

# Canutillo Independent School District

## Jose Damian Elementary School

### 2018-2019 Improvement Plan

**Accountability Rating: Met Standard**

#### **Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



**Board Approval Date:** September 25, 2018

# **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**

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Academic Achievement .....	8
School Processes & Programs .....	10
Perceptions .....	10
Priority Problem Statements .....	13
Comprehensive Needs Assessment Data Documentation .....	15
Goals .....	18
Goal 1: Provide a Safe & Secure Environment .....	18
Goal 2: Increase Student Achievement .....	24
Goal 3: Develop Student Character and Drive Towards Career .....	55
Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education .....	60
Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders .....	63
State Compensatory .....	68
Budget for Jose Damian Elementary School: .....	68
Personnel for Jose Damian Elementary School: .....	70
Title I Schoolwide Elements .....	71
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA) .....	71
1.1: Comprehensive Needs Assessment .....	71
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP) .....	74
2.1: Campus Improvement Plan developed with appropriate stakeholders .....	74
2.2: Regular monitoring and revision .....	75
2.3: Available to parents and community in an understandable format and language .....	75
2.4: Opportunities for all children to meet State standards .....	75
2.5: Increased learning time and well-rounded education .....	75
2.6: Address needs of all students, particularly at-risk .....	75
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE) .....	75
3.1: Develop and distribute Parent and Family Engagement Policy .....	75
3.2: Offer flexible number of parent involvement meetings .....	76
Title I Personnel .....	77
Campus Improvement Committee .....	78

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Campus Story:

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

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

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

Student Total	<a href="#">506</a>	100%
Early Education Grade	<a href="#">11</a>	2.17%
Pre-Kindergarten Grade	<a href="#">48</a>	9.49%
Kindergarten Grade	<a href="#">81</a>	16.01%
1st Grade	<a href="#">73</a>	14.43%
2nd Grade	<a href="#">63</a>	12.45%
3rd Grade	<a href="#">71</a>	14.03%
4th Grade	<a href="#">74</a>	14.62%
5th Grade	<a href="#">85</a>	16.80%

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

Gender		
Female	<a href="#">224</a>	44.27%
Male	<a href="#">282</a>	55.73%
Ethnicity		
Hispanic-Latino	<a href="#">476</a>	94.07%

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

Race

American Indian - Alaskan Native	<u>1</u>	0.20%
Asian	<u>6</u>	1.19%
Black - African American	<u>3</u>	0.59%
Native Hawaiian - Pacific Islander	<u>1</u>	0.20%
White	<u>17</u>	3.36%
Two-or-More	<u>2</u>	0.40%

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

Bilingual	<u>185</u>	36.56%
English as a Second Language (ESL)	<u>2</u>	0.40%
Career and Technical Education (CTE)	0	0.00%
Free Lunch Participation	<u>156</u>	30.83%
Reduced Lunch Participation	<u>115</u>	22.73%
Other Economically Disadvantaged	0	0.00%
Gifted & Talented	<u>43</u>	8.50%
Special Education (SPED)	<u>71</u>	14.03%
Title 1 Participation	<u>506</u>	100.00%
Dyslexia	0	0.00%
Homeless Statuses		
Homeless Status Total	<u>6</u>	1.19%
Shelter	0	%
Doubled Up	<u>6</u>	1.19%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

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

Top Primary Disabilities

Speech impairment	<u>41</u>	57.00%
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Special Services (2017 - 2018 Fall PEIMS file loaded 05/05/2018) Count Percent

Learning disability	<a href="#">14</a>	19.00%
Autism	<a href="#">7</a>	9.00%
Other health impairment	<a href="#">4</a>	5.00%
Instructional Settings		
Speech Therapy code (00)	<a href="#">32</a>	45.07%
Homebound code (01)	0	0.00%
Hospital Class code (02)	0	0.00%
Mainstream code (40)	<a href="#">3</a>	4.23%
Resource Room codes (41,42)	<a href="#">22</a>	30.99%
VAC code (08)	0	0.00%
Off Home Campus codes (91,92,93,94,95,96,97,98)	0	0.00%
State School code (30)	0	0.00%
Residential Care codes (81,82,83,84,85,86,87,88,89)	0	0.00%
Self-Contained codes (43,44)	<a href="#">7</a>	9.86%
Full-Time Early Childhood code (45)	<a href="#">7</a>	9.86%

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

At-Risk	<a href="#">318</a>	62.85%
Economically Disadvantaged	<a href="#">271</a>	53.56%
Title I Homeless( <a href="#">*Special Notes*</a> )	0	0.00%
Immigrant	<a href="#">2</a>	0.40%
Limited English Proficient (LEP)	<a href="#">156</a>	30.83%
Migrant	0	0.00%
Military Connected	<a href="#">18</a>	3.56%
Foster Care	<a href="#">1</a>	0.20%

## Demographics Strengths

### Strengths:

- Call outs, letters and attendance is looked at closer.
- Communication amongst PLCs is more positive and work closer together which allows for substitutes to know the classroom and school wide expectations.
- Communication to all stakeholders in a timely manner has enabled the feeling of community.

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

**Problem Statement 1:** There are an excessive amount of absences and tardies. **Root Cause:** There are many scholars who are on transfers and who have 3rd party affidavits.

**Problem Statement 2:** New teachers and substitutes need further clarification on school's processes and procedures. **Root Cause:** There is a lack of communication to new teachers who arrive after school year has started. There is no particular process to inform substitutes of school processes and procedures.

# Student Academic Achievement

## Student Academic Achievement Summary

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

The accountability rating for the 2016-2017 School Year was met standard with distinction designations of academic achievement in Mathematics, Science and top 25% Student Progress. STAAR percentages at Approaches Grade Level or above are as follows:

	Reading	Math	Writing or Science
3 <sup>rd</sup> Grade	69%	77%	-
4 <sup>th</sup> Grade	60%	83%	60%
5 <sup>th</sup> Grade	90%	95%	87%

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

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

	Tier I	Tier II	Tier III
Kinder	38%	21%	41%
First	60%	23%	28%
Second	78%	11%	11%

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

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

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

## Student Academic Achievement Strengths

### Strengths:

- Students at approaches grade level on 5<sup>th</sup> Grade STAAR in Reading, Math and Science.
- Students at approaches grade level on 4<sup>th</sup> Grade STAAR in Math.
- There is a great numbers of teachers who are considered highly qualified and quality teachers.
- The process of analyzing data as well as the processes to inform and plan instruction.

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Scholars are performing lower in reading and writing than in math and science. **Root Cause:** Writing is not being with fidelity in all grade levels. (The Writing Academy Training - 185: \$5,000.00). There is not enough support for At-Risk Scholars in the area of Reading. (Monolingual At-Risk Teacher: 185 - \$66,000.00)

**Problem Statement 2:** Scholars identified under SPED are underperforming under subgroups. **Root Cause:** Teacher to student ratio in Resource. There has not been enough professional development for teachers who are not SPED certified.

**Problem Statement 3:** ELL scholars are underperforming other subgroups. **Root Cause:** Dual Language teachers need more training, support and clarification. There is not enough support personnel to address needs of ELL and At-Risk scholars. (Bilingual RTI/At Risk Teacher: 185 - \$66,000.00)

# School Processes & Programs

## School Processes & Programs Summary

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

## School Processes & Programs Strengths

### Strengths:

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

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** The implementation of the Dual Language program is not consistent. **Root Cause:** We need to follow a program that is research based. There is no clear definition of best practices and it causes inconsistencies. There is lack of training, support, follow up and follow through. (Training Registration Fees: 255 - \$2,000.00) (Substitutes: 211 - 3,000.00) There is lack of Spanish Resources. (211 – \$5,000.00)

# Perceptions

## Perceptions Summary

### Campus Story:

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

## Perceptions Strengths

### Strengths:

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

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** There are too many calls, flyers and changes of school information. **Root Cause:** There is not a specific process for paper or electronic communication for parents.

