

Canutillo Independent School District

Jose Damian Elementary School

2020-2021 Campus Improvement Plan



Mission Statement

Jose H. Damian Elementary will nurture our scholars so that they are healthy, feel safe, are engaged, feel supported, and are challenged through culturally responsive teaching and learning.

Vision

Our Vision at Jose H. Damian Elementary is to inspire all students to become inquisitive thinkers, who confidently and respectfully embrace the global challenges of the future.

Core Beliefs

Culture of Excellence

Scholar Centered

through the 5 Pillars of teaching the WHOLE CHILD -

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

7 Strengths of A Firebird:

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

High Expectations

Accountability

Transparency

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Campus Story:

Mission Statement:

Jose H. Damian Elementary will nurture our scholars so that they are healthy, feel safe, are engaged, feel supported, and are challenged through culturally responsive teaching and learning.



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 584 students in grades PK-5 and is the district location for ECSE (Early Childhood Special Education Classrooms). The student ethnic distribution is 93.8% Hispanic, 0.17% Hawaiian or Pacific Islander, .86% African American, 0.51% Asian, 4.28% White, 0.17% Two or more races. 59% of scholars are considered At Risk with more than half of the school population (63.3%) is considered economically disadvantaged with 43.3% being English Language Learners. 90 Students have been identified with a disability and are being serviced through Special Education and 24 are serviced through 504.

Demographics Strengths

1.4 Demographic Strengths:

Jose H. Damian Elementary is a campus that is rich in the mixture of scholars due to the high transfer rate it has and the mix of cultures and socio-economic statuses.

STEM:

Strengths:

All populations are being exposed to STEM activities and Programs.

Vertical Alignment:

Strengths:

We have streamlined the RTI process and are identifying scholars who are struggling.

Grade level teachers meet monthly to discuss vertical alignment, areas of strength, and areas of need.

Attendance:

Strengths:

Teachers use Class Dojo as consistent communication with parents.

Positive Behavior Interventions and Supports:

Strengths:

JDE's 7 Strengths promote unity on our campus and well as promote individuality.

Campus Improvement Committee:

Strengths:

We are addressing the needs of low performing scholars with a consistent RTI process.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Phonics and Phonemic Awareness resources are available for most teachers but are not being fully utilized in order to affect academic progress. **Root Cause:** Professional Development on FOUNDATIONS has not been provided. There is still a need to purchase two additional kits.

Problem Statement 2 (Prioritized): There is a need to provide Professional Development in the areas of behavior management and de-escalation strategies to assist scholars progressing academically. **Root Cause:** There has been an increase in scholars that have more intense behavior issues, therefore needing more individual support.

Problem Statement 3 (Prioritized): There is a need for an additional academic tutor and additional supplemental instructional resources in the area of mathematics. **Root Cause:** Dual language scholars are only being offered Tier II interventions in English.

Problem Statement 4 (Prioritized): There is a need for additional personnel to assist in SPED and in PK. **Root Cause:** The numbers continue to increase throughout the year and safety has become a concern.

Problem Statement 5 (Prioritized): Attendance continues to be an issue. **Root Cause:** Parents do not understand the importance of attendance; there needs to be a more effective attendance campaign.

Problem Statement 6 (Prioritized): There is a need to update for technology in all classrooms. **Root Cause:** Teachers received Mac Books and need additional supplemental technology that is Apple Device adaptable.

Problem Statement 7 (Prioritized): There is a need for supplemental material to assist in closing the achievement gap in all academic areas. **Root Cause:** Covid-19 has widened the achievement gap for all scholars.

Problem Statement 8 (Prioritized): There is a need to have more parent participation and have necessary materials to do so. **Root Cause:** We have had an influx of new families join JDE and COVID has affected many of our families.

Student Learning

Student Learning Summary

JDE currently serves 584 students in grades PK-5.

All Subjects	2019	2018
Approaches	80	84
Meets	46	56
Masters	27	31
Reading	2019	2018
Approaches	79	81
Meets	45	54
Masters	27	30
Math	2019	2018
Approaches	86	89
Meets	50	63
Masters	29	38
Writing	2019	2018
Approaches	67	67
Meets	29	34
Masters	9	13
Science	2019	2018
Approaches	77	90
Meets	51	60
Masters	34	33

3rd Grade	2019	2018
Approaches	83	81
Meets	48	42
Masters	31	23
Reading	2019	2018
Approaches	81	80
Meets	46	43
Masters	34	21
Math	2019	2018

3rd Grade	2019	2018
Approaches	83	83
Meets	48	41
Masters	31	24

Cohort	4th	3rd Grade
Approaches	70	81
Meets	33	42
Masters	15	23
Reading	2019	2018
Approaches	69	80
Meets	36	43
Masters	16	21
Math	2019	2018
Approaches	73	83
Meets	37	41
Masters	22	24

Cohort	5th Grade	4th Grade
Approaches	84	81
Meets	52	42
Masters	31	23
Reading	2019	2018
Approaches	84	80
Meets	50	43
Masters	27	21
Math	2019	2018
Approaches	93	83
Meets	57	41
Masters	32	24

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			
First			
Second			

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 Learning Strengths

Our campus data shows that compared to similar campuses statewide we were under Quartile one in the areas of 3rd Grade Reading Masters Level, 3rd Grade Math Masters Level, and 5th Grade Science Masters Level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Phonics and Phonemic Awareness resources are available for most teachers but are not being fully utilized in order to affect academic progress. **Root Cause:** Professional Development on FOUNDATIONS has not been provided. There is still a need to purchase two additional kits.

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technology that is Apple Device adaptable.

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Problem Statement 7 (Prioritized): Attendance continues to be an issue. **Root Cause:** Parents do not understand the importance of attendance; there needs to be a more effective attendance campaign.

School Processes & Programs

School Processes & Programs Summary

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

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

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

School Processes & Programs Strengths

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 (Prioritized): Phonics and Phonemic Awareness resources are available for most teachers but are not being fully utilized in order to affect academic progress. **Root Cause:** Professional Development on FOUNDATIONS has not been provided. There is still a need to purchase two additional kits.

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Problem Statement 5 (Prioritized): Safety is an issue when entering the building and when scholars are outside. **Root Cause:** There is not a separate waiting area when entering the building and there is no place for scholars to securely lockdown when in recess or P.E.

Problem Statement 6 (Prioritized): There is a need for additional health materials and resources to equip a second nurse's station and to provide all necessary services to all scholars. **Root Cause:** Covid-19 has increased the need for additional materials.

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 (Prioritized): There is a need to provide Professional Development in the areas of behavior management and de-escalation strategies to assist scholars progressing academically. **Root Cause:** There has been an increase in scholars that have more intense behavior issues, therefore needing more individual support.

Problem Statement 2 (Prioritized): There is a need for an additional academic tutor and additional supplemental instructional resources in the area of mathematics. **Root Cause:** Dual language scholars are only being offered Tier II interventions in English.

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Problem Statement 4 (Prioritized): Attendance continues to be an issue. **Root Cause:** Parents do not understand the importance of attendance; there needs to be a more effective attendance campaign.

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Problem Statement 6 (Prioritized): Safety is an issue when entering the building and when scholars are outside. **Root Cause:** There is not a separate waiting area when entering the building and there is no place for scholars to securely lockdown when in recess or P.E.

Priority Problem Statements

Problem Statement 1: Phonics and Phonemic Awareness resources are available for most teachers but are not being fully utilized in order to affect academic progress.

Root Cause 1: Professional Development on FOUNDATIONS has not been provided. There is still a need to purchase two additional kits.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: There is a need to provide Professional Development in the areas of behavior management and de-escalation strategies to assist scholars progressing academically.

Root Cause 2: There has been an increase in scholars that have more intense behavior issues, therefore needing more individual support.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: There is a need for an additional academic tutor and additional supplemental instructional resources in the area of mathematics.

Root Cause 3: Dual language scholars are only being offered Tier II interventions in English.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: There is a need for additional personnel to assist in SPED and in PK.

Root Cause 4: The numbers continue to increase throughout the year and safety has become a concern.

Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 5: Attendance continues to be an issue.

