.
<b>Problem Statement 2:</b> The level of Tier I instruction in the lower grades needs to improve. <b>Root Cause 2:</b> Teachers lack the resources and professional development to ensure that scholars meet grade level standards.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> There is an achievement gap between the area of reading and writing compared to the areas of math and science. <b>Root Cause 1:</b> Level of Tier I instruction
<b>Problem Statement 2:</b> There is a gap between the number of scholars reaching meets and masters levels in the areas of reading and writing compared to the areas of math and science. <b>Root Cause 2:</b> Teachers have focused more on interventions and not on acceleration.

## School Processes & Programs

**Problem Statement 1:** Teachers are still not 100% comfortable in the implementation of guided reading and guided math. **Root Cause 1:** There still needs to be more training, especially for those teachers who are new to the campus.



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

**Performance Objective 2:** In the school year 2017-2018, JDE will follow the proposed budget and will not exceed outside 3% variance.

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

**Summative Evaluation 2:**







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 3 CSF 7  1) All expenditures will be aligned with Campus Needs Assessment.	1, 2, 10	Principal Office Manager	Purchase of materials in a timely manner for classroom use.				

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

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

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

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) Staff members will be asked to create a Facebook and/or Twitter Page in order to promote positive culture and showcase great things happening in the District and on the campus</p>	2, 10	Administration Staff Classroom Teachers	Increase School Climate and perceptions				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

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

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

**Evaluation Data Source(s) 4:** Lists of partnerships

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5  1) JDE will seek and develop Partners in Education to support campus initiatives and enrich student learning environment.	1, 2, 10	Administration	Positive community impact on school climate and instruction				
Problem Statements: Perceptions 2							

**Performance Objective 4 Problem Statements:**

Perceptions
<b>Problem Statement 2:</b> Scholars don't have many opportunities to extra curricular activities. <b>Root Cause 2:</b> There are not enough teachers who are willing to become sponsors.

## System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	1	100% of teachers will be trained in their area of need to provide with instructional strategies in order to provide quality instruction to all scholars.
2	1	2	100% of teachers will continue to implement Texas Resource System, follow YAG, IFD's and VAD to enhance scholar learning and academic performance.
2	1	3	Book Study of Visible Learning For Literacy by Douglas Fisher, Nancy Frey, and John Hattie
2	1	4	PLC's will evaluate scholar performance data, instructional programs and intervention services.
2	1	5	Implementation of Guided Reading and Guided Math First 20 Days of Reading and Guided Math Walkthroughs with Specified Feedback Learning Walks
2	1	6	Interventions will be provided for TIER II and TIER II scholars where best practices will be evident in all areas of curriculum for all scholars in all areas according to assessment data and SST meetings held BOY< MOY, EOY. Independent Reading will be incorporated with Firebird Intervention Time.
2	1	9	Funds for extra duty pay will be allocated to provide small group targeted interventions during extended day instruction and Saturday sessions.
2	1	12	Writing Across the Curriculum and Grade Levels 4th Grade Teachers will attend "The Writing Academy"
2	2	1	Teachers will apply DOK (Depth of Knowledge) questions and thinking maps weekly to improve student's critical thinking skills.
2	2	2	During the 2017-2018 school year, 100% of JDE students will be required to use iStation & Accelerated Reading at student reading level. Teachers will utilize priority reports to target instruction.
2	2	7	Teacher will implement STOP GAP Initiative - Principal's challenge to try and get scholars to master the 800 most frequently used words in the English and Spanish Language
2	4	1	During the 2017-2018 school year, 100% of JDE teachers will be provided Writing professional development to target identified writing skills. 4th Grade Teachers will "The Writing Academy" Development and teachers in grades K-5 will participate in professional development on the "The Writing Academy."
2	4	2	100 % of teachers will continue to fully implement TX Resource curriculum addressing readiness and supporting standards in Writing using IFD's and YAG Teachers will also use "The Writing Academy" resources to address Readiness and Supporting Standards in Writing.
2	4	3	Teachers will implement DOK stem questions on a daily basis and use interactive journals in writing lessons to raise rigor of instruction.

