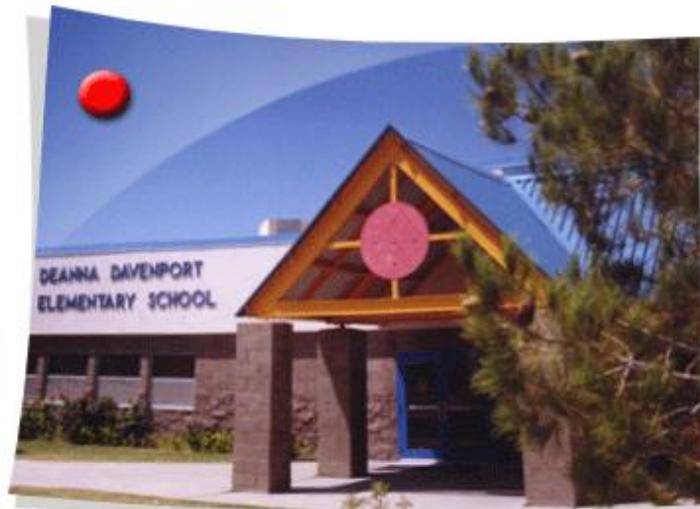


Canutillo Independent School District

Deanna Davenport Elementary School

2018-2019 Improvement Plan

Accountability Rating: Met Standard



Board Approval Date: September 25, 2018

Mission Statement

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

Vision

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

Core Beliefs

Culture of Excellence

Student Centered

High Expectations

Accountability

Transparency

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Overall, parental and community involvement at DDE is low. Low parental involvement persists regardless of attempts to reach out to parents; however we have increased the number of parent volunteers that help daily. We have about 10 parent volunteers daily. Parents feel that DDE needs to have a more welcoming environment and needs parental involvement activities that go beyond the discussion of academic or discipline issues. Rate of student attendance has recently dropped, but traditionally, we have always had high attendance rates. We did have a decrease in student attendance due to a high rate of incidence of the flu. Our school population is declining in enrollment due to slow economic development in the area, an overall perception of low academic performance, and a high rate of student transfers approved by central office. In spite of the low parental support, the campus has out performed all other campuses in the district academically.

Demographics Strengths

We are a five star recognized school

Our campus is driven by student data

Student achievement is priority for all teachers and staff

We offer a wide variety of extracurricular activities: French Club, MD/FS, Robotics, Tennis, Music (Choir and Orchestra) Folkloric, Kids Excel.

Low number of students (16%) are classified as RTI Tier 2. Students are classified as RTI early enough to provide accurate interventions.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Problem Statement: Parental involvement at DDE is low. **Root Cause:** Either parents work multiple jobs and do not have the time to be involved, or their experiences with the school have not been positive.

Problem Statement 2: Problem Statement: A science lab assistant is needed to maintain the lab and support teachers. **Root Cause:** The district does not

provide the funding and the campus lacks the resources to hire a full-time lab assistant

Problem Statement 3: DDE attendance rates are dropping. **Root Cause:** Parents do not come to meetings concerning attendance laws; parents do not read fliers concerning attendance; parents are not aware of attendance laws.

Problem Statement 4: Parent expectation for students after graduation is not always for post high school education. **Root Cause:** Family circumstances direct parents' opinion on post high school future. Families may need students to work and support the family which can cause students to quit school.

Student Academic Achievement

Student Academic Achievement Summary

Hispanic students scored 80% on all grades and subjects and ELL's scored 74% as measured by STAAR. The Bilingual students scored within 7% of general population. The lowest performance group was 3rd grade Reading English and Spanish. A high number of students (7) were retained in 2017. We use unit assessments, middle of the year assessments, and program data to place students in RTI, tutoring, and Saturday school. G.T. students are passing with high level of achievement. Davenport is the highest scoring campus in the district.

Student Academic Achievement Strengths

Our score performance is best in the District (5 out of 6 distinctions).

We are closing the gap between monolingual and ELL students.

We provide ample academic support to students (Guided Reading, Guided Math, Tutoring, Academic Tutors, Saturday School)

We have effective RTI, 504, SST committees and an Instructional Coach

We implement strong STEM programs and non-academic enrichment programs

We are strongly committed to data-driven instruction.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: There is a discrepancy in scores in report cards and unit assessments between the lower and upper grades. **Root Cause:** Assessments in the lower grades are not aligned to the rigor of State assessments. Teachers in the lower grades provide excessive support to students during assessments. Students are not taught to work independently.

Problem Statement 2: Rigor in the lower grades does not match the rigor of the State standards and assessments in the upper grades. **Root Cause:** Vertical alignment planning to allow teachers to align instruction and assessments that meet the rigor of upper grade levels is needed.

Problem Statement 3: Unsatisfactory performance in writing in most grade levels. **Root Cause:** Writing is not being consistently taught in the Language Arts content. At risk aides to help at risk students in writing. IC to monitor and model Language Arts instruction in all grade levels especially for ELL's and

at risk students. At risk -teacher to help improve at risk, 504 and dyslexia students in writing as needed.

Problem Statement 4: Students in 1st and 2nd grade are not being exposed to the structure or rigor of state assessments. **Root Cause:** Lack of resources that are closer to the STAAR test in format and rigor.

School Processes & Programs

School Processes & Programs Summary

Curriculum is rigorous and aligned to TEKS. Assessments are being used to track student progress. Teachers are using data to adjust instruction and to form intervention groups. Teachers plan together using data. Technology is available in school, but there is a lack of access outside of campus. Campus programs are designed to track and report student progress.

School Processes & Programs Strengths

Teachers plan together as PLCs.

Teachers use data to adjust instruction and plan tutoring groups.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students' expectations are not the same across grade levels. **Root Cause:** Vertical alignment planning is needed.

Problem Statement 2: It is very time consuming to wait for programs to load or for students to log in into the computers. **Root Cause:** Lack of technology updates to support programs. Library Aide needs to log in all students prior to ISTATION sessions.

Problem Statement 3: Instruction is not relevant to the students **Root Cause:** Teachers do not have the resources or the training to incorporate meaningful hands-on activities into daily lessons. IC to model rigor in the classroom.

Problem Statement 4: Math YAG is not suited to teaching fundamental concepts in depth. **Root Cause:** Dates for beginning Math units are rushed compared to later units. The first units are a spiral review, but students have major gaps in upper grades. Vertical alignment is needed.

Perceptions

Perceptions Summary

Parents have limited knowledge to help their children with homework due to language barrier or limited parental education. Administration, teachers, and staff will need to make parents feel more welcome, and engage students and parents beyond the state assessments. PBIS Committee needs a restorative discipline flowchart.

Perceptions Strengths

DDE has well set out safety rules and regulations.

DDE has a good Social Media presence.

Campus has many available activities for all types of students: Multicultural Club, MD/FS, Robotics, Tennis, Music (Choir and Orchestra) Folkloric, Kids Excel.

Campus activities promote wide-spread student participation.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Communications sent by the school (notices and fliers) are often not reaching home. **Root Cause:** Teachers, parents, and students are indifferent to school communications and often do not follow through. Parent Liaison needs to create other channels of communication.

Problem Statement 2: Parents need help to understand how to support their children with homework. **Root Cause:** Lack of a structured system to help with homework. Parent Liaison needs to involve parents in the academic success of their children.

Problem Statement 3: Low morale from some staff members trickles down to students. **Root Cause:** Poor communication channels & micromanagement perceptions from these staff members affect student performance

Problem Statement 4: Parents do not feel welcome. Students do not feel validated. **Root Cause:** Teachers and staff lack training on customer service to work with parents. Students need to know how they are doing and receive praise for their effort and accomplishments. Parent liaison and office staff need customer training.