**Problem Statement 2:** : Scholars are feeling unsafe with other scholars and community. **Root Cause:** Root Cause: There are not enough personnel to supervise all areas. Root Cause: There are large crowds in the morning and in the afternoon in the front foyer. Root Cause: There is not a specific policy for arrival and dismissal.



# Priority Problem Statements

**Problem Statement 1:** There are an excessive amount of absences and tardies.

**Root Cause 1:** There are many scholars who are on transfers and who have 3rd party affidavits.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** New teachers and substitutes need further clarification on school's processes and procedures.

**Root Cause 2:** There is a lack of communication to new teachers who arrive after school year has started. There is no particular process to inform substitutes of school processes and procedures.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Scholars are performing lower in reading and writing than in math and science.

**Root Cause 3**

: Writing is not being with fidelity in all grade levels. (The Writing Academy Training - 185: \$5,000.00). There is not enough support for At-Risk Scholars in the area of Reading. (Monolingual At-Risk Teacher: 185 - \$66,000.00)

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

**Problem Statement 4:** Scholars identified under SPED are underperforming under subgroups.

**Root Cause 4:** Teacher to student ratio in Resource. There has not been enough professional development for teachers who are not SPED certified.

**Problem Statement 4 Areas:** Student Academic Achievement

**Problem Statement 5:** ELL scholars are underperforming other subgroups.

**Root Cause 5:** Dual Language teachers need more training, support and clarification. There is not enough support personnel to address needs of ELL and At-Risk scholars. (Bilingual RTI/At Risk Teacher: 185 - \$66,000.00)

**Problem Statement 5 Areas:** Student Academic Achievement

**Problem Statement 6:** The implementation of the Dual Language program is not consistent.

**Root Cause 6:** We need to follow a program that is research based. There is no clear definition of best practices and it causes inconsistencies. There is lack of training, support, follow up and follow through. (Training Registration Fees: 255 - \$2,000.00) (Substitutes: 211 - 3,000.00) There is lack of Spanish Resources. (211 – \$5,000.00)

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

**Problem Statement 7:** There are too many calls, flyers and changes of school information.

**Root Cause 7:** There is not a specific process for paper or electronic communication for parents.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** : Scholars are feeling unsafe with other scholars and community.

**Root Cause 8:** Root Cause: There are not enough personnel to supervise all areas. Root Cause: There are large crowds in the morning and in the afternoon in the front foyer. Root Cause: There is not a specific policy for arrival and dismissal.

**Problem Statement 8 Areas:** Perceptions

# 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

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

- Observation Survey 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 for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

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

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

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

### **Parent/Community Data**

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

- Community surveys and/or other feedback

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

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

# Goals

Revised/Approved: September 25, 2018

## Goal 1: Provide a Safe & Secure Environment

**Performance Objective 1:** By May 2019, 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:** Met Performance Objective

**Next Year's Recommendation 1:** Increase level of intensity for 7 strengths.

Strategy Description	ELEMENTS	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) 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>	2.4	Assistant Principal, PBIS Coach, PBIS Team, Teachers, Staff	Increased School Climate				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) The counselor will deliver three targeted anti-bullying lessons to identified scholars/grade levels through discipline data.</p>	2.4	Counselor, Administration	Decrease in bullying incidents as indicated by data				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6 CSF 7 3) Counselor will conduct yearly training of faculty and staff on district response procedures to child abuse, how to identify a child that has been abused and on suicide prevention procedures.	2.4	Counselor Administration	Increased School Climate Increased opportunity for scholars to be more active learners Decrease of children being abused				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

**Performance Objective 2:** During the 2018-2019 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 2019.

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

**Summative Evaluation 2:** Exceeded Performance Objective

Strategy Description	ELEMENTS	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>	2.4	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>	2.4	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>	2.4	Administration Teachers PBIS Team	Increase School Climate Decrease of Discipline Referrals Increased time of teaching and learning				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 4) During 2018-2019 school year, teachers will participate in book study of "Every Child A Super Reader: 7 Strengths to Open a World of Possible" and incorporate the strengths into PBIS initiatives.	2.5, 2.6	Assistant Principal PBIS Lead Teacher PBIS Team Librarian Counselor At Risk Teachers Classroom Teachers	Using the 7 strengths increase positive behavior through the academic areas of Reading and Writing.				
<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 1, 2, 3							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> There are an excessive amount of absences and tardies. <b>Root Cause 1:</b> There are many scholars who are on transfers and who have 3rd party affidavits.
Student Academic Achievement
<b>Problem Statement 1:</b> Scholars are performing lower in reading and writing than in math and science. <b>Root Cause 1:</b> Writing is not being with fidelity in all grade levels. (The Writing Academy Training - 185: \$5,000.00). There is not enough support for At-Risk Scholars in the area of Reading. (Monolingual At-Risk Teacher: 185 - \$66,000.00)
<b>Problem Statement 2:</b> Scholars identified under SPED are underperforming under subgroups. <b>Root Cause 2:</b> Teacher to student ratio in Resource. There has not been enough professional development for teachers who are not SPED certified.
<b>Problem Statement 3:</b> ELL scholars are underperforming other subgroups. <b>Root Cause 3:</b> Dual Language teachers need more training, support and clarification. There is not enough support personnel to address needs of ELL and At-Risk scholars. (Bilingual RTI/At Risk Teacher: 185 - \$66,000.00)

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

**Performance Objective 3:** During 2018-2019 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:** Exceeded Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6 1) Through Student Support Division, the campus will implement a science based substance abuse and violence prevention curriculum to educate scholars in 5th Grade.	2.4, 2.6	Student Support Staff Administration	Lifetime Influence				
<b>Critical Success Factors</b> CSF 2 CSF 3 CSF 6 2) JDE will conduct a survey to include input from all stakeholders: faculty, staff, scholars, and parents to improve campus safety measures and collaboration of efforts to ensure scholar safety.	2.4	Administration	Increase safety				
<b>Funding Sources:</b> 199-Local Funds - 4392.30							
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							

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

**Performance Objective 4:** During 2018-2019 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:** No progress made toward meeting Performance Objective

**Next Year's Recommendation 4:** This was changed to Birdwatchers. There needs to be much more participation for this to work.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 CSF 6  1) Calendar will be updated and maintained every 9 weeks to ensure that we Watch D.O.G.S. representation as much as possible.		Counselor Parent Liaison	Increase supervision Increase safety	✗	✗	✗	✗

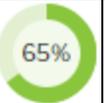
## Goal 2: Increase Student Achievement

**Performance Objective 1:** All students at Jose Damian Elementary will achieve or exceed state academic standards in reading, mathematics, writing, and science by 2018-2019 school year. JDE's overall Student Achievement score will increase to 87 from 82, 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:** Met Performance Objective