Goal	Objective	Strategy	Description
2	4	4	100% of teachers will integrate writing in all subject areas and will have a writing score goal for every student based on EOY writing assessment.
2	4	5	K-4 Grade teacher will participate in BOY Data Analysis to look at strengths and weaknesses for their particular grade level.
2	4	6	100% of scholars in grades 3-5 will be administered an EOY Writing Assessment.
2	5	4	100% of 4th grade students will participate in Kid Excel lessons weekly for 45 minutes and be provided kinesthetic activities aligned to Science TEKS and supporting standards.
2	7	6	K-5 Grade Scholars will be exposed to STEM careers while participating in STEM Instruction in STEM Labs.
2	8	1	Campus Principal and Assistant Principal will attend educational leadership conferences to attain strategies and best practices to coach teachers and staff to improve student instruction.
2	8	2	Staff development essential to RTI process will be provided to reinforce system of interventions and progress monitoring of student performance.
2	8	3	Teachers will look at professional development needed that aligns with their T-TESS Goals and Self-Assessment.
2	8	4	Teachers will participate in duty related PLC activities and in staff development to improve instructional strategies.
2	9	1	100% of English Learners will be provided with targeted instruction by teachers based on disaggregated assessment data throughout the 2016-2017 school year to increase TELPAS proficiency levels and STAAR performance.
2	9	2	100% of English Language Learners will be monitored through STOP GAP Program and will have academic goals to include TELPAS Proficiency levels.
2	9	3	100% of English Language Learners in 4th Grade will receive interventions in Writing through Push In Model from At Risk Teacher and At Risk Aides, during Firebird Intervention time by classroom teacher or through after school instruction.
2	9	4	4th Grade Dual Language teacher will use "The Writing Academy" strategies during writing instruction to all English Language Learners.
2	12	1	There will be quarterly RTI meetings by grade level to ensure that ALL students are being provided high quality TIER I instruction as well as TIER II and TIER III interventions.
2	13	1	Teachers will participate in Extended PLCS in order to be provided with professional development opportunities, create 6 week checkpoints, and analyze data.
5	1	1	JDE Office Manager and Administration will attend district Finance trainings to adhere to budget expenditure procedures and deadlines.
5	1	2	By May 2018, JDE will spend at a minimum 98% of federal allocated budgets in order to accomplish goals and comply with federal guidelines.
5	2	1	All expenditures will be aligned with Campus Needs Assessment.

# State Compensatory

## Budget for Jose Damian Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
185.11.6112.13.103.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,000.00
185.11.6112.96.103.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$3,500.00
185.11.6117.05.103.30	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$4,000.00
185.11.6126.03.103.30	6126 Part Time Support Personnel - Locally Defined	\$9,000.00
185.11.6128.05.103.30	6128 Overtime Pay - Locally Defined	\$1,000.00
185.11.6141.03.103.30	6141 Social Security/Medicare	\$129.00
185.11.6141.05.103.30	6141 Social Security/Medicare	\$72.00
185.11.6141.13.103.30	6141 Social Security/Medicare	\$29.00
185.11.6141.96.103.30	6141 Social Security/Medicare	\$50.00
185.11.6143.03.103.30	6143 Workers' Compensation	\$45.00
185.11.6143.05.103.30	6143 Workers' Compensation	\$25.00
185.11.6143.13.103.30	6143 Workers' Compensation	\$10.00
185.11.6143.96.103.30	6143 Workers' Compensation	\$18.00
185.11.6145.03.103.30	6145 Unemployment Compensation	\$9.00
185.11.6145.05.103.30	6145 Unemployment Compensation	\$5.00
185.11.6145.13.103.30	6145 Unemployment Compensation	\$2.00
185.11.6145.96.103.30	6145 Unemployment Compensation	\$4.00
185.11.6146.05.103.30	6146 Teacher Retirement/TRS Care	\$70.00
185.11.6149.05.103.30	6149 Employee Benefits	\$14.00
<b>6100 Subtotal:</b>		<b>\$19,982.00</b>
<b>6200 Professional and Contracted Services</b>		