Priority Problem Statements

Problem Statement 1: Problem Statement: Parental involvement at DDE is low.

Root Cause 1: Either parents work multiple jobs and do not have the time to be involved, or their experiences with the school have not been positive.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a discrepancy in scores in report cards and unit assessments between the lower and upper grades.

Root Cause 2: Assessments in the lower grades are not aligned to the rigor of State assessments. Teachers in the lower grades provide excessive support to students during assessments. Students are not taught to work independently.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Students' expectations are not the same across grade levels.

Root Cause 3: Vertical alignment planning is needed.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Communications sent by the school (notices and fliers) are often not reaching home.

Root Cause 4: Teachers, parents, and students are indifferent to school communications and often do not follow through. Parent Liaison needs to create other channels of communication.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: DDE attendance rates are dropping.

Root Cause 5: Parents do not come to meetings concerning attendance laws; parents do not read fliers concerning attendance; parents are not aware of attendance laws.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Parent expectation for students after graduation is not always for post high school education.

Root Cause 6: Family circumstances direct parents' opinion on post high school future. Families may need students to work and support the family which can cause students to quit school.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Rigor in the lower grades does not match the rigor of the State standards and assessments in the upper grades.

Root Cause 7: Vertical alignment planning to allow teachers to align instruction and assessments that meet the rigor of upper grade levels is needed.

Problem Statement 7 Areas: Student Academic Achievement

Problem Statement 8: Unsatisfactory performance in writing in most grade levels.

Root Cause 8: Writing is not being consistently taught in the Language Arts content. At risk aides to help at risk students in writing. IC to monitor and model Language Arts instruction in all grade levels especially for ELL's and at risk students. At risk -teacher to help improve at risk, 504 and dyslexia students in writing as needed.

Problem Statement 8 Areas: Student Academic Achievement

Problem Statement 9: Students in 1st and 2nd grade are not being exposed to the structure or rigor of state assessments.

Root Cause 9: Lack of resources that are closer to the STAAR test in format and rigor.

Problem Statement 9 Areas: Student Academic Achievement

Problem Statement 10: It is very time consuming to wait for programs to load or for students to log in into the computers.

Root Cause 10: Lack of technology updates to support programs. Library Aide needs to log in all students prior to ISTATION sessions.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Instruction is not relevant to the students

Root Cause 11: Teachers do not have the resources or the training to incorporate meaningful hands-on activities into daily lessons. IC to model rigor in the classroom.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Parents need help to understand how to support their children with homework.

Root Cause 12: Lack of a structured system to help with homework. Parent Liaison needs to involve parents in the academic success of their children.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Parents do not feel welcome. Students do not feel validated.

Root Cause 13: Teachers and staff lack training on customer service to work with parents. Students need to know how they are doing and receive praise for their effort and accomplishments. Parent liaison and office staff need customer training.

Problem Statement 13 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
- 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
- Accountability Distinction Designations
- Federal Report Card 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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate's degree, graduating with completed IEP and workforce readiness
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically Disadvantaged / Non-economically disadvantaged 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
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Professional development needs assessment data
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Revised/Approved: September 25, 2018

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

Performance Objective 1: During the school year, 100% of DDE staff and students will implement the School Wide Positive Behavior Intervention Support (PBIS) framework for establishing the social culture and behavioral supports needed for a school to be an effective learning environment for all students.

Evaluation Data Source(s) 1: PBIS data binder with meeting agendas, implementation strategies, meeting minutes.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue to implement the School Wide Positive Behavior Intervention Support (PBIS) framework .

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) A campus administrator will coordinate the implementation of School Wide Positive Behavior Intervention Support (PBIS). PBIS team will meet on a monthly basis to conduct needs assessment, analyze data, identify, and target campus needs through the implementation of research-based practices.	2.5	Assistant Principal Counselor PBIS Committee	Committee Meeting Agendas Campus Meeting Agendas Behavior Data Attendance Data				
Problem Statements: Demographics 3 Funding Sources: 199-Local Funds - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) A member of the PBIS team will attend local PBIS meetings and will disseminate information to the Team.		PBIS Committee Meetings to debrief information	Agendas for meetings with campus				
Funding Sources: 211-Title I-Part A - 100.00							
3) DDE will continue implementing the "No Place for Hate" district wide initiative.	2.5	Assistant Principal Counselor PBIS Team Teachers Student reps	DDE will be designated as a No Place for Hate School in 2019.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: DDE attendance rates are dropping. Root Cause 3: Parents do not come to meetings concerning attendance laws; parents do not read fliers concerning attendance; parents are not aware of attendance laws.

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

Performance Objective 2: During the school year, DDE will implement the Coordinated School Health (CSH) Program to develop 100% of DDE students' emotional, mental, learning, physical, and social aspects.

Evaluation Data Source(s) 2: FITNESSGRAM reports, CHS meeting data binder, and nurse's records.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue implementing the CSH initiative.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All elementary students will participate in Moderate to Vigorous Physical Activity (MVPA) for a minimum of 30 minutes per day or 135 minutes per week while providing instruction from CSH and TEKS.		PE Teachers Campus administrators CSH Committee Counselor	Improved FITNESSGRAM reports.				
2) Conduct the mandated FITNESSGRAM assessment for students during Physical Education. Safety procedures to be established if the student/teacher ratio is greater than 45 to 1 in a physical education class.		PE Teachers Campus administrators CSH Committee Counselor	Improved FITNESSGRAM reports.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) DDE will provide at least one representative for the district School Health Advisory Committee (SHAC). DDE SHAC and CSH committees will quarterly meet to monitor program implementation.		Coordinated SHAC Team CSH Committee, CATCH Committee: Nurse, Campus administrators, PE/ Health Teachers, Counselor, Parent Liaison, Parents, Cafeteria Manager	Improved School Health Program at DDE.				
4) All DDE students will have access to a highly qualified registered nurse to conduct the required state, local, and district health screening.		Nurse	Effective nursing care and students' records				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 3: By May 2019 all DDE personnel will receive Emergency Operation Planning (EOP) training covering emergency protocols and reunification processes.

Evaluation Data Source(s) 3: Training provided by campus PBIS team

CISD Police Department

CISD PBIS Support Team

Summative Evaluation 3:

Goal 2: Increase Student Academic Achievement

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

Evaluation Data Source(s) 1:

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue monitoring delivery of instruction to special education students.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Special Education resource teacher will provide focused in-school or after school tutoring to all 3rd-5th grade students taking the STAAR test.	2.4	Administration Special Education Teacher IC Classroom Teachers	Students in Special education will achieve at a minimum of accomplish level in STAAR test				
Problem Statements: Student Academic Achievement 1, 3, 4							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: There is a discrepancy in scores in report cards and unit assessments between the lower and upper grades. Root Cause 1: Assessments in the lower grades are not aligned to the rigor of State assessments. Teachers in the lower grades provide excessive support to students during assessments. Students are not taught to work independently.
Problem Statement 3: Unsatisfactory performance in writing in most grade levels. Root Cause 3: Writing is not being consistently taught in the Language Arts content. At risk aides to help at risk students in writing. IC to monitor and model Language Arts instruction in all grade levels especially for ELL's and at risk students. At risk -teacher to help improve at risk, 504 and dyslexia students in writing as needed.
Problem Statement 4: Students in 1st and 2nd grade are not being exposed to the structure or rigor of state assessments. Root Cause 4: Lack of resources that are closer to the STAAR test in format and rigor.