**Next Year's Recommendation 1:** New Measures will include new accountability.

Strategy Description	ELEMENTS	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) 100% of teachers will continue to implement Texas Resource System, follow YAG, IFD's and VAD to enhance scholar learning and academic performance.</p>	2.4, 2.5, 2.6	Administration	Increased quality of teaching and learning				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>2) Interventions will be provided for TIER II and TIER III scholars according to assessment data and SST meetings held BOY, MOY, EOY.</p>	2.4, 2.5, 2.6	Teachers At-Risk Teacher/Aides RTI Teacher Academic Tutors	To increase Tier I and Tier II interventions Increase in student success in all subject areas and in all sub-populations				
<p>Independent Reading will be incorporated with Firebird Intervention Time.</p>	<p><b>Problem Statements:</b> Student Academic Achievement 1, 3</p> <p><b>Funding Sources:</b> 211-Title I-Part A - 716.00</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 3) 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.	2.4, 2.5, 2.6	Administration At-Risk Teacher Teachers	Provide struggling scholars assistance needed  Increase learning and close achievement gaps				
				<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3			
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 4) Funds for extra duty pay will be allocated to provide small group targeted interventions during extended day instruction and Saturday sessions.	2.4, 2.5, 2.6	Administration	Close achievement gaps Increase in student success in specified area				
				<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3			
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 5) Special program teachers will attend professional development to implement best practices to address learning gaps and needs of "at-Risk" ELL, GT, and Special Education students.	2.4, 2.5, 2.6	Administration	Increase teaching and learning  Close achievement gaps				
				<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3 - School Processes & Programs 1			
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 6) Funds for instructional resources, materials, and technology will be allocated to RTI -TIER II and TIER III students intensive tutoring conducted by instructional coach and teachers.	2.4, 2.5, 2.6	Administration Campus Office Manager	Close achievement gaps				
				<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3 - School Processes & Programs 1 <b>Funding Sources:</b> 199-Local Funds - 73.90, 185-State Compensatory Education - 169.05			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 7) Writing Across the Curriculum and Grade Levels  "The Writing Academy" Professional Development will occur for all teachers in August and January.	2.4, 2.5, 2.6	Administration	Increase teaching and learning  Provide Staff Development to the rest of campus				
<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3 - School Processes & Programs 1 <b>Funding Sources:</b> 185-State Compensatory Education - 4850.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 1 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Scholars are performing lower in reading and writing than in math and science. <b>Root Cause 1:</b> Writing is not being with fidelity in all grade levels. (The Writing Academy Training - 185: \$5,000.00). There is not enough support for At-Risk Scholars in the area of Reading. (Monolingual At-Risk Teacher: 185 - \$66,000.00)
<b>Problem Statement 3:</b> ELL scholars are underperforming other subgroups. <b>Root Cause 3:</b> Dual Language teachers need more training, support and clarification. There is not enough support personnel to address needs of ELL and At-Risk scholars. (Bilingual RTI/At Risk Teacher: 185 - \$66,000.00)
<b>Problem Statement 2:</b> Scholars identified under SPED are underperforming under subgroups. <b>Root Cause 2:</b> Teacher to student ratio in Resource. There has not been enough professional development for teachers who are not SPED certified.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> The implementation of the Dual Language program is not consistent. <b>Root Cause 1:</b> We need to follow a program that is research based. There is no clear definition of best practices and it causes inconsistencies. There is lack of training, support, follow up and follow through. (Training Registration Fees: 255 - \$2,000.00) (Substitutes: 211 - 3,000.00) There is lack of Spanish Resources. (211 – \$5,000.00)

**Goal 2: Increase Student Achievement**

**Performance Objective 2:** By June 2019, JDE's performance rate for Reading at Approaches grade level will increase to 85% from 79% as measured by STAAR 3rd-5th with at 70% Meets Grade Level and least 30% Masters Grade Level and attain 85% passing rate on grade level EOY assessments aligned to state standards for Pre-K-2nd

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

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) 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>	2.4, 2.5, 2.6	Administration At Risk Teacher Teachers	Increase learning Increase reading fluency and comprehension Increase scholar achievement				
				<p><b>Problem Statements:</b> Student Academic Achievement 1, 3  <b>Funding Sources:</b> 211-Title I-Part A - 2816.28</p>			
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>2) 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>	2.4, 2.5, 2.6	Administration Teachers	Increase learning Increase reading fluency and comprehension Increase scholar achievement				
				<p><b>Problem Statements:</b> Student Academic Achievement 1, 3  <b>Funding Sources:</b> 185-State Compensatory Education - 616.00</p>			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 3) Teacher will implement STOP GAP Initiative - Principal's challenge to try and get scholars to master the 800 most frequently used words in the English and Spanish Language which also is a District Objective to increase reading fluency in grades 1 and 2.	2.4, 2.5, 2.6	Administration Teachers	Increase learning Increase reading fluency and comprehension Increase scholar achievement				
	<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3 <b>Funding Sources:</b> 211-Title I-Part A - 2816.28						
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7 4) During 2018-2019 School Year Teachers will participate in a Book Study of "Every Child A Super Reader - 7 Strengths to Open a World of Possible"	2.4, 2.5, 2.6	Administration Librarian Counselor At Risk Teachers					
	<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1 <b>Funding Sources:</b> 199-Local Funds - 1332.80						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 5) Teacher in Kinder, 1st and 2nd Grade will focus on Phonemic and Phonological Awareness through specific phonics instruction using FUNdations and/or Estrellita.	2.4, 2.5, 2.6	Administration	Scholars will leave grade level with a better foundation in reading.				
	<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3 - School Processes & Programs 1 <b>Funding Sources:</b> 185-State Compensatory Education - 13629.48, 211-Title I-Part A - 1606.50						
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

### Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> There are an excessive amount of absences and tardies. <b>Root Cause 1:</b> There are many scholars who are on transfers and who have 3rd party affidavits.
Student Academic Achievement
<b>Problem Statement 1:</b> Scholars are performing lower in reading and writing than in math and science. <b>Root Cause 1:</b> Writing is not being with fidelity in all grade levels. (The Writing Academy Training - 185: \$5,000.00). There is not enough support for At-Risk Scholars in the area of Reading. (Monolingual At-Risk Teacher: 185 - \$66,000.00)
<b>Problem Statement 3:</b> ELL scholars are underperforming other subgroups. <b>Root Cause 3:</b> Dual Language teachers need more training, support and clarification. There is not enough support personnel to address needs of ELL and At-Risk scholars. (Bilingual RTI/At Risk Teacher: 185 - \$66,000.00)

### Student Academic Achievement

**Problem Statement 2:** Scholars identified under SPED are underperforming under subgroups. **Root Cause 2:** Teacher to student ratio in Resource. There has not been enough professional development for teachers who are not SPED certified.

### School Processes & Programs

**Problem Statement 1:** The implementation of the Dual Language program is not consistent. **Root Cause 1:** We need to follow a program that is research based. There is no clear definition of best practices and it causes inconsistencies. There is lack of training, support, follow up and follow through. (Training Registration Fees: 255 - \$2,000.00) (Substitutes: 211 - 3,000.00) There is lack of Spanish Resources. (211 – \$5,000.00)

**Goal 2: Increase Student Achievement**

**Performance Objective 3:** By June 2019, JDE's performance rate on Math at Approaches Grade Level will be of 90% from 79% as measured by STAAR 3rd-5th and at least 70% at Meets Grade Level and at least 50% at Masters Grade Level in all grade levels as well as attain 85% passing rate on grade level EOY assessments aligned to state standards for Pre-K-2nd.

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

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 1) All students will be assessed with ESTAR/MSTAR Universal Screener to progress monitor BOY, MOY, and EOY student achievement.	2.4, 2.5, 2.6	Administration Teachers	Scholar academic Success				
	<b>Funding Sources:</b> 211-Title I-Part A - 716.00, 199-Local Funds - 1599.80						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) Timely math interventions will be provided daily and during small group instruction (Guided Math) during or after- school by teachers, at-risk aides and academic tutors to improve performance of students identified through STAAR Data and Progress Monitoring Reports every nine weeks.	2.4, 2.5, 2.6	Administration Teachers	Scholar academic Success				
	<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3 <b>Funding Sources:</b> 185-State Compensatory Education - 1766.00						
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							

**Performance Objective 3 Problem Statements:**

## Student Academic Achievement

**Problem Statement 1:** Scholars are performing lower in reading and writing than in math and science. **Root Cause 1:** Writing is not being with fidelity in all grade levels. (The Writing Academy Training - 185: \$5,000.00). There is not enough support for At-Risk Scholars in the area of Reading. (Monolingual At-Risk Teacher: 185 - \$66,000.00)

**Problem Statement 2:** Scholars identified under SPED are underperforming under subgroups. **Root Cause 2:** Teacher to student ratio in Resource. There has not been enough professional development for teachers who are not SPED certified.