Root Cause 5: Parents do not understand the importance of attendance; there needs to be a more effective attendance campaign.

Problem Statement 5 Areas: Demographics - Student Learning - Perceptions

Problem Statement 6: There is a need to update for technology in call classrooms.

Root Cause 6: Teachers received Mac Books and need additional supplemental technology that is Apple Device adaptable.

Problem Statement 6 Areas: Demographics - Student Learning - Perceptions

Problem Statement 7: Safety is an issue when entering the building and when scholars are outside.

Root Cause 7: There is not a separate waiting area when entering the building and there is no place for scholars to securely lockdown when in recess or P.E.

Problem Statement 7 Areas: School Processes & Programs - Perceptions

Problem Statement 8: There is a need for additional health materials and resources to equip a second nurse's station and to provide all necessary services to all scholars.

Root Cause 8: Covid-19 has increased the need for additional materials.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: There is a need for supplemental material to assist in closing the achievement gap in all academic areas.

Root Cause 9: Covid-19 has widened the achievement gap for all scholars.

Problem Statement 9 Areas: Demographics - Student Learning

Problem Statement 10: There is a need to have more parent participation and have necessary materials to do so.

Root Cause 10: We have had an influx of new families join JDE and COVID has affected many of our families.

Problem Statement 10 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

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

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- 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

Goals

Revised/Approved: September 15, 2020

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

Performance Objective 1: By May 2021, JDE will increase and monitor safety and security prevention strategies to decrease the number of bullying incidents by 10%.

Targeted or ESF High Priority

Evaluation Data Sources: Office Referrals
Counselor Referrals

<p>Strategy 1: The counselor will deliver three targeted anti-bullying lessons to identified scholars/grade levels through discipline data.</p> <p>Strategy's Expected Result/Impact: Decrease in bullying incidents as indicated by data</p> <p>Staff Responsible for Monitoring: Counselor, Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2 - Perceptions 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Counselor will conduct yearly training of faculty and staff on district response procedures to child abuse, how to identify a child that has been abused and on suicide prevention procedures.</p> <p>Strategy's Expected Result/Impact: Increased School Climate Increased opportunity for scholars to be more active learners</p> <p>Staff Responsible for Monitoring: Counselor Administration</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2 - Perceptions 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: JDE will move to next step in School Wide Positive Behavior Intervention and Support for social culture and behavioral supports conducting monthly PBIS Meetings.</p> <p>Strategy's Expected Result/Impact: PBIS Implementation Increased School Climate so our school can be an effective learning environment for all scholars</p> <p>Staff Responsible for Monitoring: Assistant Principal, PBIS Coach, PBIS Team, Teachers, Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2 - Perceptions 1</p> <p>Funding Sources: Banners - 211-Title I-Part A - 211.11.6499.00.103.30</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: There is a need to provide Professional Development in the areas of behavior management and de-escalation strategies to assist scholars progressing academically. **Root Cause:** There has been an increase in scholars that have more intense behavior issues, therefore needing more individual support.

Student Learning

Problem Statement 2: There is a need to provide Professional Development in the areas of behavior management and de-escalation strategies to assist scholars progressing academically. **Root Cause:** There has been an increase in scholars that have more intense behavior issues, therefore needing more individual support.

School Processes & Programs

Problem Statement 2: There is a need to provide Professional Development in the areas of behavior management and de-escalation strategies to assist scholars progressing academically. **Root Cause:** There has been an increase in scholars that have more intense behavior issues, therefore needing more individual support.

Perceptions

Problem Statement 1: There is a need to provide Professional Development in the areas of behavior management and de-escalation strategies to assist scholars progressing academically. **Root Cause:** There has been an increase in scholars that have more intense behavior issues, therefore needing more individual support.

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

Performance Objective 2: During the 2020-2021 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 2021.

Targeted or ESF High Priority

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

<p>Strategy 1: PBIS team will implement the PBIS model including: meeting a minimum of every nine weeks to conduct a needs assessment, analyze data, identify and target campus needs though implementation and evidence-based practices.</p> <p>Strategy's Expected Result/Impact: Increase School Climate Decrease of Discipline Referrals Increased time of teaching and learning</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2 - Perceptions 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: PBIS Academy will reinforce behavior expectations and allow scholars to reflect on behavior choices.</p> <p>Strategy's Expected Result/Impact: Increase School Climate Decrease of Discipline Referrals Increased time of teaching and learning</p> <p>Staff Responsible for Monitoring: Administration Teachers PBIS Team</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2 - Perceptions 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: There is a need to provide Professional Development in the areas of behavior management and de-escalation strategies to assist scholars progressing academically. Root Cause: There has been an increase in scholars that have more intense behavior issues, therefore needing more individual support.</p>
Student Learning
<p>Problem Statement 2: There is a need to provide Professional Development in the areas of behavior management and de-escalation strategies to assist scholars progressing academically. Root Cause: There has been an increase in scholars that have more intense behavior issues, therefore needing more individual support.</p>

School Processes & Programs

Problem Statement 2: There is a need to provide Professional Development in the areas of behavior management and de-escalation strategies to assist scholars progressing academically. **Root Cause:** There has been an increase in scholars that have more intense behavior issues, therefore needing more individual support.

Perceptions

Problem Statement 1: There is a need to provide Professional Development in the areas of behavior management and de-escalation strategies to assist scholars progressing academically. **Root Cause:** There has been an increase in scholars that have more intense behavior issues, therefore needing more individual support.

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

Performance Objective 3: During the 2020-2021 school year, JDE will create a benchmark to collect longitudinal survey data to gauge the safety and security at JDE to implement and or modify policies and procedures to ensure the safety of our learning community.

Evaluation Data Sources: Survey

<p>Strategy 1: JDE will conduct a survey to include input from all stakeholders: faculty, staff, scholars, and parents to improve campus safety measures and collaboration of efforts to ensure scholar safety.</p> <p>Strategy's Expected Result/Impact: Increase safety</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: Demographics 5 - Student Learning 7 - Perceptions 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 5: Attendance continues to be an issue. Root Cause: Parents do not understand the importance of attendance; there needs to be a more effective attendance campaign.
Student Learning
Problem Statement 7: Attendance continues to be an issue. Root Cause: Parents do not understand the importance of attendance; there needs to be a more effective attendance campaign.
Perceptions
Problem Statement 4: Attendance continues to be an issue. Root Cause: Parents do not understand the importance of attendance; there needs to be a more effective attendance campaign.

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

Performance Objective 4: During the 2020-2021 school year, JDE will ensure that all staff is provided with necessary materials and supplies to minimize scholar physical contact as well as minimize the contact of their personal items.

Targeted or ESF High Priority

Evaluation Data Sources: Scholar attendance

<p>Strategy 1: All classroom teachers will be provided with supplies for effective instruction and maintain physical distancing of scholar's personal items.</p> <p>Strategy's Expected Result/Impact: Students increase focus on instruction while in a safe and secure environment in addition to minimize risk of contracting COVID</p> <p>Staff Responsible for Monitoring: Administration Office Manager Teachers</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 5 - Student Learning 7 - Perceptions 4</p> <p>Funding Sources: Amazon-Supplement Material/Hands on for Pre-K - 211-Title I-Part A - 211.11.6399.00.103.30 - \$919.22, Supplement material for Parent Liaison to run an effective Office - 211-Title I-Part A - 211.61.6399.00.103.30 - \$307.83, Office Depot-Supplemental Material - 211-Title I-Part A - 211.61.6399.00.103.30 - \$307.83, Lakeshore-Backpacks for 2nd-5th Grade - 211-Title I-Part A - 211.11.6399.00.103.30 - \$7,581, Amazon-Rolling Carts for 2nd - 211-Title I-Part A - 211.11.6399.00.103.30 - \$1,111.84, Shelby-Copy Paper for Parents -Parent Liaison - 211-Title I-Part A - 211.61.6399.00.103.30 - \$357.50, Office Chair for Parent Liaison for safe working environment - 211-Title I-Part A - 211.61.6397.00.103.30 - \$239.99</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 5: Attendance continues to be an issue. Root Cause: Parents do not understand the importance of attendance; there needs to be a more effective attendance campaign.
Student Learning
Problem Statement 7: Attendance continues to be an issue. Root Cause: Parents do not understand the importance of attendance; there needs to be a more effective attendance campaign.