Goal 2: Increase Student Academic Achievement

Performance Objective 2: In 2018-2019 DDE students 3-5 will improve the STAAR scores to a minimum of 80% passing in all tested subjects increasing the number of Master and Meet Expectation percentage by 5%.

Evaluation Data Source(s) 2: STAAR scores and State Distinctions

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Teachers need to do intensive guided reading and guided math sessions during core subject assigned time.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Examine gaps of TEKS (tested) to increase in readiness standards in reading, math, science and writing by PLC and vertical alignment teams,	2.4, 2.5	IC Teachers Admin	Close monitoring of students' performance and identification of students' needs to provide differentiated instruction and close gaps.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 1, 2, 3						
2) Common assessments will be utilized by all teachers to analyze student progress towards mastery of standards and to implement specific instructional strategies to meet targeted scores.	2.4	IC Teachers Admin	Close monitoring of students' performance and identification of students' needs to provide differentiated instruction and close gaps.				
3) Student supplies and materials will be purchased to support instruction aligned to STAAR and TEKS , including copy paper for online resources such as Eduphoria, TEKS resources, Galaxy, STEM Scopes, etc.	2.4, 2.5	IC Teachers Admin	Provide resources to help students activate learning				
	Funding Sources: 185-State Compensatory Education - 8908.59, 211-Title I-Part A - 1259.80						
4) Student struggling in the core subjects will receive additional support through Saturday Camp Instruction.	2.4, 2.5, 2.6	IC Teachers Admin	Intensive focused intervention that will increase students' academic success.				
	Funding Sources: 185-State Compensatory Education - 644.95						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Writing Academy Professional Development K-5th grade.	2.4	Administration Teachers C and I ELAR Coordinator IC	1. Monthly compositions and writing samples per grade level based on the Book of the Month as a sample that writing is happening at all grade levels. 2. Interactive Journals as a sample that writing is happening at all grade levels and in all core subjects. 3. Writing Academy Benchmark checks				
Funding Sources: 185-State Compensatory Education - 4850.00							
6) DDE will host a science fair to improve science STAAR scores and close the achievement gaps.	2.5	IC Teachers Admin	Science Fair Students' projects (participation) will help them improve their science scores and increase performance at higher levels of rigor.				
7) DDE will have FLASHBACK FRIDAYS K-5th grade to review low performing tested TEKS-vertical alignment-	2.4, 2.6	IC Teachers Admin	Improved STAAR scores and gap closing				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: There is a discrepancy in scores in report cards and unit assessments between the lower and upper grades. Root Cause 1: Assessments in the lower grades are not aligned to the rigor of State assessments. Teachers in the lower grades provide excessive support to students during assessments. Students are not taught to work independently.
Problem Statement 2: Rigor in the lower grades does not match the rigor of the State standards and assessments in the upper grades. Root Cause 2: Vertical alignment planning to allow teachers to align instruction and assessments that meet the rigor of upper grade levels is needed.
Problem Statement 3: Unsatisfactory performance in writing in most grade levels. Root Cause 3: Writing is not being consistently taught in the Language Arts content. At risk aides to help at risk students in writing. IC to monitor and model Language Arts instruction in all grade levels especially for ELL's and at risk students. At risk -teacher to help improve at risk, 504 and dyslexia students in writing as needed.
Problem Statement 4: Students in 1st and 2nd grade are not being exposed to the structure or rigor of state assessments. Root Cause 4: Lack of resources that are closer to the STAAR test in format and rigor.
School Processes & Programs
Problem Statement 1: Students' expectations are not the same across grade levels. Root Cause 1: Vertical alignment planning is needed.

School Processes & Programs

Problem Statement 2: It is very time consuming to wait for programs to load or for students to log in into the computers. **Root Cause 2:** Lack of technology updates to support programs. Library Aide needs to log in all students prior to ISTATION sessions.

Problem Statement 3: Instruction is not relevant to the students **Root Cause 3:** Teachers do not have the resources or the training to incorporate meaningful hands-on activities into daily lessons. IC to model rigor in the classroom.

Goal 2: Increase Student Academic Achievement

Performance Objective 3: 100% of Advanced Academic (GT) students taking the STAAR assessment will achieve master's level (college readiness) level in their area of giftedness.

Evaluation Data Source(s) 3: Percentage of GT students performing at College Readiness.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: GT teacher needs to tutor GT students that may not achieve that master's level in STAAR in their area of giftedness.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide Advance Academic (GT) students with differentiated instruction such as advanced assignments integrated with critical thinking, technology and self initiated projects.		GT C and I Admin Teachers	Perform at rigorous levels on the state mandated assessment				
2) 100% of our teachers in grades K - 5th grade will update their Gifted and Talented Certification.		Teachers, Advanced Academics Teacher, AA Coordinator	Improve instruction for all students and meet the needs of the advanced academic students in the regular classroom.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 4: 100% of K-5th grade students will participate in integrated project based learning (PBL) in all core subjects. A minimum of one project based on the TEKS per nine weeks will be presented to the school community.

Evaluation Data Source(s) 4: PBL project 9 week period monitoring.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: PBL projects , one per every nine weeks, will be integrated in one or more core subjects. PBL students' logs and planning matrix will be required per grade level.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will be exposed to TEKS at the readiness level through PBL projects (21st Century Skills) to ensure they perform at grade level in middle school.	2.5	IC Teachers	Use of teacher created rubrics or TEKS resource assessments to monitor the learning of concepts.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 5: By June 2019, 90% of Kinder, first and second grade students will acquire the recommended fluency rate as indicated by the state (1st 60-90 wpm, 2nd 80-120 wpm and District benchmark for kindergarten 30-45 wpm) .

Evaluation Data Source(s) 5: Running records/ Istation reports

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Next Year's Recommendation 5: Monitor application of recommended reading strategies for closing gaps. Closely monitoring response to ISTATION alerts. Closely monitoring teacher-student interaction during ISTATION.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Teachers will display and teach frequency words for students to acquire the fluency rates indicated by the performance objective.		IC Teachers Admin	Improved fluency and reading levels.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 6: In 2018-2019 100% of the students in K-5th grade will receive instruction through Guided Reading and Guided Math to close the achievement gaps.

Evaluation Data Source(s) 6: Running records data, data analysis documentation.

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 6: Create well planned instructional centers that include spiraling review and practice of learned concepts.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) All classrooms will have visible learning stations, display relevant anchor charts, and establish routines to provide guided instruction.		IC Teachers Admin	Guided Instruction time and intervention data to differentiate instruction and close gaps.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 7: 100% of DDE students in grades K-5th will participate two PLTW modules a year for students to perform at a college readiness level.

Evaluation Data Source(s) 7: One PLTW module per semester project presentation.

Summative Evaluation 7: Met Performance Objective

Next Year's Recommendation 7: Upgrade resources and provide training as needed.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) K-5th grade- will participate in 2 PLTW modules a year. Provide PLTW Instructional resources	2.5	teachers IC Admin	Project presentation Students' interactive journals Increased rigor in learning				
Funding Sources: 211-Title I-Part A - 750.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 8: By the end of the 2018-2019, 100% of our student population will participate in integrated technology including the use of CISD and campus programs such as, but not limited to, ISTATION, Accelerated Reading Program, Education Galaxy, STAAR Masters, and PLTW.

Evaluation Data Source(s) 8: PLTW projects and products, PBL projects, and ISTATION reports.
Updated Technology CIP to integrate technology and digital learning during instruction.