**Problem Statement 3:** ELL scholars are underperforming other subgroups. **Root Cause 3:** Dual Language teachers need more training, support and clarification. There is not enough support personnel to address needs of ELL and At-Risk scholars. (Bilingual RTI/At Risk Teacher: 185 - \$66,000.00)

**Goal 2: Increase Student Achievement**

**Performance Objective 4:** By June 2019, JDE's performance rate on Writing at Approaches Grade Level will increase to 80% from 64% as measured by STAAR 4th and at least 45% at Meets Grade Level and at least 25% at Masters Grade Level as well as attain 85% passing rate on grade level EOY assessments aligned to state standards for Pre-K-3rd.

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

**Summative Evaluation 4:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	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 6 CSF 7</p> <p>1) 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>	2.4, 2.5, 2.6	Administration Teachers	Increased scholar performance in writing in all grade levels				
<b>Problem Statements:</b> Student Academic Achievement 1							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) 100% of teachers will integrate writing in all subject areas and will have a writing score goal for every student based on EOY writing assessment.</p>	2.4, 2.5, 2.6	Administration Teachers	Increased scholar performance in writing in all grade levels				
<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) K-4 Grade teacher will participate in BOY Data Analysis to look at strengths and weaknesses for their particular grade level.</p>	2.4, 2.5, 2.6	Administration Teachers	Increased scholar performance in writing in all grade levels				
<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 2 4) 100% of scholars in grades K-3 will be administered an EOY Writing Assessment.	2.4, 2.5, 2.6	Administration Teachers	Increased scholar performance in writing in all grade levels				
<b>Problem Statements:</b> Student Academic Achievement 1							
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 5) All PK-5 Teachers will participate in "The Writing Academy" training in August and January.	2.4, 2.5, 2.6	Administration At-Risk Teachers Teachers	Increase in Writing Proficiency Increase in Writing STAAR levels of performance: Approaches, Meets, Masters				
<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3							
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 6) There will be a Writing Camp for 20 incoming 4th Graders based on Writing EOY Data during the month of August 2019 to address writing deficiencies.	2.4, 2.5, 2.6	Administration Teachers	Close achievement gaps in the area of writing				
<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3							
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue							

**Performance Objective 4 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> Scholars are performing lower in reading and writing than in math and science. <b>Root Cause 1:</b> Writing is not being with fidelity in all grade levels. (The Writing Academy Training - 185: \$5,000.00). There is not enough support for At-Risk Scholars in the area of Reading. (Monolingual At-Risk Teacher: 185 - \$66,000.00)
<b>Problem Statement 2:</b> Scholars identified under SPED are underperforming under subgroups. <b>Root Cause 2:</b> Teacher to student ratio in Resource. There has not been enough professional development for teachers who are not SPED certified.
<b>Problem Statement 3:</b> ELL scholars are underperforming other subgroups. <b>Root Cause 3:</b> Dual Language teachers need more training, support and clarification. There is not enough support personnel to address needs of ELL and At-Risk scholars. (Bilingual RTI/At Risk Teacher: 185 - \$66,000.00)

**Goal 2: Increase Student Achievement**

**Performance Objective 5:** By June 2019, JDE's performance rate on Science at Approaches Grade level will increase to 95% from 91% as measured by STAAR 5th and at least 70% at Meets Grade Level and at least 50% at Masters Grade Level.

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

**Summative Evaluation 5:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	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 7</p> <p>1) Grades 2, 3, and 5th Grades JDE scholars will participate STEM Lab in 2-3 week rotations 4 times per week for 30 minutes and be provided materials to support hands on activities.</p> <p>Scholars in grades Kinder and 4th Grade will participate in STEM in once a week for 45 minutes and be provided materials to support hands on activities.</p> <p>1st Grade teachers will incorporate STEM lessons within the classroom as this is part of the five year plan created.</p>	2.4, 2.5, 2.6	Administration Teachers	Increased scholar performance in all subject areas in all grade levels				
<p><b>Problem Statements:</b> Student Academic Achievement 2</p>							

Strategy Description	ELEMENTS	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>2) 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>	2.4, 2.5, 2.6	Administration Teachers	Increased scholar performance in Science				
				<p><b>Problem Statements:</b> Student Academic Achievement 2 <b>Funding Sources:</b> 211-Title I-Part A - 714.32, 199-Local Funds - 2730.00</p>			
3) 100% of 4th grade students will participate in Kid Excel lessons weekly for 45 minutes and be provided kinesthetic activities aligned to Science TEKS and supporting standards.		Administration Teachers	Increased scholar performance in Science				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) 100% of 4th grade students will be administered a Science EOY that will contain 3rd and 4th Grade STAAR tested TEKS.</p> <p>There will be a Science Camp for 20 incoming 5th Graders during the Month of August 2019 to address deficiencies in 3rd and 4th Grade TEKS based on Science EOY Assessment.</p>	2.4, 2.5, 2.6	Administration Teachers	Increased scholar performance in Science				
				<p><b>Problem Statements:</b> Student Academic Achievement 2, 3</p>			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 5) 5th Grade teachers will participate in BOY Data Analysis to look at strengths and weaknesses shown by 4th Grade Science EOY for their grade level and particular class.	2.4, 2.5, 2.6	Administration Teachers	Increased scholar performance in Science				
	<b>Problem Statements:</b> Student Academic Achievement 2, 3						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 6) 5th Grade students will participate in Academic Science Bowls, Science Intervention based on 4th Grade EOY Assessment results and in STAAR Science Olympics in order to help increase achievement on STAAR.	2.4, 2.5, 2.6	Administration Teachers	Increased scholar performance in Science				
	<b>Problem Statements:</b> Student Academic Achievement 2, 3						
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 5 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 2:</b> Scholars identified under SPED are underperforming under subgroups. <b>Root Cause 2:</b> Teacher to student ratio in Resource. There has not been enough professional development for teachers who are not SPED certified.
<b>Problem Statement 3:</b> ELL scholars are underperforming other subgroups. <b>Root Cause 3:</b> Dual Language teachers need more training, support and clarification. There is not enough support personnel to address needs of ELL and At-Risk scholars. (Bilingual RTI/At Risk Teacher: 185 - \$66,000.00)

**Goal 2: Increase Student Achievement**

**Performance Objective 6:** BY June 2019, 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:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6  1) JDE attendance committee will be proactive in detecting chronic absences in a timely manner (every 3 week period) and reach out to the student and family to offer assistance if needed in order to encourage attendance and identify support needed.	3.1	Principal, Assistant Principal, Attendance Clerk	Parental cooperation and understanding for the importance of scholar attendance				
	<b>Problem Statements:</b> Demographics 1						
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5  2) JDE team will regularly (every 3 week period) review attendance data and follow and implement District TIP's to encourage better attendance from all scholars.	3.1	Assistant Principal Attendance Clerk Attendance Committee Members	Holding parent accountable for scholar attendance will help increase attendance rate				
	<b>Problem Statements:</b> Demographics 1, 2						
= Accomplished      = Continue/Modify      = No Progress      = Discontinue							

**Performance Objective 6 Problem Statements:**

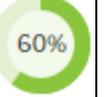
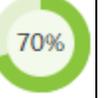
Demographics
<b>Problem Statement 1:</b> There are an excessive amount of absences and tardies. <b>Root Cause 1:</b> There are many scholars who are on transfers and who have 3rd party affidavits.
<b>Problem Statement 2:</b> New teachers and substitutes need further clarification on school's processes and procedures. <b>Root Cause 2:</b> There is a lack of communication to new teachers who arrive after school year has started. There is no particular process to inform substitutes of school processes and procedures.