Perceptions

Problem Statement 4: Attendance continues to be an issue. **Root Cause:** Parents do not understand the importance of attendance; there needs to be a more effective attendance campaign.

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

Performance Objective 5: During the 2020-2021 school year, JDE will ensure that we take all necessary precautions for keep scholars and staff safe and healthy.

Targeted or ESF High Priority

Evaluation Data Sources: Nurses reports

Strategy 1: The School nurse will receive all the necessary material to ensure the health and safety of all staff and scholars. Strategy's Expected Result/Impact: Attendance will increase Staff Responsible for Monitoring: Administration Nurse Office Manager Problem Statements: Demographics 5 - Student Learning 7 - School Processes & Programs 5, 6 - Perceptions 4, 6 Funding Sources: MacGill-Daily Supplies - 199-Local Funds - 199.33.6399.00.103.99 - \$305	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 5: Attendance continues to be an issue. Root Cause: Parents do not understand the importance of attendance; there needs to be a more effective attendance campaign.
Student Learning
Problem Statement 7: Attendance continues to be an issue. Root Cause: Parents do not understand the importance of attendance; there needs to be a more effective attendance campaign.
School Processes & Programs
Problem Statement 5: Safety is an issue when entering the building and when scholars are outside. Root Cause: There is not a separate waiting area when entering the building and there is no place for scholars to securely lockdown when in recess or P.E. Problem Statement 6: There is a need for additional health materials and resources to equip a second nurse's station and to provide all necessary services to all scholars. Root Cause: Covid-19 has increased the need for additional materials.
Perceptions
Problem Statement 4: Attendance continues to be an issue. Root Cause: Parents do not understand the importance of attendance; there needs to be a more effective attendance campaign.

Perceptions

Problem Statement 6: Safety is an issue when entering the building and when scholars are outside. **Root Cause:** There is not a separate waiting area when entering the building and there is no place for scholars to securely lockdown when in recess or P.E.

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

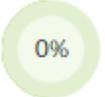
Performance Objective 6: JDE Faculty will participate in research-based learning through literature and professional development.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Scholar Achievement

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: JDE teachers will read and participate in interactive activities of the book titled Collective Efficacy: How Educators' Beliefs Impact Student Learning.</p> <p>Strategy's Expected Result/Impact: Raise Teacher Self-Efficacy Improve Collective Efficacy Increase level of teaching and learning</p> <p>Staff Responsible for Monitoring: Administration CIC</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2, 7 - Student Learning 2, 6 - School Processes & Programs 2 - Perceptions 1</p> <p>Funding Sources: - 255-Title II-Part A Teacher/Principal</p>				
<p>Strategy 2: JDE Faculty and Staff will participate in the "Collective Efficacy Flipped Virtual Conference 2020."</p> <p>Strategy's Expected Result/Impact: Raise Teacher Self-Efficacy Improve Collective Efficacy Increase the level of teaching and learning</p> <p>Staff Responsible for Monitoring: All Faculty and Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2, 6 - Perceptions 1</p> <p>Funding Sources: Collective Teacher Flipped Virtual Conf.- All JDE Staff - 211-Title I-Part A - 211.13.6499.00.103.30 - \$500, Collective Teacher Flipped Virtual Conf.- All JDE Staff - 255-Title II-Part A Teacher/Principal - 255.23.6499.00.103.24 - \$500, Collective Teacher Flipped Virtual Conf.- All JDE Staff - 255-Title II-Part A Teacher/Principal - 255.13.6499.00.103.24 - \$1,000</p>				

Strategy 3: JDE Instructional Leadership Team will read Culturally Responsive School Leadership by Muhammad Khalifa Strategy's Expected Result/Impact: Teacher Capacity Shared Leadership Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: Demographics 2, 5 - Student Learning 2, 7 - School Processes & Programs 2 - Perceptions 1, 4 Funding Sources: Reading Mat-Cuturally Responsive School Leadership - 255-Title II-Part A Teacher/Principal - 255.13.6329.00.103.24 - \$160	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 2: There is a need to provide Professional Development in the areas of behavior management and de-escalation strategies to assist scholars progressing academically. Root Cause: There has been an increase in scholars that have more intense behavior issues, therefore needing more individual support.</p> <p>Problem Statement 5: Attendance continues to be an issue. Root Cause: Parents do not understand the importance of attendance; there needs to be a more effective attendance campaign.</p> <p>Problem Statement 7: There is a need for supplemental material to assist in closing the achievement gap in all academic areas. Root Cause: Covid-19 has widened the achievement gap for all scholars.</p>
Student Learning
<p>Problem Statement 2: There is a need to provide Professional Development in the areas of behavior management and de-escalation strategies to assist scholars progressing academically. Root Cause: There has been an increase in scholars that have more intense behavior issues, therefore needing more individual support.</p> <p>Problem Statement 6: There is a need for supplemental material to assist in closing the achievement gap in all academic areas. Root Cause: Covid-19 has widened the achievement gap for all scholars.</p> <p>Problem Statement 7: Attendance continues to be an issue. Root Cause: Parents do not understand the importance of attendance; there needs to be a more effective attendance campaign.</p>
School Processes & Programs
<p>Problem Statement 2: There is a need to provide Professional Development in the areas of behavior management and de-escalation strategies to assist scholars progressing academically. Root Cause: There has been an increase in scholars that have more intense behavior issues, therefore needing more individual support.</p> <p>Problem Statement 6: There is a need for additional health materials and resources to equip a second nurse's station and to provide all necessary services to all scholars. Root Cause: Covid-19 has increased the need for additional materials.</p>

Perceptions

Problem Statement 1: There is a need to provide Professional Development in the areas of behavior management and de-escalation strategies to assist scholars progressing academically. **Root Cause:** There has been an increase in scholars that have more intense behavior issues, therefore needing more individual support.

Problem Statement 4: Attendance continues to be an issue. **Root Cause:** Parents do not understand the importance of attendance; there needs to be a more effective attendance campaign.

Goal 2: Increase Student Academic Achievement

Performance Objective 1: All students at Jose Damian Elementary will achieve or exceed state academic standards in reading, mathematics, writing, and science by 2020-2021 school year.

JDE's overall Student Achievement at approaches on STAAR will increase to 88% from 78%, meets from 46% to 60%, and masters from 27 % to 40%.

Overall Score Domain 1 score will increase from 83% to 90%

Academic Achievement from 78% to 88%

School Progress: Domain 2A from 80% to 90 % and Domain 2B from 82% to 90%

Domain 3: Closing the Gaps from 84% to 100%

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Data

<p>Strategy 1: Interventions will be provided for TIER II and TIER III scholars according to assessment data and SST meetings held BOY, MOY, EOY.</p> <p>Independent Reading will be incorporated with Firebird Intervention Time as well as Acceleration for TIER I scholars not receiving TIER II and TIER III Interventions.</p> <p>Strategy's Expected Result/Impact: To increase Tier I and Tier II interventions Increase in student success in all subject areas and in all sub-populations</p> <p>Staff Responsible for Monitoring: Teachers At-Risk Teacher/Aides RTI Teacher Academic Tutors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Comprehensive Support Strategy</p> <p>Problem Statements: Demographics 1, 3, 4 - Student Learning 1, 3, 4 - School Processes & Programs 1, 3, 4 - Perceptions 2, 3</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 20%	 35%		