Summative Evaluation 8: Met Performance Objective

Next Year's Recommendation 8: Librarian will continue teaching students different computer' s applications and programs. Continue with TLC meetings to monitor technology implementation at DDE.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Purchase instructional software, computers, and laptops or other media equipment to engage at risk students in presentations and projects that develop their skills in the use of technology and that sustain online CISD programs to include but not limited to ISTATION, Accelerated Reader, Project Share ESTAR and MSTAR, Galaxy, STEM Scopes, etc.	2.5	Teachers, Instructional Coach, Media Specialist, and Technology Committee.	Increased technology integration in all subjects.				
Problem Statements: School Processes & Programs 2 Funding Sources: 211-Title I-Part A - 7396.50, 185-State Compensatory Education - 205024.50							
2) Technology Leadership Team (TLT) will meet regularly to update and monitor technology plan and plan for professional development.		Technology Leadership Team (TLT)	Increased use of technology				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 8 Problem Statements:

School Processes & Programs
Problem Statement 2: It is very time consuming to wait for programs to load or for students to log in into the computers. Root Cause 2: Lack of technology updates to support programs. Library Aide needs to log in all students prior to ISTATION sessions.

Goal 2: Increase Student Academic Achievement

Performance Objective 9: In 2018-2019, 100% of the students that are considered highly mobile, ELL, migrant and academically at risk will be identified and participate in an intervention plan through the RTI Committee and /or the Student Study Team to graduate with their cohorts.

Evaluation Data Source(s) 9: Academic tutor documentation, RtI documentation, SST documentation, extended tutoring data.

Summative Evaluation 9: Met Performance Objective

Next Year's Recommendation 9: Continue monitoring students' performance every 3 weeks. Failing students need to have an immediate SST meeting . Monitor teachers who failed to report at risk students, and ensure they complete required paperwork.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) During the 9 first weeks of school teachers will identify academic, emotional, and physical needs of highly mobile, ELL, and students in need of intervention by the RTI/Student Study Team composed of the child's teacher, counselor, parent, instructional coordinator and/or a campus administrator.	2.6	Teachers, Instructional Coach, Administration, Counselor, RTI Interventionist	Provide individualized instruction to these populations and closed the achievement gap.				
2) RtI Facilitators will provide support to identified RtI students in grades K-2 using the CEI lab resources and through inclusion.	2.6	RIF Facilitators, teachers, Instructional Coach, Reading Interventionist	Identified students will receive intensive interventions to perform at grade level.				
<p>Problem Statements: Student Academic Achievement 3</p> <p>Funding Sources: 185-State Compensatory Education - 36495.00</p>							
3) Bilingual Program will provide an academic tutor for migrant students and an academic tutor for ELL's not performing at grade level.		ALS classroom teachers	ELLS and Migrant students receiving services through the ALS department will be monitored to perform at grade level by the ALS department, the LPAC instructional aide and the campus Instructional Coach.				
4) Provide Summer School for students at risk in grades Pre-K, Kinder and 5th grade.	2.4	Summer School Administration	Close the academic gaps.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Performance Objective 9 Problem Statements:

Student Academic Achievement
<p>Problem Statement 3: Unsatisfactory performance in writing in most grade levels. Root Cause 3: Writing is not being consistently taught in the Language Arts content. At risk aides to help at risk students in writing. IC to monitor and model Language Arts instruction in all grade levels especially for ELL's and at risk students. At risk -teacher to help improve at risk, 504 and dyslexia students in writing as needed.</p>

Goal 2: Increase Student Academic Achievement

Performance Objective 10: By the end of the 2018-2019, 80% of the special education students will meet state benchmarks.

Evaluation Data Source(s) 10: Percentage of Special Education performing at grade level will increase 2% from last year's percentage.

Summative Evaluation 10: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 10: A schedule to include every other day services with Special Ed certified teacher for each child will be developed. Aide to be used after teacher has worked with each child. Sp Ed students in 3-5th will receive after school tutoring same as any other student in regular education.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide the least restrictive environment for our Special Education students, such as Inclusion in the Regular classroom, team-teaching; and resource room and by utilizing research based programs in special education classes such as Failure Free Reading, Lexia, and FLRT.		Teachers, Sp. Ed. teachers, Sp. Ed. Department	Increased number of SpEd students performing at grade level.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 11: In 2018-2019 the number of student retention will decrease in K-2nd grade to three students.

Evaluation Data Source(s) 11: Tutoring Logs, teacher data analysis, 3 week grade-monitoring, RtI data, Academic Tutor documentation.

Summative Evaluation 11: No progress made toward meeting Performance Objective

Next Year's Recommendation 11: Attendance cards check every 3 weeks. Immediate interventions by teacher and Parent Liaison home visits as soon as it is determine student presents a pattern . Avoid retention due to excessive absences.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Grade levels and classrooms with higher retention rate during the 2017-2018 school year will be highly monitored. Teachers will complete RtI packets, offer extended day tutoring, and interventions as needed to ensure all students are academically successful and promoted to the following grade level.	2.6	Admin IC Teachers	Individual Instructional interventions will decrease the number of RtI, GPC's and retentions.				
2) Campus Instructional Coach will attend trainer of trainers professional development sessions to provide campus training and develop best teaching practices for students with diverse learning styles.		Instructional Coach, teachers, administrators	Differentiated instruction will close the gaps and will help to pass students performing at grade level.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 12: 100% of the teachers, office staff, paraprofessionals, and administrators will participate in Professional Development in core subjects, leadership, guidance, safety, PE and Fine Arts to increase campus success.

Evaluation Data Source(s) 12: Implementation of training in the classroom or specific program.

Summative Evaluation 12: Met Performance Objective

Next Year's Recommendation 12: Continue providing PD to keep the teachers abreast of change in education.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Principal and Assistant Principal will accrue at least 30 hours of professional development to be able to provide guidance and leadership to teachers and other staff members.		AP Principal	Attending professional development tailored to the campus needs, principal and AP will be better instructional role models for teachers as well as students.				
Funding Sources: 211-Title I-Part A - 5227.12, 255-Title II-Part A Teacher/Principal - 393.56							
TEA Priorities Recruit, support, retain teachers and principals 2) Provide professional development as needed in all content areas, technology, PLTW, PE and Fine Arts.	2.5	ILT team administration Instructional Coach	Teachers will instruct students using PBL as an instructional delivery strategy and will ensure DDE students are well rounded and college ready.				
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1 Funding Sources: 185-State Compensatory Education - 9802.17, 255-Title II-Part A Teacher/Principal - 17484.61, 211-Title I-Part A - 9490.26							
3) Provide librarian with professional development and opportunities to attend conferences.		Librarian Budget Manager	Attend professional development tailored to the campus needs.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 12 Problem Statements:

Student Academic Achievement

Problem Statement 2: Rigor in the lower grades does not match the rigor of the State standards and assessments in the upper grades. Root Cause 2: Vertical alignment planning to allow teachers to align instruction and assessments that meet the rigor of upper grade levels is needed.

School Processes & Programs
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Problem Statement 1: Students' expectations are not the same across grade levels. Root Cause 1: Vertical alignment planning is needed.
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Goal 2: Increase Student Academic Achievement

Performance Objective 13: During the 2018-2019 DDE will provide an instructional coach, and academic tutors for in-school tutoring and inclusion to meet the needs of 100% of the identified at risk, migrant, and ELL students who are in danger of failing Reading, Math, Writing or Science core subjects and/or state assessments.

Evaluation Data Source(s) 13: RtI identification to provide services, data analysis, data records to demonstrate efficiency of services.