185.11.6299.00.103.30	6299 Miscellaneous Contracted Services	\$23,550.00
		<b>6200 Subtotal:</b>
		<b>\$23,550.00</b>
<b>6300 Supplies and Services</b>		
185.11.6329.00.103.30	6329 Reading Materials	\$2,006.00
185.12.6329.00.103.30	6329 Reading Materials	\$2,000.00
185.13.6399.00.103.30	6399 General Supplies	\$1,000.00
185.11.6399.00.103.30	6399 General Supplies	\$1,500.00
185.12.6399.00.103.30	6399 General Supplies	\$3,000.00
		<b>6300 Subtotal:</b>
		<b>\$9,506.00</b>
<b>6400 Other Operating Costs</b>		
185.13.6411.00.103.30	6411 Employee Travel	\$1,000.00
		<b>6400 Subtotal:</b>
		<b>\$1,000.00</b>

**Personnel for Jose Damian Elementary School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Emma Gil	At-Risk Aide	State Ed	1
Laura Urias	At-Risk Aide	State Ed.	1
Maria Isabel Varela	Reading Intervention Teacher	State Ed.	1



# Title I

## Schoolwide Program Plan

Jose H. Damian Elementary has consistently performed among the best schools in the region and in the state of Texas. Teachers and staff are committed to excellence and hold our scholars to very high standards. Based on the state of Texas Education Agency Accountability System (STAAR performance standards), our school received 77% overall student achievement which is a 6% decrease from previous year, 50% student progress which is a 5% decrease from previous year, 45% Closing Performance Gaps which is a 3% decrease from previous year, and 47% Postsecondary Readiness which is a 1% increase from previous. Our Campus earned Distinction Designations in Mathematics, Science, and Top 25% Closing Performance Gaps. Jose Damian Elementary will strive to provide rigorous and engaging instruction on a daily basis as well as close performance gaps, identify struggling scholars, provide intensive interventions within the school day and after school. PLC planning and alignment opportunities will assist teachers in ensuring that their instruction is perfectly aligned with our Texas Essential Knowledge and Skills and that individual needs for each of our scholars is met. Academic Data will be intensely evaluated to improve student performance, ensure that scholars progress at least one academic year and to close achievement gaps.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

Demographics:

- 1.) Increase the level of TIER 1 instruction in lower grades
- 2.) Maintaining 22:1 Student/Teacher Ratio
- 3.) Increase meeting standards, meeting/exceeding progress, reaching level III on STAAR for SPED and ELL population
- 4.) Increase number of Special ED Staff in order to service scholars better – 74 identified, 3 teachers, 6 aides are now allocated – we need more.
- 5.) JDE has over 500 scholars and we need a P.E. Aide to ensure scholar safety

Student Achievement

- 1) Increase meeting standards, meeting/exceeding progress, reaching level III on STAAR Reading
- 2) Increase meeting standards, meeting/exceeding progress, reaching level III on STAAR Writing
- 3) Increase meeting standards, meeting/exceeding progress, reaching level III on STAAR SPED

## School Culture and Climate

- 1.) Try to ensure that YMCA is at JDE for after school care
- 2.) Staff for Outside Supervision during morning, recess

## Staff Quality

- 1.) Maintaining 22:1 Student/Teacher Ratio
- 2.) Continue to send teachers and aids Staff Development to increase Tier I Instruction
- 3.) Try to ensure that YMCA is at JDE for after school care

## Curriculum and Assessment

- 1.) SCE Coach – State Compensatory Coach will also serve as STEM contact and be able to teach in the STEM Lab
- 2.) Increase fidelity of Dual Language program
- 3.) Purchase more Bilingual Resources
- 4.) Purchase Guided Math and Guided Reading Stations

## Family and Community Involvement

- 1.) Need a Full Time Parent Liaison in order to increase parent involvement, increase scholar attendance
- 2.) Mandatory Attendance Classes for parents whose kids have excessive absences
- 3.) Try and fund After School Clubs and purchase materials for them to occur