<p>Strategy 2: JDE will identify 100% of students struggling academically through RTI/SST process, ARD's and 504's to determine eligibility for special programs and services</p> <p>Strategy's Expected Result/Impact: To ensure that every identified/eligible student has a continuum of services provided by appropriate programs.</p> <p>Increase learning and close achievement gaps</p> <p>Staff Responsible for Monitoring: Administration At-Risk Teacher Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Comprehensive Support Strategy</p> <p>Problem Statements: Demographics 1, 2, 3, 4, 7 - Student Learning 1, 2, 3, 4, 6 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2, 3</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Funds for extra duty pay will be allocated to provide small group targeted interventions during intersession instruction and Saturday sessions.</p> <p>Strategy's Expected Result/Impact: Close achievement gaps Increase in student success in specified area</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Demographics 4, 7 - Student Learning 4, 6 - School Processes & Programs 4 - Perceptions 3</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: PLC's will evaluate scholar performance data, instructional programs and intervention services.</p> <p>Strategy's Expected Result/Impact: Increase in student success in all subject areas and in all sub-populations to drive small group instruction and interventions.</p> <p>Staff Responsible for Monitoring: Principal (3-5) Assistant Principal (K-2)</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1</p> <p>Funding Sources: Renewal License for A-Z-RTI Teachers - 211-Title I-Part A - 211.11.6299.97.103.30 - \$346.35, License for A-Z- 1st Grade - 211-Title I-Part A - 211.11.6299.97.103.30 - \$205.40, License for NearPod - 211-Title I-Part A - 211.11.6299.97.103.30 - \$5,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 5: Teachers will be provided with all the necessary resources, supplies and materials in order to close the achievement gap to include technology.</p> <p>Strategy's Expected Result/Impact: Increase the academic achievements of all scholars.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 6 - Student Learning 1, 2, 5 - School Processes & Programs 1, 2 - Perceptions 1, 5</p> <p>Funding Sources: Scholastic Magazines-1st-5th - 211-Title I-Part A - 211.11.6299.97.103.30 - \$3,766.75, Mentoring Minds Renewal License 1st-5th Science - 211-Title I-Part A - 211.11.6299.97.103.30 - \$4,471.03, Projector-Rm 210 - 289- Title IV - 289.11.6398.21.103.24 - \$1,725.47, Projector-Rm 405 - 211-Title I-Part A - 211.11.6398.00.103.30 - \$1,802, HD Pro Cameras during Remote Learning - 211-Title I-Part A - 211.11.6398.00.103.30 - \$1,424.85</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Phonics and Phonemic Awareness resources are available for most teachers but are not being fully utilized in order to affect academic progress. Root Cause: Professional Development on FOUNDATIONS has not been provided. There is still a need to purchase two additional kits.</p> <p>Problem Statement 2: There is a need to provide Professional Development in the areas of behavior management and de-escalation strategies to assist scholars progressing academically. Root Cause: There has been an increase in scholars that have more intense behavior issues, therefore needing more individual support.</p> <p>Problem Statement 3: There is a need for an additional academic tutor and additional supplemental instructional resources in the area of mathematics. Root Cause: Dual language scholars are only being offered Tier II interventions in English.</p> <p>Problem Statement 4: There is a need for additional personnel to assist in SPED and in PK. Root Cause: The numbers continue to increase throughout the year and safety has become a concern.</p> <p>Problem Statement 6: There is a need to update for technology in call classrooms. Root Cause: Teachers received Mac Books and need additional supplemental technology that is Apple Device adaptable.</p> <p>Problem Statement 7: There is a need for supplemental material to assist in closing the achievement gap in all academic areas. Root Cause: Covid-19 has widened the achievement gap for all scholars.</p>
Student Learning
<p>Problem Statement 1: Phonics and Phonemic Awareness resources are available for most teachers but are not being fully utilized in order to affect academic progress. Root Cause: Professional Development on FOUNDATIONS has not been provided. There is still a need to purchase two additional kits.</p> <p>Problem Statement 2: There is a need to provide Professional Development in the areas of behavior management and de-escalation strategies to assist scholars progressing academically. Root Cause: There has been an increase in scholars that have more intense behavior issues, therefore needing more individual support.</p>

Student Learning

Problem Statement 3: There is a need for an additional academic tutor and additional supplemental instructional resources in the area of mathematics. **Root Cause:** Dual language scholars are only being offered Tier II interventions in English.

Problem Statement 4: There is a need for additional personnel to assist in SPED and in PK. **Root Cause:** The numbers continue to increase throughout the year and safety has become a concern.

Problem Statement 5: There is a need to update for technology in call classrooms. **Root Cause:** Teachers received Mac Books and need additional supplemental technology that is Apple Device adaptable.

Problem Statement 6: There is a need for supplemental material to assist in closing the achievement gap in all academic areas. **Root Cause:** Covid-19 has widened the achievement gap for all scholars.

School Processes & Programs

Problem Statement 1: Phonics and Phonemic Awareness resources are available for most teachers but are not being fully utilized in order to affect academic progress. **Root Cause:** Professional Development on FOUNDATIONS has not been provided. There is still a need to purchase two additional kits.

Problem Statement 2: There is a need to provide Professional Development in the areas of behavior management and de-escalation strategies to assist scholars progressing academically. **Root Cause:** There has been an increase in scholars that have more intense behavior issues, therefore needing more individual support.

Problem Statement 3: There is a need for an additional academic tutor and additional supplemental instructional resources in the area of mathematics. **Root Cause:** Dual language scholars are only being offered Tier II interventions in English.

Problem Statement 4: There is a need for additional personnel to assist in SPED and in PK. **Root Cause:** The numbers continue to increase throughout the year and safety has become a concern.

Perceptions

Problem Statement 1: There is a need to provide Professional Development in the areas of behavior management and de-escalation strategies to assist scholars progressing academically. **Root Cause:** There has been an increase in scholars that have more intense behavior issues, therefore needing more individual support.

Problem Statement 2: There is a need for an additional academic tutor and additional supplemental instructional resources in the area of mathematics. **Root Cause:** Dual language scholars are only being offered Tier II interventions in English.

Problem Statement 3: There is a need for additional personnel to assist in SPED and in PK. **Root Cause:** The numbers continue to increase throughout the year and safety has become a concern.

Problem Statement 5: There is a need to update for technology in call classrooms. **Root Cause:** Teachers received Mac Books and need additional supplemental technology that is Apple Device adaptable.

Goal 2: Increase Student Academic Achievement

Performance Objective 2: By June 2021, 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

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Data
District Data

<p>Strategy 1: Students will be progress monitored through istation, STAR Reader, and DRA BOY, MOY, and EOY. TIER II & III students will receive targeted interventions during Guided Reading and during Firebird Intervention time.SA</p> <p>Strategy's Expected Result/Impact: Increase learning Increase reading fluency and comprehension Increase scholar achievement</p> <p>Staff Responsible for Monitoring: Administration At Risk Teacher Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Comprehensive Support Strategy</p> <p>Problem Statements: Demographics 1, 6, 7 - Student Learning 1, 5, 6 - School Processes & Programs 1 - Perceptions 5</p> <p>Funding Sources: Renewal License Reading A-Z - 211-Title I-Part A - 211.11.6299.97.103.30 - \$346.35, Reading Material -All Grade Levels - 211-Title I-Part A - 185.13.6499.00.103.30 - \$500, First Book-Am.Exp. -All Grade Levels - 185-State Compensatory Education - 185.13.6499.00.103.30 - \$500, Mentoring Minds-Renewal License Writing - 211-Title I-Part A - 211.11.6299.97.103.30 - \$906.75</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: 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 to increase reading fluency in grades 1 and 2.</p> <p>Strategy's Expected Result/Impact: Increase learning Increase reading fluency and comprehension Increase scholar achievement</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 3: Teacher in Kinder, 1st and 2nd Grade will focus on Phonemic and Phonological Awareness through specific phonics instruction using FUNdations and/or Estrellita.</p> <p>Strategy's Expected Result/Impact: Scholars will leave grade level with a better foundation in reading.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: 100% of JDE students will be required to use iStation & Accelerated Reading at student reading level. Teachers will utilize priority reports to target instruction.</p> <p>Strategy's Expected Result/Impact: Increase Reading fluency and Comprehension.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Phonics and Phonemic Awareness resources are available for most teachers but are not being fully utilized in order to affect academic progress. Root Cause: Professional Development on FOUNDATIONS has not been provided. There is still a need to purchase two additional kits.</p> <p>Problem Statement 6: There is a need to update for technology in call classrooms. Root Cause: Teachers received Mac Books and need additional supplemental technology that is Apple Device adaptable.</p> <p>Problem Statement 7: There is a need for supplemental material to assist in closing the achievement gap in all academic areas. Root Cause: Covid-19 has widened the achievement gap for all scholars.</p>
Student Learning
<p>Problem Statement 1: Phonics and Phonemic Awareness resources are available for most teachers but are not being fully utilized in order to affect academic progress. Root Cause: Professional Development on FOUNDATIONS has not been provided. There is still a need to purchase two additional kits.</p> <p>Problem Statement 5: There is a need to update for technology in call classrooms. Root Cause: Teachers received Mac Books and need additional supplemental technology that is Apple Device adaptable.</p> <p>Problem Statement 6: There is a need for supplemental material to assist in closing the achievement gap in all academic areas. Root Cause: Covid-19 has widened the achievement gap for all scholars.</p>
School Processes & Programs
<p>Problem Statement 1: Phonics and Phonemic Awareness resources are available for most teachers but are not being fully utilized in order to affect academic progress. Root Cause: Professional Development on FOUNDATIONS has not been provided. There is still a need to purchase two additional kits.</p>

Perceptions

Problem Statement 5: There is a need to update for technology in call classrooms. **Root Cause:** Teachers received Mac Books and need additional supplemental technology that is Apple Device adaptable.