Summative Evaluation 13: Met Performance Objective

Next Year's Recommendation 13: Continue hiring academic tutors and IC as it has proven to be an effective practice.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide an Elementary Instructional Coach to meet the needs of at risk students in grades PreK to 5th, mentor new teachers and teachers in need of professional support.		Administrators Instructional Coach	Instructional coach provides lesson modeling and work collaboratively with teachers, empowering them to incorporate research-based instructional methods into their classrooms.				
Problem Statements: Student Academic Achievement 3 Funding Sources: 211-Title I-Part A - 63382.00							
2) Hire a minimum of 2 academic tutors to provide in-school tutoring to at risk students in grades 3-5th and one at risk interventionist teacher to work with 504 and dyslexia students.		Instructional Coach Teachers Administrators	A successful impact on academic performance, significant improvement in grades, and test scores				
Funding Sources: 185-State Compensatory Education - 72729.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 13 Problem Statements:

Student Academic Achievement
Problem Statement 3: Unsatisfactory performance in writing in most grade levels. Root Cause 3: Writing is not being consistently taught in the Language Arts content. At risk aides to help at risk students in writing. IC to monitor and model Language Arts instruction in all grade levels especially for ELL's and at risk students. At risk -teacher to help improve at risk, 504 and dyslexia students in writing as needed.

Goal 2: Increase Student Academic Achievement

Performance Objective 14: DDE will increase teacher attendance rate to 98% during 2018-2019 school year.

Evaluation Data Source(s) 14: Teacher absences monitoring and minutes of meetings with teachers in reference to absences.

Summative Evaluation 14: Some progress made toward meeting Performance Objective

Next Year's Recommendation 14: Teacher absences need to be carefully monitored as some teachers absences including PD as some teachers reach more than 20 days out of classroom.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teacher absences will be monitored to avoid a negative impact in the students learning and academic success. Teacher attendance will be maintain at 98%.		Administration Teachers HR Department	Students will receive instruction from certified teachers 98% of the time ensuring the academic success of their students				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 15: In 2018-2019 school year, 100% of the students in Pre-K, Kindergarten and 5th grade will participate in activities that facilitate a successful transition from the DDE elementary setting to the AMS middle school setting; and Pre-K students at DDE and Santiago Rodriguez Head Start will participate in transition activities to Kindergarten and first grade.

Evaluation Data Source(s) 15: Documentation addressing the transition processes.

Summative Evaluation 15: Met Performance Objective

Next Year's Recommendation 15: Maintain close collaboration with AMS and Santiago Rodriguez Head Start to continue having smooth students' transitions.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Coordinate visit to AMS for all 5th grade students to familiarize students with the campus and campus procedures and classes		Counselor, teachers, administration	By systematically addressing the transition process, students with can be prepared to participate in a new learning experience.				
2) By May 2019 students in Pre-K will participate in transition activities in coordination with Santiago Rodriguez Headstart to facilitate a successful transition to Kindergarten. Inform the community via webpage and marquee about registration dates for Pre-k and kindergarten students.		Pre-K and Kindergarten teachers, Head Start Coordinator, Administration	By systematically addressing the transition process, students with can be prepared to participate in a new learning experience.				
3) By May 2019 students in Kindergarten will participate in transition activities in coordination with IC and 1st grade teachers.		IC Teachers Administration	By systematically addressing the transition process, students with can be prepared to participate in a new learning experience.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 16: 100% of DDE student population will have access to all library resources and supplementary materials to increase student success.

Evaluation Data Source(s) 16: Accelerated Reading data showing improvement from BOY to EOY Star assessment.

Summative Evaluation 16: Met Performance Objective

Next Year's Recommendation 16: Continue refurbishing library for students to have access to updated materials and resources.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Purchase library books and reading resources to enhance reading skills in grades K-5 .		Librarian Teachers	ISTATION improved performance 85% of the students at Tier I.				
2) Obtain supplies needed to keep library resources updated.		Library Assistant	Maintain books and library resources updated and in good shape.				
Funding Sources: 185-State Compensatory Education - 2200.00							
3) Hire a library assistant to support librarian and provide help with the instructional online programs such as ISTATION to students in K-2nd grade.	2.4, 2.5	Librarian IC	Improved reading levels and fluency in K-2nd grade				
Funding Sources: 211-Title I-Part A - 20228.56							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 17: 90% of all K-2 grade students will be reading at grade level as measured by ISTATION Tier 1.

Evaluation Data Source(s) 17:

Summative Evaluation 17: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 17: Need to verify effectiveness of program and verify records turn in and compare records with actual performance.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Teachers will keep Running Records and data binders to monitor and ensure that PreK-2nd grade students will be promoted to the next level performing at Tier 1 on the ISTATION.	2.4	IC Teachers Admin	Close monitoring of students' performance and identification of students' needs to provide differentiated instruction and improved reading skills.				
Problem Statements: Student Academic Achievement 1, 2, 4							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 17 Problem Statements:

Student Academic Achievement
Problem Statement 1: There is a discrepancy in scores in report cards and unit assessments between the lower and upper grades. Root Cause 1: Assessments in the lower grades are not aligned to the rigor of State assessments. Teachers in the lower grades provide excessive support to students during assessments. Students are not taught to work independently.
Problem Statement 2: Rigor in the lower grades does not match the rigor of the State standards and assessments in the upper grades. Root Cause 2: Vertical alignment planning to allow teachers to align instruction and assessments that meet the rigor of upper grade levels is needed.
Problem Statement 4: Students in 1st and 2nd grade are not being exposed to the structure or rigor of state assessments. Root Cause 4: Lack of resources that are closer to the STAAR test in format and rigor.

Goal 3: Enhance Student Character & Drive Towards a Career/ Profession

Performance Objective 1: 100% of the students at DDE will be instructed in the pillars of character and respect in an effort to decrease counselor referrals as specified in the ASCA Model.

Evaluation Data Source(s) 1: Mandatory training documentation. Counselor's class schedule. Counselor's documentation for interventions.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue offering NPFH, PBIS, Character Counts, Leader in Me to increase the level of moral and ethical character.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Incorporate a curriculum such as Character Counts.		Counselor Teachers Admin	Character Counts will increase the level of moral and ethical character				
2) The Counselor will purchase reading and other materials to be used during group counseling sessions, play therapy, or for individualized counseling to help promote social and emotional healthy children.		Counselor	Supplies help counselor to support the diverse needs of his students				
3) Provide suicide prevention and death in immediate family presentations/meetings as needed.		Counselor Teachers Admin	Increased teachers' confidence and feelings of competence in recognizing, approaching, and connecting distressed youth to school-based resources.				
4) Create student Patrol squads to monitor hallways and promote positive behaviors.		Counselor	Promote citizenship through Student Patrols.				
5) Implement a Student Leadership Team with 5th grade students		Counselor	Instill the principles of Leadership in our 5th grade students.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: Enhance Student Character & Drive Towards a Career/ Profession

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

Evaluation Data Source(s) 2: Field trip for Career Awareness documentation. Documentation on all Career Awareness events and activities.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue creating career awareness in our students. Teachers need to be more engaged on this goal as they are the daily reminders of our purpose to have all students pursuing higher education beyond high school.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) University of the Month project where a grade level is asked to provide data and interesting facts about the university for all campus to be informed of opportunities to attend different colleges and universities across the US. Career Awareness presentations by a variety of speakers and career paths.	2.5	Counselor Teachers	To prepare students to pursue education beyond their K-12th educational experience.				
Problem Statements: Demographics 4							
2) Provide field trips and other field experiences for students to include but not limited to universities, colleges, museums, science observatory, public library, and theater to support character, education, social skills development and behavior management.	2.5	Counselor Teachers	Opportunities for DDE students to acquire exposure to the working world they will one day enter and to increase students' knowledge of career options.				
Problem Statements: Demographics 4							
3)) Plan an Education Generation TX Week and have presenters through the year for students in kinder through fifth grade to promote and encourage students to pursue a post high school education.		Counselor Teachers	To prepare students for success beyond their K-5th experience through activities around career exploration.				
4) Celebrate Texas Generation Day.		Counselor Teachers	To prepare students for success beyond their K-5th experience through activities around career exploration.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Create student Patrol squads to monitor hallways and promote positive behaviors.		Counselor	Promote citizenship through Student Patrols.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: Parent expectation for students after graduation is not always for post high school education. Root Cause 4: Family circumstances direct parents' opinion on post high school future. Families may need students to work and support the family which can cause students to quit school.