**Goal 2: Increase Student Achievement**

**Performance Objective 7:** During the 2018-2019 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:** Exceeded Performance Objective

Strategy Description	ELEMENTS	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) Student achievement in Pre-K to 5th will be monitored BOY, MOY, and EOY performance according to state standards and vertically align instruction to ensure students prepared with academic readiness skills for next grade level.</p>	2.4, 2.5, 2.6	Administration Teachers	Increased scholar learning				
<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3							
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) JDE scholars in Grades K-5 will participate in at least one field trip toward college and career readiness to encourage higher education and college readiness preparation.</p>	2.5	Administration Teachers	Increased scholar learning College and Career Readiness				
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) K-5 Grade Scholars will be exposed to STEM careers while participating in STEM Instruction in STEM Labs.</p>	2.4, 2.5, 2.6	Administration STEM Lab Instructors Teachers	Increased scholar learning College and Career Readiness				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 7 Problem Statements:**

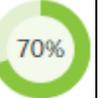
<b>Student Academic Achievement</b>
<p><b>Problem Statement 1:</b> Scholars are performing lower in reading and writing than in math and science. <b>Root Cause 1:</b> Writing is not being with fidelity in all grade levels. (The Writing Academy Training - 185: \$5,000.00). There is not enough support for At-Risk Scholars in the area of Reading. (Monolingual At-Risk Teacher: 185 - \$66,000.00)</p>
<p><b>Problem Statement 2:</b> Scholars identified under SPED are underperforming under subgroups. <b>Root Cause 2:</b> Teacher to student ratio in Resource. There has not been enough professional development for teachers who are not SPED certified.</p>
<p><b>Problem Statement 3:</b> ELL scholars are underperforming other subgroups. <b>Root Cause 3:</b> Dual Language teachers need more training, support and clarification. There is not enough support personnel to address needs of ELL and At-Risk scholars. (Bilingual RTI/At Risk Teacher: 185 - \$66,000.00)</p>

**Goal 2: Increase Student Achievement**

**Performance Objective 8:** Throughout the 2018-2019 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:** Exceeded Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  1) Staff development essential to RTI process will be provided to reinforce system of interventions and progress monitoring of student performance.	2.4, 2.5, 2.6	Administration At Risk Teacher Teachers	Increased teacher achievement				
	<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3 <b>Funding Sources:</b> 199-Local Funds - 125.00						
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7  2) Teachers will look at professional development needed that aligns with their T-TESS Goals and Self-Assessment.	2.4, 2.5, 2.6	Administration Teachers	Improved teaching and learning				
	<b>Problem Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> 225-IDEA-Part B Preschool - 140.00, 255-Title II-Part A Teacher/Principal - 657.00, 185-State Compensatory Education - 700.00						
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> PBMAS  <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7  3) Teachers will be part of school wide committees (STEM, Attendance, Vertical, CIC, and PBIS) to formulate, review and update campus plans monthly.	2.4, 2.5, 2.6, 3.1, 3.2						
	<b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1 - Perceptions 1, 2 <b>Funding Sources:</b> 255-Title II-Part A Teacher/Principal - 140.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

### Performance Objective 8 Problem Statements:

Demographics
<b>Problem Statement 1:</b> There are an excessive amount of absences and tardies. <b>Root Cause 1:</b> There are many scholars who are on transfers and who have 3rd party affidavits.
<b>Problem Statement 2:</b> New teachers and substitutes need further clarification on school's processes and procedures. <b>Root Cause 2:</b> There is a lack of communication to new teachers who arrive after school year has started. There is no particular process to inform substitutes of school processes and procedures.
Student Academic Achievement
<b>Problem Statement 1:</b> Scholars are performing lower in reading and writing than in math and science. <b>Root Cause 1:</b> Writing is not being with fidelity in all grade levels. (The Writing Academy Training - 185: \$5,000.00). There is not enough support for At-Risk Scholars in the area of Reading. (Monolingual At-Risk Teacher: 185 - \$66,000.00)
<b>Problem Statement 2:</b> Scholars identified under SPED are underperforming under subgroups. <b>Root Cause 2:</b> Teacher to student ratio in Resource. There has not been enough professional development for teachers who are not SPED certified.
<b>Problem Statement 3:</b> ELL scholars are underperforming other subgroups. <b>Root Cause 3:</b> Dual Language teachers need more training, support and clarification. There is not enough support personnel to address needs of ELL and At-Risk scholars. (Bilingual RTI/At Risk Teacher: 185 - \$66,000.00)
School Processes & Programs
<b>Problem Statement 1:</b> The implementation of the Dual Language program is not consistent. <b>Root Cause 1:</b> We need to follow a program that is research based. There is no clear definition of best practices and it causes inconsistencies. There is lack of training, support, follow up and follow through. (Training Registration Fees: 255 - \$2,000.00) (Substitutes: 211 - 3,000.00) There is lack of Spanish Resources. (211 - \$5,000.00)
Perceptions
<b>Problem Statement 1:</b> There are too many calls, flyers and changes of school information. <b>Root Cause 1:</b> There is not a specific process for paper or electronic communication for parents.
<b>Problem Statement 2:</b> : Scholars are feeling unsafe with other scholars and community. <b>Root Cause 2:</b> Root Cause: There are not enough personnel to supervise all areas. Root Cause: There are large crowds in the morning and in the afternoon in the front foyer. Root Cause: There is not a specific policy for arrival and dismissal.

**Goal 2: Increase Student Achievement**

**Performance Objective 9:** By May 2019, 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:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) 100% of English Language Learners will be monitored through STOP GAP Program and will have academic goals to include TELPAS Proficiency levels.	2.4, 2.5, 2.6	Administration Teachers	Increased Academic Performance				
				<b>Problem Statements:</b> Student Academic Achievement 3 - School Processes & Programs 1			
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) 100% of English Language Learners in 4th Grade will receive intervention assistance to teacher in Writing through Push In Model by Bilingual At Risk Aide and through Pull Out Model by Bilingual At Risk Teacher during Firebird Intervention time by classroom teacher or through after school instruction.	2.4, 2.5, 2.6	Administration Teachers At Risk Teacher At Risks Aides	Increased Academic Performance				
				<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3			
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 3) 4th Grade Dual Language teacher will use "The Writing Academy" strategies during writing instruction to all English Language Learners.	2.4, 2.5, 2.6	Principal 4th Grade Dual Language Teacher At Risk Aide	Increased Academic Performance				
				<b>Problem Statements:</b> Student Academic Achievement 1, 3 <b>Funding Sources:</b> 185-State Compensatory Education - 4500.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 4) 100% of English Language Learners will participate in small group instruction in the areas of math and reading.	2.4, 2.5, 2.6	Administration Teachers At Risk Teacher	Increased Academic Performance				
<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3							
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 9 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 3:</b> ELL scholars are underperforming other subgroups. <b>Root Cause 3:</b> Dual Language teachers need more training, support and clarification. There is not enough support personnel to address needs of ELL and At-Risk scholars. (Bilingual RTI/At Risk Teacher: 185 - \$66,000.00)
<b>Problem Statement 1:</b> Scholars are performing lower in reading and writing than in math and science. <b>Root Cause 1:</b> Writing is not being with fidelity in all grade levels. (The Writing Academy Training - 185: \$5,000.00). There is not enough support for At-Risk Scholars in the area of Reading. (Monolingual At-Risk Teacher: 185 - \$66,000.00)
<b>Problem Statement 2:</b> Scholars identified under SPED are underperforming under subgroups. <b>Root Cause 2:</b> Teacher to student ratio in Resource. There has not been enough professional development for teachers who are not SPED certified.
School Processes & Programs
<b>Problem Statement 1:</b> The implementation of the Dual Language program is not consistent. <b>Root Cause 1:</b> We need to follow a program that is research based. There is no clear definition of best practices and it causes inconsistencies. There is lack of training, support, follow up and follow through. (Training Registration Fees: 255 - \$2,000.00) (Substitutes: 211 - 3,000.00) There is lack of Spanish Resources. (211 – \$5,000.00)

**Goal 2: Increase Student Achievement**

**Performance Objective 10:** By June 2019, 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:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) JDE will provide minimum of one orientation meeting for students and parents to transition from Head start Program to our Kindergarten program.</p>	3.1, 3.2	Administration	Sign in sheets and date of meeting				
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) JDE will provide orientation meetings for our 5th students and parents to transition from Elementary to CMS/AMS Middle schools.</p>	3.1, 3.2	Administration Counselor	Sign in sheets and dates of meetings				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 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.	2.4, 2.5, 2.6	Administration	Grading reports, assessments results				
	<b>Problem Statements:</b> Demographics 1						
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 10 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> There are an excessive amount of absences and tardies. <b>Root Cause 1:</b> There are many scholars who are on transfers and who have 3rd party affidavits.