Goal 2: Increase Student Academic Achievement

Performance Objective 3: By June 2021, JDE's performance rate on Math at Approaches Grade Level will be of 92% from 86% as measured by STAAR 3rd-5th and at least 70% at Meets Grade Level and at least 50% at Masters Grade Level in all grade levels as well as attain 85% passing rate on grade level EOY assessments aligned to state standards for Pre-K-2nd.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Data
District Data

<p>Strategy 1: All students will be assessed with ESTAR/MSTAR Universal Screener to progress monitor BOY, MOY, and EOY student achievement.</p> <p>Strategy's Expected Result/Impact: Scholar academic Success</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Demographics 3, 7 - Student Learning 3, 6 - School Processes & Programs 3 - Perceptions 2</p> <p>Funding Sources: StemScope-Accelerate Learning -Math 1st & 4th - 211-Title I-Part A - 211.11.6299.97.103.30 - \$1,631, StemScope-Accelerate Learning -Math 3&5th - 211-Title I-Part A - 211.11.6299.97.103.30 - \$1,510.50</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Teachers will apply DOK stem questioning, interactive journals, and supplemental resources in Math lessons to raise the rigor of instruction and provide Tier II interventions.</p> <p>Strategy's Expected Result/Impact: Scholar academic success</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Demographics 3, 7 - Student Learning 3, 6 - School Processes & Programs 3 - Perceptions 2</p> <p>Funding Sources: TPT for 3rd Grade Students - 211-Title I-Part A - 211.11.6299.97.103.30 - \$374.96, tpt - 211-Title I-Part A - \$397, Am.Exp-Math Lrng Ct.-Supplementa Material for All Grade Levels - 211-Title I-Part A - 211.11.6399.00.103.30 - \$6,300, Mentoring Minds-License Renewal for 1st-5th-Math - 211-Title I-Part A - 211.11.6299.97.103.30 - \$3,777.55, TPT for 3rd Grade Students - 211-Title I-Part A - 211.11.6299.97.103.30 - \$386.67</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 3: There is a need for an additional academic tutor and additional supplemental instructional resources in the area of mathematics. **Root Cause:** Dual language scholars are only being offered Tier II interventions in English.

Problem Statement 7: There is a need for supplemental material to assist in closing the achievement gap in all academic areas. **Root Cause:** Covid-19 has widened the achievement gap for all scholars.

Student Learning

Problem Statement 3: There is a need for an additional academic tutor and additional supplemental instructional resources in the area of mathematics. **Root Cause:** Dual language scholars are only being offered Tier II interventions in English.

Problem Statement 6: There is a need for supplemental material to assist in closing the achievement gap in all academic areas. **Root Cause:** Covid-19 has widened the achievement gap for all scholars.

School Processes & Programs

Problem Statement 3: There is a need for an additional academic tutor and additional supplemental instructional resources in the area of mathematics. **Root Cause:** Dual language scholars are only being offered Tier II interventions in English.

Perceptions

Problem Statement 2: There is a need for an additional academic tutor and additional supplemental instructional resources in the area of mathematics. **Root Cause:** Dual language scholars are only being offered Tier II interventions in English.

Goal 2: Increase Student Academic Achievement

Performance Objective 4: By June 2021, JDE's performance rate on Writing at Approaches Grade Level will increase to 80% from 67% 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.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Data
District Data

<p>Strategy 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> <p>Strategy's Expected Result/Impact: Increased scholar performance in writing in all grade levels</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Teachers will implement DOK stem questions on a daily basis and use interactive journals in writing lessons to raise rigor of instruction</p> <p>Strategy's Expected Result/Impact: Increased scholar performance in writing in all grade levels</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: 100% of teachers will integrate writing in all subject areas and will have a writing score goal for every student based of EOY writing assessment.</p> <p>Strategy's Expected Result/Impact: Increased scholar performance in writing in all grade levels</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: Demographics 1, 7 - Student Learning 1, 6 - School Processes & Programs 1</p> <p>Funding Sources: Mentoring Minds-License Renewal 4th Writing - 211-Title I-Part A - 211.11.6299.97.103.30 - \$906.75</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 4: K-4 Grade teachers will participate in BOY Data Analysis to look at strengths and weaknesses fro their particular grade level.</p> <p>Strategy's Expected Result/Impact: Increased scholar performance in writing in all grade levels</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: Phonics and Phonemic Awareness resources are available for most teachers but are not being fully utilized in order to affect academic progress. Root Cause: Professional Development on FOUNDATIONS has not been provided. There is still a need to purchase two additional kits.</p> <p>Problem Statement 7: There is a need for supplemental material to assist in closing the achievement gap in all academic areas. Root Cause: Covid-19 has widened the achievement gap for all scholars.</p>
Student Learning
<p>Problem Statement 1: Phonics and Phonemic Awareness resources are available for most teachers but are not being fully utilized in order to affect academic progress. Root Cause: Professional Development on FOUNDATIONS has not been provided. There is still a need to purchase two additional kits.</p> <p>Problem Statement 6: There is a need for supplemental material to assist in closing the achievement gap in all academic areas. Root Cause: Covid-19 has widened the achievement gap for all scholars.</p>
School Processes & Programs
<p>Problem Statement 1: Phonics and Phonemic Awareness resources are available for most teachers but are not being fully utilized in order to affect academic progress. Root Cause: Professional Development on FOUNDATIONS has not been provided. There is still a need to purchase two additional kits.</p>

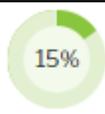
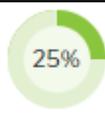
Goal 2: Increase Student Academic Achievement

Performance Objective 5: By June 2021, JDE's performance rate on Science at Approaches Grade level will increase to 88% from 77% as measured by STAAR 5th and at least 65% at Meets Grade Level and at least 50% at Masters Grade Level.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Data

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: All scholars in Grades K-5 will participate in STEM Acceleration during FIAT Time (Firebird Intervention and Acceleration Time).</p> <p>Strategy's Expected Result/Impact: Increased scholar performance in all subject areas in all grade levels</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Comprehensive Support Strategy</p> <p>Problem Statements: Demographics 1, 3, 4, 7 - Student Learning 1, 3, 4, 6 - School Processes & Programs 1, 3, 4 - Perceptions 2, 3</p> <p>Funding Sources: Mentoring Mindss-License Renewal for 4th/5th Science - 211-Title I-Part A - 211.11.6299.97.103.30 - \$4,471.03, Really Good Stuff-2nd Grade Supplemental Material - 211-Title I-Part A - 211.11.6399.00.103.30 - \$522.32, lakeshore hands on material - 211-Title I-Part A - \$373.88, Amazon-Kinder Supplemental Material - 211-Title I-Part A - 211.11.6399.00.103.30 - \$640.40, Amazon-2nd Grade Supplemental Material - 211-Title I-Part A - 211.11.6369.00.103.30 - \$621.94, Really Good Stuff-2nd Grade Supplemental Material - 211-Title I-Part A - 211.11.6399.00.103.30 - \$462.32, Amazon-4th Grade Supplemental Material (PO Total =621.94) - 211-Title I-Part A - 211.11.6399.00.103.30 - \$308.81, Amazon-4th Grade Supplemental Material (PO Total =621.94) - 211-Title I-Part A - 211.11.6329.00.103.30 - \$313.13, Amazon-2nd Grade Supplemental Material - 211-Title I-Part A - 211.11.6399.00.103.30 - \$344.92</p>	0%	0%		
<p>Strategy 2: 100% of 4th grade students will participate in Kid Excel lessons weekly for 45 minutes and be provided kinesthetic activities aligned to Science TEKS and supporting standards.</p> <p>Strategy's Expected Result/Impact: Increased scholar performance in Science</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	35%	45%		