Goal 3: Enhance Student Character & Drive Towards a Career/ Profession

Performance Objective 3: 100% of the DDE students in 3rd-5th grade will participate in one or more extracurricular activities such as choir, instrument, Kids Excel, Mother/Daughter & Father/Son, and robotics.

Evaluation Data Source(s) 3: After school enrichment attendance documentation. EOY presentations. Safety Patrols and Mother/Daughter and Father/Son attendance and meeting agendas.

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue to offer "free of charge" extracurricular activities such as choir, folkloric, instrument, robotics and multicultural club for grades 2nd-5th grade

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide Choir and Orchestra extracurricular classes for 3rd-5th grade students		Music Teacher	To prepare students to participate in middle and high school chamber choir and the CISD School of Music.				
2) All 4th grade students will participate in the KidsExcel program		KidsExcel Personnel 4th grade teachers	To help children develop discipline, a standard of excellence, and self-confidence that will positively impact their education and all aspects of their lives.				
3) Offer the Mother-Daughter and Father-Son Program to 5th grade students.		UTEP partnership Program Coordinators Student Support Services.	1. Building the students' self-esteem, encouraging them to complete their high school education and raising their expectations of attending college. 2. Increasing parental commitment to higher education by involving the mothers and fathers as well as the daughters and sons in the educational decision-making process.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Offer a Robotics class to 3rd, 4th, and 5th grade students.		Offer a Robotics class to 3rd, 4th, and 5th grade students.	1. Robotics helps address the growing demand for teaching science, technology, engineering and math in schools. 2. By programming robots, students can discover if they have aptitude and interest in a job market of the future.				
Funding Sources: 211-Title I-Part A - 959.83							
5) Offer an enrichment Folkloric Dance Program and a Multi-cultural Club to 2nd -4th grade students to create awareness and appreciation of other people and their cultural values.		Folkloric Teacher	Participating, viewing, and learning about cultural dance and the roles it plays in societies leads to awareness and appreciation of other people and their cultural values.				
Funding Sources: 211-Title I-Part A - 1492.00							
= 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: DDE will attain an attendance rate of 98% or better to ensure students graduate on time.

Evaluation Data Source(s) 1: Attendance data binder including meetings with parents and follow-ups on each at risk student.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Ensure all teachers are completing the 'attendance green card'. Create logs to document teachers' attempts to communicate with parents when students are absent. Follow district truancy policies.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create an attendance committee with reps from each grade level.	2.6	Administration, attendance committee teachers, office staff	Improve attendance and reach 98% overall attendance				
Problem Statements: Demographics 3							
2) Provide classroom incentives for highest attendance based on student survey.		Administration, attendance committee teachers, office staff	Improve attendance and reach 98% overall attendance				
3) Attendance committee will review and monitor attendance and will meet with parents of those students that are not meeting mandatory attendance as needed.		Administration, attendance committee teachers, office staff Parent Liaison Counselor	Improve attendance and reach 98% overall attendance				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: DDE attendance rates are dropping. **Root Cause 3:** Parents do not come to meetings concerning attendance laws; parents do not read fliers concerning attendance; parents are not aware of attendance laws.

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

Performance Objective 2: Invite 100% of DDE parents to PAC and other instructional meetings through written notices, phone master, web page, or other form of communication and at least 20 parents will attend the campus monthly meetings.

Evaluation Data Source(s) 2: Increased parent participation in campus activities and meetings data and attendance signing sheets.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Parent Liaison needs to work on strategies to increase the community involvement.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct PAC meetings AM and PM and facilitate communication between school (and other agencies) and families in which parents can receive and provide information and feedback on their children's instructional, health and safety needs. Provide light snacks for parent meetings.	3.2	Parent Liaison, campus Administration and Executive Director for Student Support Division	Increase parent participation in the education of their children.				
Problem Statements: Perceptions 1, 2 Funding Sources: 211-Title I-Part A - 24033.40							
2) Campus will hold Title I meetings to maintain parents informed about the campus entitlements and to receive and provide feedback to them.		Parent Liaison, campus Administration and Executive Director for Student Support Division	Inform parents and community about the different Entitlements and how funding is used to educate and provide opportunities to their children.				
3) Parent Liaison will attend trainings and conferences to increase parental involvement and to guide parents with strategies and resources to better help their children to be academically successful.	3.2	Administration	Increase parent participation in the education of their children.				
Problem Statements: Demographics 1, 4 Funding Sources: 211-Title I-Part A - 317.08							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Parent Liaison will keep clear communication with the community to ensure parents are informed about instructional activities and events happening at the campus concerning the education of their children. Use a variety of resources to inform parents other than flyers.	3.2	Parent Liaison	Maintain parents and community informed about the educational opportunities and events offered at DDE.				
	Problem Statements: Perceptions 1, 4 Funding Sources: 211-Title I-Part A - 282.85						
5) Parents at DDE will be invited to Reading Nights, Math Nights, Writing Nights or Science Nights with all teachers participation to share strategies and ways to help students to be academically successful.	2.4	Teachers Parent Liaison IC Administration	To engage parents in assisting their children to improve their academic performance.				
	Problem Statements: Perceptions 2 Funding Sources: 211-Title I-Part A - 582.29						
6) Through the Student Support Services Department, parents will be educated on substance abuse and violence prevention at parent meetings or events.		School Administrator Parent Liaison	Provide helpful information to parents and community.				
7) Parent Liaison will continue to recruit parent volunteers .		Parent Liaison	Increased number of parent volunteers at DDE				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Problem Statement: Parental involvement at DDE is low. Root Cause 1: Either parents work multiple jobs and do not have the time to be involved, or their experiences with the school have not been positive.
Problem Statement 4: Parent expectation for students after graduation is not always for post high school education. Root Cause 4: Family circumstances direct parents' opinion on post high school future. Families may need students to work and support the family which can cause students to quit school.

Perceptions

Problem Statement 1: Communications sent by the school (notices and fliers) are often not reaching home. **Root Cause 1:** Teachers, parents, and students are indifferent to school communications and often do not follow through. Parent Liaison needs to create other channels of communication.

Problem Statement 2: Parents need help to understand how to support their children with homework. **Root Cause 2:** Lack of a structured system to help with homework. Parent Liaison needs to involve parents in the academic success of their children.

Problem Statement 4: Parents do not feel welcome. Students do not feel validated. **Root Cause 4:** Teachers and staff lack training on customer service to work with parents. Students need to know how they are doing and receive praise for their effort and accomplishments. Parent liaison and office staff need customer training.

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

Performance Objective 3: 100% of objectives and activities described in the Parenting Component of the School Support Division Action Plan will be completed by May 2019.

Evaluation Data Source(s) 3: Acknowledgment signing sheets

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Ensure that parents who were absent to the Parent-Teacher conference also receive the Parent Compact and Parent Policy.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) At least 80% of DDE parents will receive and acknowledge the Campus Parent Compact and Parent Policy during Parent/Teacher Conference during the first semester.	3.2	Parent Liaison, Teachers	Inform parents about educational opportunities offered by DDE to their children.				
Problem Statements: Perceptions 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Communications sent by the school (notices and fliers) are often not reaching home. Root Cause 1: Teachers, parents, and students are indifferent to school communications and often do not follow through. Parent Liaison needs to create other channels of communication.