**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:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 3  1) JDE Leadership will have tools (controlled assets, technology, supplies) to provide effective and efficient leadership.		Administration	Increase teaching and learning by providing staff development to teachers				
<b>Funding Sources:</b> 199-Local Funds - 331.38							
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7  2) JDE Teachers and instructional support staff will have resources and tools (instructional supplies, controlled assets, technology) to provide effective and targeted instruction.	2.4, 2.5, 2.6	Administration Office Manager	Increase learning time Differentiated Instruction				
<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3 - School Processes & Programs 1							
<b>Funding Sources:</b> 199-Local Funds - 7476.81, 211-Title I-Part A - 260.00							
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Performance Objective 11 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> Scholars are performing lower in reading and writing than in math and science. <b>Root Cause 1:</b> Writing is not being with fidelity in all grade levels. (The Writing Academy Training - 185: \$5,000.00). There is not enough support for At-Risk Scholars in the area of Reading. (Monolingual At-Risk Teacher: 185 - \$66,000.00)
<b>Problem Statement 2:</b> Scholars identified under SPED are underperforming under subgroups. <b>Root Cause 2:</b> Teacher to student ratio in Resource. There has not been enough professional development for teachers who are not SPED certified.

### Student Academic Achievement

**Problem Statement 3:** ELL scholars are underperforming other subgroups. **Root Cause 3:** Dual Language teachers need more training, support and clarification. There is not enough support personnel to address needs of ELL and At-Risk scholars. (Bilingual RTI/At Risk Teacher: 185 - \$66,000.00)

### School Processes & Programs

**Problem Statement 1:** The implementation of the Dual Language program is not consistent. **Root Cause 1:** We need to follow a program that is research based. There is no clear definition of best practices and it causes inconsistencies. There is lack of training, support, follow up and follow through. (Training Registration Fees: 255 - \$2,000.00) (Substitutes: 211 - 3,000.00) There is lack of Spanish Resources. (211 – \$5,000.00)

**Goal 2: Increase Student Achievement**

**Performance Objective 12:** By May 2019, the RTI process will ensure that ALL students receive differentiated instructional support and will ensure that all proper sub populations are identified.

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

**Summative Evaluation 12:** Exceeded Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7 1) There will be quarterly RTI meetings by grade level to ensure that ALL students are being provided high quality TIER I instruction as well as TIER II and TIER III interventions.	2.4, 2.5, 2.6, 3.2	Administration AT Risk Teachers	progress reports				
	<b>Problem Statements:</b> Student Academic Achievement 1, 3						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7 2) Teachers will participate in Professional Development that will assist them provide small group instruction more often and provide better interventions.	2.4, 2.5, 2.6	Administration	List of Professional development				
	<b>Problem Statements:</b> Demographics 2 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7 3) SPED teachers will participate in PLCs, Staff Development, and individualized planning in order to increase teaching in learning.	2.4, 2.5, 2.6	Administration	Sign in sheets and agendas				
	<b>Problem Statements:</b> Demographics 2 - Student Academic Achievement 2						
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							

## Performance Objective 12 Problem Statements:

### Demographics

**Problem Statement 2:** New teachers and substitutes need further clarification on school's processes and procedures. **Root Cause 2:** There is a lack of communication to new teachers who arrive after school year has started. There is no particular process to inform substitutes of school processes and procedures.

### Student Academic Achievement

**Problem Statement 1:** Scholars are performing lower in reading and writing than in math and science. **Root Cause 1:** Writing is not being with fidelity in all grade levels. (The Writing Academy Training - 185: \$5,000.00). There is not enough support for At-Risk Scholars in the area of Reading. (Monolingual At-Risk Teacher: 185 - \$66,000.00)

**Problem Statement 3:** ELL scholars are underperforming other subgroups. **Root Cause 3:** Dual Language teachers need more training, support and clarification. There is not enough support personnel to address needs of ELL and At-Risk scholars. (Bilingual RTI/At Risk Teacher: 185 - \$66,000.00)

**Problem Statement 2:** Scholars identified under SPED are underperforming under subgroups. **Root Cause 2:** Teacher to student ratio in Resource. There has not been enough professional development for teachers who are not SPED certified.

### School Processes & Programs

**Problem Statement 1:** The implementation of the Dual Language program is not consistent. **Root Cause 1:** We need to follow a program that is research based. There is no clear definition of best practices and it causes inconsistencies. There is lack of training, support, follow up and follow through. (Training Registration Fees: 255 - \$2,000.00) (Substitutes: 211 - 3,000.00) There is lack of Spanish Resources. (211 - \$5,000.00)

**Goal 2: Increase Student Achievement**

**Performance Objective 13:** In 2018-2019, 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:** Exceeded Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7  1) Teachers will participate in Extended PLCS in order to be provided with professional development opportunities, create checkpoints, and analyze data.	2.4, 2.5, 2.6	Administration	Sign in sheets/ agenda/ List of Professional developments				
<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1							
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Performance Objective 13 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> There are an excessive amount of absences and tardies. <b>Root Cause 1:</b> There are many scholars who are on transfers and who have 3rd party affidavits.
Student Academic Achievement
<b>Problem Statement 1:</b> Scholars are performing lower in reading and writing than in math and science. <b>Root Cause 1:</b> Writing is not being with fidelity in all grade levels. (The Writing Academy Training - 185: \$5,000.00). There is not enough support for At-Risk Scholars in the area of Reading. (Monolingual At-Risk Teacher: 185 - \$66,000.00)
<b>Problem Statement 2:</b> Scholars identified under SPED are underperforming under subgroups. <b>Root Cause 2:</b> Teacher to student ratio in Resource. There has not been enough professional development for teachers who are not SPED certified.
<b>Problem Statement 3:</b> ELL scholars are underperforming other subgroups. <b>Root Cause 3:</b> Dual Language teachers need more training, support and clarification. There is not enough support personnel to address needs of ELL and At-Risk scholars. (Bilingual RTI/At Risk Teacher: 185 - \$66,000.00)

## School Processes & Programs

**Problem Statement 1:** The implementation of the Dual Language program is not consistent. **Root Cause 1:** We need to follow a program that is research based. There is no clear definition of best practices and it causes inconsistencies. There is lack of training, support, follow up and follow through. (Training Registration Fees: 255 - \$2,000.00) (Substitutes: 211 - 3,000.00) There is lack of Spanish Resources. (211 – \$5,000.00)

**Goal 2: Increase Student Achievement**

**Performance Objective 14:** By June 2019, JDE will have a minimum of 5 performances showcasing students in Music during Academic Nights, Chamber Choir and Performing Arts.

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

**Summative Evaluation 14:** Exceeded Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7 1) JDE teachers will integrate fine arts across the curriculum in all content areas Pre-K-5th using various strategies to include music, drama theatre, visual arts, band and choir.	2.4, 2.5, 2.6	Administration	Teacher Lesson Plans Scholars will be able to create connections to real life situations in all academic areas.				
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7 2) JDE will incorporate Chamber Choir and 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.	2.4, 2.5, 2.6	Administration Music Teacher	Scheduled performances Increase connection and appreciation for Fine Arts				
<b>Problem Statements:</b> Demographics 1							
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							

**Performance Objective 14 Problem Statements:**

## Demographics

**Problem Statement 1:** There are an excessive amount of absences and tardies. **Root Cause 1:** There are many scholars who are on transfers and who have 3rd party affidavits.