<p>Strategy 3: 5th Grade students will participate in Academic Science Bowls, Science Intervention based on 4th Grade EOY Assessment results and in STAAR Science Olympics in order to help increase achievement on STAAR.</p> <p>Strategy's Expected Result/Impact: Increased scholar performance in Science</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: Phonics and Phonemic Awareness resources are available for most teachers but are not being fully utilized in order to affect academic progress. Root Cause: Professional Development on FOUNDATIONS has not been provided. There is still a need to purchase two additional kits.</p> <p>Problem Statement 3: There is a need for an additional academic tutor and additional supplemental instructional resources in the area of mathematics. Root Cause: Dual language scholars are only being offered Tier II interventions in English.</p> <p>Problem Statement 4: There is a need for additional personnel to assist in SPED and in PK. Root Cause: The numbers continue to increase throughout the year and safety has become a concern.</p> <p>Problem Statement 7: There is a need for supplemental material to assist in closing the achievement gap in all academic areas. Root Cause: Covid-19 has widened the achievement gap for all scholars.</p>
Student Learning
<p>Problem Statement 1: Phonics and Phonemic Awareness resources are available for most teachers but are not being fully utilized in order to affect academic progress. Root Cause: Professional Development on FOUNDATIONS has not been provided. There is still a need to purchase two additional kits.</p> <p>Problem Statement 3: There is a need for an additional academic tutor and additional supplemental instructional resources in the area of mathematics. Root Cause: Dual language scholars are only being offered Tier II interventions in English.</p> <p>Problem Statement 4: There is a need for additional personnel to assist in SPED and in PK. Root Cause: The numbers continue to increase throughout the year and safety has become a concern.</p> <p>Problem Statement 6: There is a need for supplemental material to assist in closing the achievement gap in all academic areas. Root Cause: Covid-19 has widened the achievement gap for all scholars.</p>
School Processes & Programs
<p>Problem Statement 1: Phonics and Phonemic Awareness resources are available for most teachers but are not being fully utilized in order to affect academic progress. Root Cause: Professional Development on FOUNDATIONS has not been provided. There is still a need to purchase two additional kits.</p> <p>Problem Statement 3: There is a need for an additional academic tutor and additional supplemental instructional resources in the area of mathematics. Root Cause: Dual language scholars are only being offered Tier II interventions in English.</p>

School Processes & Programs

Problem Statement 4: There is a need for additional personnel to assist in SPED and in PK. **Root Cause:** The numbers continue to increase throughout the year and safety has become a concern.

Perceptions

Problem Statement 2: There is a need for an additional academic tutor and additional supplemental instructional resources in the area of mathematics. **Root Cause:** Dual language scholars are only being offered Tier II interventions in English.

Problem Statement 3: There is a need for additional personnel to assist in SPED and in PK. **Root Cause:** The numbers continue to increase throughout the year and safety has become a concern.

Goal 2: Increase Student Academic Achievement

Performance Objective 6: BY June 2021, JDE will increase student attendance rate from 95.09% to 96.85% and increase teacher attendance rate by at least 2%.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Data (TAPR)

<p>Strategy 1: JDE attendance committee will be proactive in detecting chronic absences in a timely manner (every 3 week period) and reach out to the student and family to offer assistance if needed in order to encourage attendance and identify support needed.</p> <p>Strategy's Expected Result/Impact: Parental cooperation and understanding for the importance of scholar attendance</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk</p> <p>Title I Schoolwide Elements: 3.1</p> <p>Problem Statements: Demographics 5 - Student Learning 7 - Perceptions 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: JDE team will regularly (every 3 week period) review attendance data and follow and implement District TIP's to encourage better attendance from all scholars.</p> <p>Strategy's Expected Result/Impact: Holding parent accountable for scholar attendance will help increase attendance rate</p> <p>Staff Responsible for Monitoring: Assistant Principal Attendance Clerk Attendance Committee Members</p> <p>Title I Schoolwide Elements: 3.1</p> <p>Problem Statements: Demographics 5 - Student Learning 7 - Perceptions 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 5: Attendance continues to be an issue. Root Cause: Parents do not understand the importance of attendance; there needs to be a more effective attendance campaign.
Student Learning
Problem Statement 7: Attendance continues to be an issue. Root Cause: Parents do not understand the importance of attendance; there needs to be a more effective attendance campaign.

Perceptions

Problem Statement 4: Attendance continues to be an issue. **Root Cause:** Parents do not understand the importance of attendance; there needs to be a more effective attendance campaign.

Goal 2: Increase Student Academic Achievement

Performance Objective 7: During the 2020-2021 school year, college and career readiness focus and expectations K-12 and an expectation toward readiness on our students will drive campus instruction and include a minimum of four activities with 100 % student participation.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Campus Data and Participation Reports

<p>Strategy 1: K-5 Grade Scholars will be exposed to STEM careers while participating in STEM Instruction in all classrooms during the acceleration period, extracurricular opportunities and school-wide events.</p> <p>Strategy's Expected Result/Impact: Increased scholar learning</p> <p>College and Career Readiness</p> <p>Staff Responsible for Monitoring: Administration Teachers Acceleration Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p> <p>Problem Statements: Demographics 6 - Student Learning 5 - Perceptions 5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 6: There is a need to update for technology in call classrooms. Root Cause: Teachers received Mac Books and need additional supplemental technology that is Apple Device adaptable.
Student Learning
Problem Statement 5: There is a need to update for technology in call classrooms. Root Cause: Teachers received Mac Books and need additional supplemental technology that is Apple Device adaptable.
Perceptions
Problem Statement 5: There is a need to update for technology in call classrooms. Root Cause: Teachers received Mac Books and need additional supplemental technology that is Apple Device adaptable.

Goal 2: Increase Student Academic Achievement

Performance Objective 8: By May 2021, at least 80% of English Language Learners at JDE will meet or exceed state standards in Writing, Reading, Math and Science.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Data
TELPAS Data

<p>Strategy 1: 100% of English Language Learners will be monitored through STOP GAP Program and will have academic goals to include TELPAS Proficiency levels.</p> <p>Strategy's Expected Result/Impact: Increased Academic Performance</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Teacher Pay Teacher -Digital License for 2nd-5th - 211-Title I-Part A - 211.11.6299.97.103.30 - \$1,245.62, Renewal of License for Brain Pop for All Grades - 211-Title I-Part A - 211.11.6299.00.103.30 - \$3,745</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 8 Problem Statements:

Demographics
<p>Problem Statement 1: Phonics and Phonemic Awareness resources are available for most teachers but are not being fully utilized in order to affect academic progress. Root Cause: Professional Development on FOUNDATIONS has not been provided. There is still a need to purchase two additional kits.</p>
Student Learning
<p>Problem Statement 1: Phonics and Phonemic Awareness resources are available for most teachers but are not being fully utilized in order to affect academic progress. Root Cause: Professional Development on FOUNDATIONS has not been provided. There is still a need to purchase two additional kits.</p>
School Processes & Programs
<p>Problem Statement 1: Phonics and Phonemic Awareness resources are available for most teachers but are not being fully utilized in order to affect academic progress. Root Cause: Professional Development on FOUNDATIONS has not been provided. There is still a need to purchase two additional kits.</p>

Goal 2: Increase Student Academic Achievement

Performance Objective 9: By June 2021, 100 % of JDE students will meet or exceed state grade-level expectations and be equipped to be academically successful to graduate from high school.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Data

District Data

Campus Data

<p>Strategy 1: JDE will provide minimum of one orientation meeting for students and parents to transition from Head start Program to our Kindergarten program.</p> <p>Strategy's Expected Result/Impact: Increase parent participation and student enrollment.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: JDE teachers will monitor student achievement in all grade levels BOY, MOY, and EOY performance according to state standards through academic samples, running records, assessments, and attendance and vertically align instruction.</p> <p>Strategy's Expected Result/Impact: To ensure students are prepared with academic readiness skills for next grade level.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: Increase Student Academic Achievement

Performance Objective 10: By May 2021, the RTI process will ensure that ALL students receive differentiated instructional support and will ensure that all proper sub populations are identified.