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

Performance Objective 4: By May 2019 DDE will have a minimum of 5 activities or events to celebrate and recognize all students' for their successes.

Evaluation Data Source(s) 4: Attendance Sign-in sheets, and bulletin board displays. Dates of activities that will takes place.

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Continue being creative in ways to recognize students performance in a timely manner.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) An Awards Assembly will be held at the end of each 9 weeks and parents will be invited to celebrate students being recognized for academic success and behavior success through school certificates.		Teachers Administration	Recognition to outstanding students and encouragement to pursue higher standards.				
2) An EOY Awards Assembly will be held at the end of the school year and parents will be invited to celebrate students being recognized for academic success through awards, certificates and/or ribbons.		Administration, Teachers	EOY Recognition to outstanding students.				
3) End of the semester Cake and Ice Cream Social, and EOY Lunch with the Principal for all students who maintained "A" Honor Roll .		Teachers and Administration	Recognition to outstanding students.				
4) End of the semester Ice Cream Social and EOY Picnic with the Assistant Principal for all the students who maintained A/B Honor Roll.		Teachers and administration	Recognition to outstanding students.				
5) Shining Stars Bulletin Board for those classes displaying the best manners and behavior in the cafeteria.		Counselor Assistant Principal Teachers	Recognition to outstanding classes.				
6) Maintain the Student of the Month recognition bulletin board for all grade levels (PreK - 5th grade).		Classroom teachers	Recognition to outstanding students.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

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

Performance Objective 5: Throughout the 2018-2019 school year, DDE will increase community participation to include parents, grandparents, legal guardians and other family members to become involved in the education of DDE students to a minimum of 25 participants.

Evaluation Data Source(s) 5: Attendance sign-in sheets.

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 5: Parent Liaison needs to be more involved in planning and engaging parents and community.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Celebrating grandparents Coffee and Cake		Parent Liaison Administration	Grandparents' recognition and their impact in their grandchildren's education.				
2) Invite grandparents to read for PreK-2nd grade classes		Parent Liaison Librarian	Grandparents' recognition and their impact in their grandchildren's education.				
3) Coffee with Principal and/or Assistant Principal - monthly meetings before PAC meetings to listen to community concerns and ways to improve school services.		Parent Liaison Principal Assistant Principal	Providing opportunities for parents to vocalize their concerns and/or compliments.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 1: Campus federal allotments will spend a minimum of 95% by the end of April 2019 to comply with federal guidelines.

Evaluation Data Source(s) 1: Finance Budget Reports

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Review budgets on a timely basis to ensure budget is used effectively and as planned .

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Review budgets on a timely basis to ensure budget spending is monitored to avoid negative balances and utilize budget efficiently and effectively as planned .		Principal CIC Campus Budget Manager	Ensure funds are used based on needs assessments and to benefit DDE students.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 2: By June 2019 DDE will have a minimum of 3 partners in education (PIE).

Evaluation Data Source(s) 2: Documentation of activities involving Partners in Education and list of partners

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Parent Liaison need to work harder to recruit Partners in Education and to promote the creation of a VIP (Very Important Parents Committee) or a PTO Committee

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Parent Liaison and counselor will work in recruiting Partners in Education.		Parent Liaison Counselor	Activities engaging the students and their families. Support from the partnerships.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 3: Throughout the 2018-2019 school year, DDE will effectively utilize website contact management system, school messenger and Canutillo APP to brand DDE 's activities and create a positive image of the campus.

Evaluation Data Source(s) 3: Updated web page with relevant information to our parents and community.

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: The person in charge of our campus media needs to keep the community posted about coming events and or recent events.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) DDE will update campus websites on a monthly basis or as needed. DDE will promote internal and external communication to enhance public awareness of DDE students, staff, programs and community.	3.2	Librarian / Assigned Teacher Administration/ office staff/ web manager/parent liaison	Maintain an updated webpage with relevant information to our parents and community. Improved webpage that is updated in a regular basis to maintain community informed. Increased community involvement.				
Problem Statements: Demographics 1 - Perceptions 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Problem Statement: Parental involvement at DDE is low. Root Cause 1: Either parents work multiple jobs and do not have the time to be involved, or their experiences with the school have not been positive.
Perceptions
Problem Statement 1: Communications sent by the school (notices and fliers) are often not reaching home. Root Cause 1: Teachers, parents, and students are indifferent to school communications and often do not follow through. Parent Liaison needs to create other channels of communication.

State Compensatory

Budget for Deanna Davenport Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6112.13.102.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$3,233.00
185.11.6117.05.102.30	6117 Career Ladder - Locally Defined	\$10,776.00
185.11.6118.35.102.30	6118 Extra Duty Stipend - Locally Defined	\$2,625.00
185.11.6119.35.102.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$53,150.00
185.11.6126.03.102.30	6126 Part Time Support Personnel - Locally Defined	\$19,579.00
185.11.6129.00.102.30	6129 Salaries or Wages for Support Personnel	\$36,495.00
185.11.6141.00.102.30	6141 Social Security/Medicare	\$529.00
185.11.6141.03.102.30	6141 Social Security/Medicare	\$285.00
185.11.6141.05.102.30	6141 Social Security/Medicare	\$157.00
185.11.6141.13.102.30	6141 Social Security/Medicare	\$47.00
185.11.6141.35.102.30	6141 Social Security/Medicare	\$809.00
185.11.6142.00.102.30	6142 Group Health and Life Insurance	\$14,974.00
185.11.6142.35.102.30	6142 Group Health and Life Insurance	\$7,487.00
185.11.6143.00.102.30	6143 Workers' Compensation	\$172.00
185.11.6143.03.102.30	6143 Workers' Compensation	\$98.00
185.11.6143.05.102.30	6143 Workers' Compensation	\$54.00
185.11.6143.13.102.30	6143 Workers' Compensation	\$17.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
185.11.6143.35.102.30	6143 Workers' Compensation	\$262.00
185.11.6145.00.102.30	6145 Unemployment Compensation	\$34.00
185.11.6145.03.102.30	6145 Unemployment Compensation	\$19.00
185.11.6145.05.102.30	6145 Unemployment Compensation	\$10.00
185.11.6145.13.102.30	6145 Unemployment Compensation	\$3.00
185.11.6145.35.102.30	6145 Unemployment Compensation	\$51.00
185.11.6146.00.102.30	6146 Teacher Retirement/TRS Care	\$274.00
185.11.6146.05.102.30	6146 Teacher Retirement/TRS Care	\$841.00
185.11.6146.35.102.30	6146 Teacher Retirement/TRS Care	\$1,018.00
185.11.6149.05.102.30	6149 Employee Benefits	\$162.00
185.11.6149.35.102.30	6149 Employee Benefits	\$704.00
185.11.6149.00.102.30	6149 Employee Benefits	\$547.00
6100 Subtotal:		\$154,412.00
6200 Professional and Contracted Services		
185.11.6299.00.102.30	6299 Miscellaneous Contracted Services	\$17,647.00
185.13.6299.00.102.30	6299 Miscellaneous Contracted Services	\$4,850.00
6200 Subtotal:		\$22,497.00
6300 Supplies and Services		
185.12.6329.00.102.30	6329 Reading Materials	\$2,750.00
185.11.6398.00.102.30	6398 Computer Supplies/Software - Locally Defined	\$35,084.00
185.11.6399.00.102.30	6399 General Supplies	\$11,000.00
6300 Subtotal:		\$48,834.00
6400 Other Operating Costs		
185.13.6411.00.102.30	6411 Employee Travel	\$11,978.00
185.13.6499.00.102.30	6499 Miscellaneous Operating Costs	\$2,000.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
		6400 Subtotal:
		\$13,978.00