**Goal 2: Increase Student Achievement**

**Performance Objective 15:** By December 2018, 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:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 1) We will continue to equip students and teachers with appropriate technology.	2.4, 2.5, 2.6	Principal STEM Committee	Increase scholar performance in all academic areas				
<b>Funding Sources:</b> 185-State Compensatory Education - 1600.00, 199-Local Funds - 57.25							
= Accomplished                           = Continue/Modify                           = No Progress                           = Discontinue							

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

**Performance Objective 1:** By June 2019, 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:** Met Performance Objective

Strategy Description	ELEMENTS	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				
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

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

**Performance Objective 2:** By May 2019, JDE will implement the PBIS model to include the No Place for Hate!

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

**Summative Evaluation 2:** Met Performance Objective

Strategy Description	ELEMENTS	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>	2.5	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>	2.5	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>		PBIS Team & Counselor	By involving the community, scholars will see the importance the community plays in the positivity of their behavior.				
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

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

**Performance Objective 3:** In 2018-2019 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:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 3rd, 4th and 5th Scholars will be given the opportunity to participate in Chamber Choir.		Sponsors Scholars Parents	Leadership Opportunities Fine Arts Opportunities				
2) 1) Conduct state required FITNESSGRAM testing for students in Physical Education class or equivalent.		Physical Education Teachers, Administrators, Coordinated School Health Committee	Testing Schedules, Fitness Reports				
<b>Funding Sources:</b> 199-Local Funds - 400.00							
3) Campus will recruit Wellness Coordinator to invite staff to participate in wellness activities during the year to foster positive attitudes and healthier living.		Wellness Coordinators, Administration	Rosters of participation activities				
<b>Funding Sources:</b> 211-Title I-Part A - 235.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

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

**Performance Objective 4:** In 2018-2019 school year, JDE students will participate in STEM instruction so that they can be exposed to STEM careers.

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

**Summative Evaluation 4:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</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>	2.4, 2.5, 2.6	Administration STEM Instructors Classroom Teachers	Scholars will become better problem solvers and be exposed to STEM way of thinking.				
<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>	2.4, 2.5, 2.6	Administration STEM Instructors Classroom Teachers	Scholars will become better problem solvers and be exposed to STEM way of thinking.				
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

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

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

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

**Summative Evaluation 5:** Met Performance Objective

Strategy Description	ELEMENTS	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 CSF 7</p> <p>1) Scholars will be given the opportunity to participate in the following clubs or organizations: JDE Robotics (grades 3-5) Lady Firebirds Who Code (grade 4-5) Multicultural Club (grades 2-3) CHESS Team (grades 2-5) Student Council (grades 3-5) Scholar Leadership Team (grades 4-5) 5th Grade Basketball (girls and boys) Intramural Sports (grades 3-5)</p>	2.5, 2.6	Administration Club Sponsors Teachers	Building the WHOLE Child Social Emotional Learning				
<p>2) 3rd, 4th and 5th Scholars will be given the opportunity to participate in Robotics.</p> <p>Female scholars will be given the opportunity to participate in Lady Firebirds Who Code.</p>		Sponsors Scholars Parents	Leadership Opportunities Exposure to STEM				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

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

**Performance Objective 1:** By June 2019, 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:** Exceeded Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) JDE will hold an Entitlement Review meeting in September to inform parents about Title 1 and other entitlements and how their children may benefit from these programs	3.1, 3.2	Administration Parent Liaison	Increased Parent Involvement				
<b>Problem Statements:</b> Perceptions 1, 2 <b>Funding Sources:</b> 199-Local Funds - 507.00, 211-Title I-Part A - 300.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

## Performance Objective 1 Problem Statements:

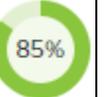
Perceptions
<b>Problem Statement 1:</b> There are too many calls, flyers and changes of school information. <b>Root Cause 1:</b> There is not a specific process for paper or electronic communication for parents.
<b>Problem Statement 2:</b> : Scholars are feeling unsafe with other scholars and community. <b>Root Cause 2:</b> Root Cause: There are not enough personnel to supervise all areas. Root Cause: There are large crowds in the morning and in the afternoon in the front foyer. Root Cause: There is not a specific policy for arrival and dismissal.

**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:** Exceeded Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 1) Administration, teachers and PTO will send out monthly newsletters to parents to inform them of important dates and information.	3.1, 3.2	Administration PTO	Monthly Newsletters				
				<b>Problem Statements:</b> Perceptions 1			
<b>Critical Success Factors</b> CSF 5 2) Administration and teachers will update school website on at least a quarterly basis.	3.1, 3.2	Administration JDE Receptionist	samples of posted websites				
				<b>Problem Statements:</b> Perceptions 1			
<b>Critical Success Factors</b> CSF 5 3) Parents will receive monthly calendar outlining all events for the month.	3.1, 3.2	Administration	calendars				
				<b>Problem Statements:</b> Perceptions 1			
<b>Critical Success Factors</b> CSF 5 4) Parents will be asked to sign up to JDE Remind so that they can receive up to minute updates.	3.1, 3.2	Administration JDE Receptionist	Increased Communication Parent Involvement				
				<b>Problem Statements:</b> Perceptions 1, 2			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 CSF 7 5) Parent Compact, Parent Involvement Policy and Campus Improvement Plan will be made available to parents through various means and locations.	3.1, 3.2						
<b>Critical Success Factors</b> CSF 5 CSF 6 6) There will be an opportunity for parents to attend Coffee with the Principal, PTO, PAC and Parenting Classes monthly at various times in the day.	3.1, 3.2	Principal Parent Liasion	Increase parent involvement and Communication				
<b>Critical Success Factors</b> CSF 5 7) Parents will be encouraged to join JDE Remind so that they can receive up to date information about school events	3.1, 3.2	Principal Receptionist	Increase parent communication				
<b>Problem Statements:</b> Perceptions 1							
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 2 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> There are too many calls, flyers and changes of school information. <b>Root Cause 1:</b> There is not a specific process for paper or electronic communication for parents.
<b>Problem Statement 2:</b> : Scholars are feeling unsafe with other scholars and community. <b>Root Cause 2:</b> Root Cause: There are not enough personnel to supervise all areas. Root Cause: There are large crowds in the morning and in the afternoon in the front foyer. Root Cause: There is not a specific policy for arrival and dismissal.

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

**Performance Objective 1:** By May 2019, 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:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support 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.		Principal Office Manager	Purchase of materials in a timely manner for classroom use.				
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 3 CSF 7  2) By May 2019, JDE will spend at a minimum 98% of federal allocated budgets in order to accomplish goals and comply with federal guidelines.		Principal Office Manager	Purchase of materials in a timely manner for classroom use.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

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

**Performance Objective 2:** In the school year 2018-2019, 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:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 3 CSF 7  1) All expenditures will be aligned with Campus Needs Assessment.		Principal Office Manager	Purchase of materials in a timely manner for classroom use.				
<b>Problem Statements:</b> Demographics 2 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1 - Perceptions 2							
= Accomplished      = Continue/Modify      = No Progress      = Discontinue							

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 2:</b> New teachers and substitutes need further clarification on school's processes and procedures. <b>Root Cause 2:</b> There is a lack of communication to new teachers who arrive after school year has started. There is no particular process to inform substitutes of school processes and procedures.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Scholars are performing lower in reading and writing than in math and science. <b>Root Cause 1:</b> Writing is not being with fidelity in all grade levels. (The Writing Academy Training - 185: \$5,000.00). There is not enough support for At-Risk Scholars in the area of Reading. (Monolingual At-Risk Teacher: 185 - \$66,000.00)
<b>Problem Statement 2:</b> Scholars identified under SPED are underperforming under subgroups. <b>Root Cause 2:</b> Teacher to student ratio in Resource. There has not been enough professional development for teachers who are not SPED certified.
<b>Problem Statement 3:</b> ELL scholars are underperforming other subgroups. <b>Root Cause 3:</b> Dual Language teachers need more training, support and clarification. There is not enough support personnel to address needs of ELL and At-Risk scholars. (Bilingual RTI/At Risk Teacher: 185 - \$66,000.00)

### School Processes & Programs

**Problem Statement 1:** The implementation of the Dual Language program is not consistent. **Root Cause 1:** We need to follow a program that is research based. There is no clear definition of best practices and it causes inconsistencies. There is lack of training, support, follow up and follow through. (Training Registration Fees: 255 - \$2,000.00) (Substitutes: 211 - 3,000.00) There is lack of Spanish Resources. (211 – \$5,000.00)

### Perceptions

**Problem Statement 2:** : Scholars are feeling unsafe with other scholars and community. **Root Cause 2:** Root Cause: There are not enough personnel to supervise all areas. Root Cause: There are large crowds in the morning and in the afternoon in the front foyer. Root Cause: There is not a specific policy for arrival and dismissal.