## Social Context and Organization

- 1) Try to increase number Extra Curricular activities that scholars can participate in
- 2.) Increase fidelity of Dual Language program – send teachers to quality staff development on 50:50 model

Dual Language

3) Blacktop is a safety concern

Technology

1) Purchase Interactive White Boards for classrooms

2) Purchase new Intercom

3) Try and send teachers to software Training

4) STEM

## **2: Schoolwide Reform Strategies**

Jose H. Damian Elementary will strive to close learning and achievement gaps through small group instruction in the subjects of Reading and Math. All classroom teachers will also focus on Writing and Vocabulary and will provide intensive academic interventions during the instructional day as well as after school during Firebird Intervention Time.

## **3: Instruction by highly qualified professional teachers**

Common Unit Assessments and Intense Data Analysis will provide teachers the opportunity to target instruction based on individual academic needs, therefore, closing achievement gaps sooner and ensuring that scholars progress at least one academic year in all areas.

## **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

All staff and faculty will participate in ongoing staff development in order to ensure that we are up to date with the most innovative teaching strategies to ensure that teaching and learning is at its full potential. Administration along with ILT will participate in delivering professional development as well as receiving it to ensure that everyone is aware of all information and to ensure that the same academic language is spoken across the campus. A big push this year will continue to be in small group intensive instruction.

## **5: Strategies to attract highly qualified teachers**

Jose Damian Elementary will maintain a high retention (95%) rate of Highly Qualified teachers by providing an optimum working environment where all stakeholders are active participants in the teaching and learning process of scholars. Staff Development throughout the school year will reinforce district and campus initiatives. Campus Administration as well as our ILT team will work closely with teachers and scholars to ensure the highest performance possible from all and provide support in a non-threatening manner while still monitoring that continuous engaging and rigorous instruction is occurring.

## **6: Strategies to increase parental involvement**

The amount of parent volunteers on campus is significant and there are many opportunities for parents to volunteer. As a campus we do want to increase the depth of the parent involvement in order to promote a feeling of community and trust. Jose Damian Elementary will continue to work on creating a welcoming environment for all stakeholders. We do look forward to improving our home/school connections. Parents will be well aware of all events through different means of communication and we will ensure that parents are aware that we need to work together to impact teaching and learning.

## **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

JDE will provide a minimum of one orientation meeting for scholars and parents transitioning from Head start to our Pre-Kinder and Kindergarten programs.

## **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

JDE will identify 100% of struggling scholars through RTI/SST process and then move forward if needed to determine eligibility for special programs. We will also ensure that those scholars identified and/or are eligible have a continuum of services to ensure their academic success.

## **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

We will continue providing targeted interventions outside of the classroom provided by At Risk Interventionists. 2017-2018 school year will continue with Classroom Academic Profile Sheets, at risk lists for each classroom and a specified Firebird Intervention schedule for each grade level.

## **10: Coordination and integration of federal, state and local services and programs**

All services and programs will meet all standards. Their coordination and integration will include all necessary federal, state and local resources.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Patricia Angulo	Library Aide	Title I	1
Sonia Cisneros	Parent Liaison	Title I	.5

## Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Office Manager	Mary Garcia	Office Manager
Administrator	Jesus Barba	Principal
Administrator	Guadalupe Perez	Assistant Principal
Liaison	Sonia Cisneros	Parent Liaison
School Nurse	Aida Salazar	Nurse
School Librarian	Heather Parra	Librarian
School Counselor	Cynthia Arteaga	Counselor
Parent	Letitia Pappan	PTO President/Parent
Classroom Teacher	Debbie Corona	2nd Grade Teacher
Special Ed Teacher	Sarah Spencer	SPED /Pre-K Teacher
Classroom Teacher	Heather Atherton	1st Grade Teacher
Classroom Teacher	Janeth Plaza	4th Grade Teacher
Classroom Teacher	Sylvia Parra	Kinder Teacher
Classroom Teacher	Angie Guzman	5th Grade Teacher
Classroom Teacher	Elvia Truong	3rd Grade Teacher
Classroom Teacher	Joel Olivas	P.E. Coach