Personnel for Deanna Davenport Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Helga Sepulveda	At Risk Teacher	At Risk Program	1
Hilda Guzman- Aguilar	At Risk Aide	At Risk Program	1
Paula Clague	At Risk Aide	At Risk Program	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Comprehensive Needs Assessment

Demographics

Overall, parental and community involvement at DDE is low. Low parental involvement persists regardless of attempts to reach out to parents; however we have increased the number of parent volunteers that help daily. We have about 10 parent volunteers daily. Parents feel that DDE needs to have a more welcoming environment and needs parental involvement activities that go beyond the discussion of academic or discipline issues. Rate of student attendance has recently dropped, but traditionally, we have always had high attendance rates. We did have a decrease in student attendance due to a high rate of incidence of the flu. Our school population is declining in enrollment due to slow economic development in the area, an overall perception of low academic performance, and a high rate of student transfers approved by central office. In spite of the low parental support, the campus has out-performed all other campuses in the district academically.

Demographics Strengths

We are a five star recognized school

Our campus is driven by student data

Student achievement is priority for all teachers and staff

We offer a wide variety of extracurricular activities: French Club, MD/FS, Robotics, Tennis, Music (Choir and Orchestra) Folkloric, Kids Excel.

Low number of students (16%) are classified as RTI Tier 2. Students are classified as RTI early enough to provide accurate interventions.

Problem Statement 1: Problem Statement: Parental involvement at DDE is low. **Root Cause:** Either parents work multiple jobs and do not have the time to be involved, or their experiences with the school have not been positive.

Problem Statement 2: Problem Statement: A science lab assistant is needed to maintain the lab and support teachers. **Root Cause:** The district does not provide the funding and the campus lacks the resources to hire a full-time lab assistant

Problem Statement 3: DDE attendance rates are dropping. **Root Cause:** Parents do not come to meetings concerning attendance laws; parents do not read flyers concerning attendance; parents are not aware of attendance laws.

Problem Statement 4: Parent expectation for students after graduation is not always for post high school education. **Root Cause:** Family circumstances direct parents' opinion on post high school future. Families may need students to work and support the family which can cause students to quit school.

Student Academic Achievement

Hispanic students scored 80% on all grades and subjects and ELL's scored 74% as measured by STAAR. The Bilingual students scored within 7% of general population. The lowest performance group was 3rd grade Reading English and Spanish. A high number of students (7) were retained in 2017. We use unit assessments, middle of the year assessments, and program data to place students in RTI, tutoring, and Saturday school. G.T. students are passing with high level of achievement. Davenport is the highest scoring campus in the district.

Student Academic Achievement Strengths

Our score performance is best in the District (5 out of 6 distinctions).

We are closing the gap between monolingual and ELL students.

We provide ample academic support to students (Guided Reading, Guided Math, Tutoring, Academic Tutors, Saturday School)

We have effective RTI, 504, SST committees

We implement strong STEM programs and non-academic enrichment programs

We are strongly committed to data-driven instruction.

Problem Statement 1: There is a discrepancy in scores in report cards and unit assessments between the lower and upper grades. **Root Cause:** Assessments in the lower grades are not aligned to the rigor of State assessments. Teachers in the lower grades provide excessive support to students during assessments. Students are not taught to work independently.

Problem Statement 2: Rigor in the lower grades does not match the rigor of the State standards and assessments in the upper grades. **Root Cause:** Vertical alignment planning to allow teachers to align instruction and assessments that meet the rigor of upper grade levels is needed.

Problem Statement 3: Unsatisfactory performance in writing in most grade levels. **Root Cause:** Writing is not being consistently taught in the Language Arts content.

Problem Statement 4: Students in 1st and 2nd grade are not being exposed to the structure or rigor of state assessments. **Root Cause:** Lack of resources that are closer to the STAAR test in format and rigor.

School Processes & Programs

Curriculum is rigorous and aligned to TEKS. Assessments are being used to track student progress. Teachers are using data to adjust instruction and to form intervention groups. Teachers plan together using data. Technology is available in school, but there is a lack of access outside of campus. Campus programs are designed to track and report student progress.

School Processes & Programs Strengths

Teachers plan together as PLCs.

Teachers use data to adjust instruction and plan tutoring groups.

Problem Statement 1: Students' expectations are not the same across grade levels. **Root Cause:** Vertical alignment planning is needed.

Problem Statement 2: It is very time consuming to wait for programs to load or for students to log in into the computers. **Root Cause:** Lack of technology updates to support programs

Problem Statement 3: Instruction is not relevant to the students **Root Cause:** Teachers do not have the resources or the training to incorporate meaningful hands-on activities into daily lessons.

Problem Statement 4: Math YAG is not suited to teaching fundamental concepts in depth. **Root Cause:** Dates for beginning Math units are rushed compared to later units. The first units are a spiral review, but students have major gaps in upper grades. Vertical alignment is needed.

Perceptions

Parents have limited knowledge to help their children with homework due to language barrier or limited parental education. Administration, teachers, and staff will need to make parents feel more welcome, and engage students and parents beyond the state assessments. PBIS Committee needs a restorative discipline flowchart.

Perceptions Strengths

DDE has well set out safety rules and regulations.

DDE has a good Social Media presence.

Campus has many available activities for all types of students: Multicultural Club, MD/FS, Robotics, Tennis, Music (Choir and Orchestra) Folkloric, Kids

Excel.

Campus activities promote wide-spread student participation.

Problem Statement 1: Communications sent by the school (notices and fliers) are often not reaching home. **Root Cause:** Teachers, parents, and students are indifferent to school communications and often do not follow through.

Problem Statement 2: Parents need help to understand how to support their children with homework. **Root Cause:** Lack of a structured system to help with homework.

Problem Statement 3: Low morale from some staff members trickles down to students. **Root Cause:** Poor communication channels & micromanagement perceptions from these staff members affect student performance

Problem Statement 4: Parents do not feel welcome. Students do not feel validated. **Root Cause:** Teachers and staff lack training on customer service to work with parents. Students need to know how they are doing and receive praise for their effort and accomplishments.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

process and committee

2.2: Regular monitoring and revision

CIC reviews process

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

CIP online, library copy, parent liaison room, communication in 2 lang, compact and policy

2.4: Opportunities for all children to meet State standards

tutoring , etc, campus goal statement

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.2: Offer flexible number of parent involvement meetings

paces any parent meeting

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Julia Rubio	Library Aide Educational	Library	1
Margarita Harmeson	Instructional Coach	Coach	1
Sylvia Martinez	Parent Liaison	Parent Liaison- Student Support	1

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Marta Strobach	Principal
Administrator	Guadalupe Montanez	Assistant Principal
Non-classroom Professional	Margarita Harmeson	Instructional Coach
Classroom Teacher	Beatriz Chate	Kinder Teacher
Classroom Teacher	Martha Castillo	1st grade Teacher
Classroom Teacher	Jose Najera	2nd grade Teacher
Classroom Teacher	Maria Gonzalez	3rd grade Teacher
Classroom Teacher	Roman Fino	4th grade teacher
Classroom Teacher	Minerva Dallo	5th grade teacher
Classroom Teacher	Erika Sepulveda	Teacher
Paraprofessional	Sylvia Martinez	Parent Liaison
Parent	Martha Varela	Parent
Business Representative	Cyndy Zuniga	Business