**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:** Exceeded Performance Objective

Strategy Description	ELEMENTS	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> <p>Teachers will be encouraged to set up CLASS DOJO to improve communication with parents</p>	3.1, 3.2	Administration Staff Classroom Teachers	Increase School Climate and perceptions				
<b>Problem Statements:</b> Perceptions 1, 2							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 3 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> There are too many calls, flyers and changes of school information. <b>Root Cause 1:</b> There is not a specific process for paper or electronic communication for parents.
<b>Problem Statement 2:</b> : Scholars are feeling unsafe with other scholars and community. <b>Root Cause 2:</b> Root Cause: There are not enough personnel to supervise all areas. Root Cause: There are large crowds in the morning and in the afternoon in the front foyer. Root Cause: There is not a specific policy for arrival and dismissal.

**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:** Met Performance Objective

Strategy Description	ELEMENTS	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.	3.1, 3.2	Administration	Positive community impact on school climate and instruction				
<b>Problem Statements:</b> Perceptions 1							
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							

**Performance Objective 4 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> There are too many calls, flyers and changes of school information. <b>Root Cause 1:</b> There is not a specific process for paper or electronic communication for parents.

# 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	\$3,200.00
185.11.6117.05.103.30	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$70,000.00
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	\$578.00
185.11.6141.03.103.30	6141 Social Security/Medicare	\$131.00
185.11.6141.05.103.30	6141 Social Security/Medicare	\$9.00
185.11.6143.03.103.30	6143 Workers' Compensation	\$45.00
185.11.6143.05.103.30	6143 Workers' Compensation	\$3.00
185.11.6145.03.103.30	6145 Unemployment Compensation	\$9.00
185.11.6145.05.103.30	6145 Unemployment Compensation	\$1.00
<b>6100 Subtotal:</b>		<b>\$84,976.00</b>
<b>6200 Professional and Contracted Services</b>		
185.11.6299.00.103.30	6299 Miscellaneous Contracted Services	\$25,000.00
<b>6200 Subtotal:</b>		<b>\$25,000.00</b>
<b>6300 Supplies and Services</b>		
185.11.6329.00.103.30	6329 Reading Materials	\$2,000.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
185.12.6329.00.103.30	6329 Reading Materials	\$2,000.00
185.11.6397.00.103.30	6397 Other Equipment - Locally Defined	\$2,000.00
185.11.6399.00.103.30	6399 General Supplies	\$5,845.00
185.12.6399.00.103.30	6399 General Supplies	\$3,000.00
185.13.6399.00.103.30	6399 General Supplies	\$1,000.00
<b>6300 Subtotal:</b>		<b>\$15,845.00</b>
<b>6400 Other Operating Costs</b>		
185.13.6499.00.103.30	6499 Miscellaneous Operating Costs	\$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 Elements

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

### 1.1: Comprehensive Needs Assessment

#### SUMMARY

#### Demographics

#### Campus Story:

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

#### Strengths:

- Call outs, letters and attendance is looked at closer.
- Communication amongst PLCs is more positive and work closer together which allows for substitutes to know the classroom and school wide expectations.
- Communication to all stakeholders in a timely manner has enabled the feeling of community.

**Problem Statement #1:** There are an excessive amount of absences and tardies.

**Root Cause:** There are many scholars who are on transfers and who have 3<sup>rd</sup> party affidavits.

**Problem Statement #2:** New teachers and substitutes need further clarification on school's processes and procedures.

**Root Cause:** There is a lack of communication to new teachers who arrive after school year has started.

**Root Cause:** There is no particular process to inform substitutes of school processes and procedures.

## Student Academic Achievement

### Campus Story:

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

The accountability rating for the 2016-2017 School Year was met standard with distinction designations of academic achievement in Mathematics, Science and top 25% Student Progress. STAAR percentages at Approaches Grade Level or above are as follows:

	Reading	Math	Writing or Science
3 <sup>rd</sup> Grade	69%	77%	-
4 <sup>th</sup> Grade	60%	83%	60%
5 <sup>th</sup> Grade	90%	95%	87%

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

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

	Tier I	Tier II	Tier III
Kinder	38%	21%	41%
First	60%	23%	28%
Second	78%	11%	11%

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

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

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

### Strengths:

- Students at approaches grade level on 5<sup>th</sup> Grade STAAR in Reading, Math and Science.
- Students at approaches grade level on 4<sup>th</sup> Grade STAAR in Math.
- There is a great numbers of teachers who are considered highly qualified and quality teachers.
- The process of analyzing data as well as the processes to inform and plan instruction.

**Problem Statement #1:** Scholars are performing lower in reading and writing than in math and science.

**Root Cause:** Writing is not being with fidelity in all grade levels. (The Writing Academy Training - *185: \$5,000.00*)

**Problem Statement #2:** Scholars identified under SPED are underperforming under subgroups.

**Root Cause:** Teacher to student ratio in Resource.

**Root Cause:** There has not been enough professional development for teachers who are not SPED certified.

**Problem Statement #3:** ELL scholars are underperforming other subgroups.

**Root Cause:** Dual Language teachers need more training, support and clarification.

**Root Cause:** There is not enough support personnel to address needs of ELL and At-Risk scholars. (Bilingual RTI/At Risk Teacher: *185 - \$66,000.00*)

### **Processes and Programs**

#### **Campus Story:**

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

#### **Strengths:**

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

**Problem Statement #1:** The implementation of the Dual Language program is not consistent.

**Root Cause:** We need to follow a program that is research based.

**Root Cause:** There is no clear definition of best practices and it causes inconsistencies.

**Root Cause:** There is lack of training, support, follow up and follow through. (Training Registration Fees: **255 - \$2,000.00**) (Substitutes: **211 - 3,000.00**)

**Root Cause:** There is lack of Spanish Resources. (**211 – \$5,000.00**)

### **Perceptions**

#### **Campus Story:**

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

#### **Strengths:**

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

**Problem Statement #1:** There are too many calls, flyers and changes of school information.

**Root Cause:** There is not a specific process for paper or electronic communication for parents.

**Problem Statement #2:** Scholars are feeling unsafe with other scholars and community.

**Root Cause:** There are not enough personnel to supervise all areas.

**Root Cause:** There are large crowds in the morning and in the afternoon in the front foyer.

**Root Cause:** There is not a specific policy for arrival and dismissal.

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

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

Campus Improvement Plan was developed with our Campus Improvement Committee with input from all teachers.

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

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

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

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

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

Strategies that apply are listed in drop-down menu.

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

Strategies that apply are listed in drop-down menu.

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

Strategies that apply are listed in drop-down menu.

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

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

Strategies that apply are listed in drop-down menu.

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

Strategies that apply are listed in drop-down menu.

# Title I Personnel

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

# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jesus Barba	Principal
Office Manager	Mary Garcia	Office Manager
Liaison	Magdalena Rodriguez	Parent Liaison
Classroom Teacher	Heather Atherton	1st Grade Teacher
Classroom Teacher	Janeth Plaza	2nd Grade Teacher
Classroom Teacher	Elvia Truong	3rd Grade Teacher
Classroom Teacher	Melissa Fernandez	4th Grade Teacher
Classroom Teacher	Angie Guzman	5th Grade Teacher
Non-classroom Professional	Monica Lane	Special Ed Resource Teacher
Special Programs	Heather Parra	Librarian
Parent	Letitia Pappan	Parent
Classroom Teacher	Julie Smartt	Kinder Teacher