Evaluation Data Sources: Campus Data

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase student performance</p> <p>Staff Responsible for Monitoring: Administration AT Risk Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p> <p>Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 3 - Perceptions 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 10 Problem Statements:

Demographics
Problem Statement 3: There is a need for an additional academic tutor and additional supplemental instructional resources in the area of mathematics. Root Cause: Dual language scholars are only being offered Tier II interventions in English.
Student Learning
Problem Statement 3: There is a need for an additional academic tutor and additional supplemental instructional resources in the area of mathematics. Root Cause: Dual language scholars are only being offered Tier II interventions in English.
School Processes & Programs
Problem Statement 3: There is a need for an additional academic tutor and additional supplemental instructional resources in the area of mathematics. Root Cause: Dual language scholars are only being offered Tier II interventions in English.
Perceptions
Problem Statement 2: There is a need for an additional academic tutor and additional supplemental instructional resources in the area of mathematics. Root Cause: Dual language scholars are only being offered Tier II interventions in English.

Goal 2: Increase Student Academic Achievement

Performance Objective 11: By May 2021, in maintaining a highly qualified campus, anchored through TTESS, all teachers will participate in professional development opportunities that support content and curriculum development in order to improve student achievement

Evaluation Data Sources: Eduphoria/STRIVE

<p>Strategy 1: Teachers will participate in Extended PLCS with professional development opportunities, to create checkpoints, and analyze data. SPED teachers will participate for individualized planning. Strategy's Expected Result/Impact: Increase teachers pedagogy. Increase teaching in learning Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Teachers will participate in duty related PLC activities and in staff development to improve instructional strategies. Strategy's Expected Result/Impact: Improved teaching and learning Staff Responsible for Monitoring: Administration/ Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1 Funding Sources: Region 04-Training for Montes 5th Grade - 211-Title I-Part A - 211.13.6499.00.103.99 - \$45, Region 04-Training for Montes 5th Grade - 211-Title I-Part A - 211.13.6499.00.103.99 - \$135, Region 04-Training for Ms. Rivera-2nd Grade - 211-Title I-Part A - 211.13.6499.00.103.99 - \$135, Region 19 Staff Development for SPED Teachers - 211-Title I-Part A - 211.13.6499.00.103.30 - \$225, Region 19 Staff Dev-Autism & Other Special Needs-Gil/Ochoa - 211-Title I-Part A - 211.13.6499.00.103.30 - \$90</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Teachers will look at professional development needed that aligns with their T-TESS Goals and Self-Assessment. Strategy's Expected Result/Impact: Improved teaching and learning Staff Responsible for Monitoring: Administration / Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college Funding Sources: Registration Fee-TASPA -Personnel Law Conf. School Admin - 255-Title II-Part A Teacher/Principal - 255.23.6499.00.103.24 - \$230, Region 19 Training-T-TESS Virtual Training - 255-Title II-Part A Teacher/Principal - 255.23.6499.00.103.24 - \$150</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 11 Problem Statements:

Demographics

Problem Statement 1: Phonics and Phonemic Awareness resources are available for most teachers but are not being fully utilized in order to affect academic progress. **Root Cause:** Professional Development on FOUNDATIONS has not been provided. There is still a need to purchase two additional kits.

Problem Statement 2: There is a need to provide Professional Development in the areas of behavior management and de-escalation strategies to assist scholars progressing academically. **Root Cause:** There has been an increase in scholars that have more intense behavior issues, therefore needing more individual support.

Student Learning

Problem Statement 1: Phonics and Phonemic Awareness resources are available for most teachers but are not being fully utilized in order to affect academic progress. **Root Cause:** Professional Development on FOUNDATIONS has not been provided. There is still a need to purchase two additional kits.

Problem Statement 2: There is a need to provide Professional Development in the areas of behavior management and de-escalation strategies to assist scholars progressing academically. **Root Cause:** There has been an increase in scholars that have more intense behavior issues, therefore needing more individual support.

School Processes & Programs

Problem Statement 1: Phonics and Phonemic Awareness resources are available for most teachers but are not being fully utilized in order to affect academic progress. **Root Cause:** Professional Development on FOUNDATIONS has not been provided. There is still a need to purchase two additional kits.

Problem Statement 2: There is a need to provide Professional Development in the areas of behavior management and de-escalation strategies to assist scholars progressing academically. **Root Cause:** There has been an increase in scholars that have more intense behavior issues, therefore needing more individual support.

Perceptions

Problem Statement 1: There is a need to provide Professional Development in the areas of behavior management and de-escalation strategies to assist scholars progressing academically. **Root Cause:** There has been an increase in scholars that have more intense behavior issues, therefore needing more individual support.

Goal 3: Enhance Student Character and Drive Towards Career/ Profession that benefits the community with diverse career experiences from K-12.

Performance Objective 1: By June 2021, 100 % of JDE students and teachers will be provided monthly Firebirds with SEL lessons to increase a heightened level of moral and ethical character for students and staff that will enable them to be effective leaders in a global environment.

Targeted or ESF High Priority

Evaluation Data Sources: Counselor calendar and Schedule

<p>Strategy 1: Counselor will provide guidance lessons to all students such as Character Counts, Core Values, Bully-free, NPFH, Etiquette, Growth Mindset and Effective Habits.</p> <p>Strategy's Expected Result/Impact: Increase scholars self-confidence, self-esteem and sense of belonging.</p> <p>Staff Responsible for Monitoring: Administration Counselor</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: All students will participate in various student recognition activities (JDE Firebirds, with GRIT) to promote citizenship, positive behavior, and leadership skills</p> <p>Strategy's Expected Result/Impact: Increase scholars sense of pride and leadership skills</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Enhance Student Character and Drive Towards Career/ Profession that benefits the community with diverse career experiences from K-12.

Performance Objective 2: By May 2021, JDE will implement the PBIS model to include the No Place for Hate, 7 Strengths of a Firebird, and make a connection to the 5 tenets of Social Emotional Learning.

Targeted or ESF High Priority

<p>Strategy 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> <p>Strategy's Expected Result/Impact: Positive - Bully Free Campus that is welcoming for the community and its scholars</p> <p>Staff Responsible for Monitoring: PBIS team, Assistant Principal, Counselor</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Scholars will be proactive in spreading a positive school culture by promoting the NPFH when a lesson or activity occurs.</p> <p>Strategy's Expected Result/Impact: Bully Free Campus</p> <p>Staff Responsible for Monitoring: Educators, PBIS and NPFH Team</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 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> <p>Strategy's Expected Result/Impact: By involving the community, scholars will see the importance the community plays in the positivity of their behavior.</p> <p>Staff Responsible for Monitoring: PBIS Team & Counselor</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Enhance Student Character and Drive Towards Career/ Profession that benefits the community with diverse career experiences from K-12.

Performance Objective 3: In 2020-2021, 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 Sources: Monthly lessons or topics that were addressed.

Strategy 1: 3rd, 4th and 5th Scholars will be given the opportunity to participate in Chamber Choir. Strategy's Expected Result/Impact: Leadership Opportunities Fine Arts Opportunities Staff Responsible for Monitoring: Sponsors Scholars Parents	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: 4th and 5th Grade scholars will be given the opportunity to participate in Student Council Strategy's Expected Result/Impact: Leadership Opportunities Staff Responsible for Monitoring: Sponsors Scholars Parents Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3: 5th Grade Scholars will be given the opportunity to participate in Band. Strategy's Expected Result/Impact: Leadership Opportunities Fine Arts Opportunities Staff Responsible for Monitoring: Sponsors Scholars Parents Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4: 4th Grade Scholars will be given the opportunity to participate in Safety Patrol. Strategy's Expected Result/Impact: Leadership Opportunities Staff Responsible for Monitoring: Sponsors Scholars Parents Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Enhance Student Character and Drive Towards Career/ Profession that benefits the community with diverse career experiences from K-12.

Performance Objective 4: All scholars in grades K-5 will have the opportunity to participate in STEM related organizations throughout the 20-21 school year, in preparation for career and /or college readiness.

Evaluation Data Sources: Number of scholars who participated

<p>Strategy 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> <p>Strategy's Expected Result/Impact: Building the WHOLE Child Social Emotional Learning</p> <p>Staff Responsible for Monitoring: Administration Club Sponsors Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: By June 2021, JDE will maintain a strong connection with all stakeholders in the community by providing a minimum of 4 campus events (virtually) to help meet our academic, community and fiscal goals.

Evaluation Data Sources: Zoom Sign-ins

<p>Strategy 1: JDE will hold an Entitlement Review meeting in September to inform parents about Title 1 and other entitlements.</p> <p>Strategy's Expected Result/Impact: Increased Parent Involvement and know how their children may benefit from these programs</p> <p>Staff Responsible for Monitoring: Administration Parent Liaison</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: During the school year, JDE will provide multiple parent and community involvement campus activities to include Parent/Teacher Night, Coffee/Tea with the Principal, Teacher Conferences, Open House, Academic Nights, PAC Meetings, to encourage participation and support student learning.</p> <p>Strategy's Expected Result/Impact: Increased Parent Involvement Increased scholar learning</p> <p>Staff Responsible for Monitoring: Administration Parent Liaison Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: By June JDE leadership will provide 4 events to recognize/celebrate all employees to positively impact the working environment ensuring scholar success.</p> <p>Strategy's Expected Result/Impact: Increased School Climate</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: All parents will receive a minimum of monthly communication through several means in order to inform them of what is occurring on campus throughout 20-21 school year.

Evaluation Data Sources: Monthly samples of communication

<p>Strategy 1: Administration, teachers and PTO will send out monthly newsletters & calendar of events to parents to inform them of important dates and information.</p> <p>Strategy's Expected Result/Impact: Increase parent participation</p> <p>Staff Responsible for Monitoring: Administration PTO</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Administration and teachers will update school website on at least a quarterly basis.</p> <p>Strategy's Expected Result/Impact: Increase parent and community participation</p> <p>Staff Responsible for Monitoring: Administration JDE Receptionist</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Parent Compact, Parent Involvement Policy and Campus Improvement Plan will be made available to parents through various means and locations.</p> <p>Strategy's Expected Result/Impact: Increase parent participation</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: There will be opportunities to Join JDE and for parents to attend Coffee with the Principal, PTO, PAC and Parenting Classes monthly at various times in the day.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement and Communication</p> <p>Staff Responsible for Monitoring: Principal Parent Liasion</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 3: All parents will be given an opportunity to become more involved with the teaching and learning on campus.

Targeted or ESF High Priority

Evaluation Data Sources: Zoom with Principal Meetings
Donations to Parents
Home Visits

<p>Strategy 1: Parent Liaison will be equipped with all necessary materials to provide JDE parents the support that they might need.</p> <p>Strategy's Expected Result/Impact: Stronger Relationships with all stakeholders</p> <p>Staff Responsible for Monitoring: Principal Parent Liaison</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 8</p> <p>Funding Sources: - 211-Title I-Part A</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 0%	 0%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 8: There is a need to have more parent participation and have necessary materials to do so. Root Cause: We have had an influx of new families join JDE and COVID has affected many of our families.</p>

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

Performance Objective 1: By May 2021, JDE will meet the minimum expenditure requirements for: Special Education, Career and Technology, Gifted and Talented, Compensatory Education, and Bilingual Education in order to meet campus academic goals.

Evaluation Data Sources: Financial Reports

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

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

Performance Objective 2: By May of 2021, there will be a minimum of 10 posts to social media promoting students, staff programs, and community.

Evaluation Data Sources: Twitter Account
Facebook Account

<p>Strategy 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> <p>Strategy's Expected Result/Impact: Increase School Climate and perceptions</p> <p>Staff Responsible for Monitoring: Administration Staff Classroom Teachers</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

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

Performance Objective 3: By May 2021, JDE will create at least two new partnerships with businesses within our city or community.

Evaluation Data Sources: Lists of partnerships

<p>Strategy 1: JDE will seek and develop Partners in Education to support campus initiatives and enrich student learning environment.</p> <p>Strategy's Expected Result/Impact: Positive community impact on school climate and instruction</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Jose Damian Elementary School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6118.35.103.30	6118 Extra Duty Stipend - Locally Defined	\$2,918.00
185.11.6119.35.103.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$112,760.00
185.11.6129.35.103.30	6129 Salaries or Wages for Support Personnel	\$40,356.00
185.11.6141.35.103.30	6141 Social Security/Medicare	\$2,263.00
185.11.6142.35.103.30	6142 Group Health and Life Insurance	\$29,948.00
185.11.6143.35.103.30	6143 Workers' Compensation	\$733.00
185.11.6145.35.103.30	6145 Unemployment Compensation	\$143.00
185.11.6146.35.103.30	6146 Teacher Retirement/TRS Care	\$2,873.00
185.11.6149.35.103.30	6149 Employee Benefits	\$2,133.00
6100 Subtotal:		\$194,127.00
6200 Professional and Contracted Services		
185.11.6299.97.00.103.30	6299 Miscellaneous Contracted Services	\$3,929.00
6200 Subtotal:		\$3,929.00
6300 Supplies and Services		
185.12.6329.00.103.30	6329 Reading Materials	\$1,000.00
6300 Subtotal:		\$1,000.00
6400 Other Operating Costs		
185.13.6499.00.103.30	6499 Miscellaneous Operating Costs	\$500.00
6400 Subtotal:		\$500.00

Personnel for Jose Damian Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Irma Andujo	At-Risk Aide	Intervention Program	1
Jessica Aramburu	Reading Intervention Teacher	Intervention Program	1
Laura Gaytan	At-Risk Aide	Intervention Program	1
Melissa Fernandez	Reading Intervention Teacher	Intervention Program	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.

7 STRENGTHS

The 7 Strengths Of A Firebird



Jose H. Damian Elementary will nurture our scholars

**so that they are healthy, feel safe, are engaged, feel supported, and are challenged through
culturally responsive teaching and learning.**

<p>Focus on Identity and Achievement</p> <p>Committed to respecting and adopting multiple cultures and experiences and recognizing strengths and accomplishments.</p>	<p>Focus on Equity and Excellence</p> <p>Committed to facilitating learning opportunities that provide individual attention and encouragement, enable and empower learning and cultivate cultural sustainability.</p>	<p>Focus on Developmental Appropriateness</p> <p>Committed to delivering engaging lessons that address multiple learning styles through the integration of STEM, the Arts, and other pathways to access academic content.</p>	<p>Focus on Teaching the Whole Child and Relationship Building</p> <p>Committed to extending learning by integrating resources that reflect scholars in the classroom by building relationships and bridging the home, school, and community.</p>
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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.

All Subjects	2019	2018	2017	2016					Double Digit Loss			
Approaches	80	84	77	83		Gains from 2017 to 2018 provided JDE with Honor Roll School Designation						
Meets	46	56	51	49								
Masters	27	31	30	25								
Reading	2019	2018	2017	2016		4th Grade	2019	2018		5th Grade	2019	2018
Approaches	79	81	72	81		Approaches	70	68		Approaches	84	93
Meets	45	54	48	50		Meets	33	43		Meets	52	65
Masters	27	30	29	26		Masters	15	23		Masters	31	36
Math	2019	2018	2017	2016		Reading	2019	2018		Reading	2019	2018
Approaches	86	89	85	88		Approaches	69	65		Approaches	84	91
Meets	50	63	61	51		Meets	36	43		Meets	50	60
Masters	29	38	39	31		Masters	16	27		Masters	27	28
Writing	2019	2018	2017	2016		Math	2019	2018		Math	2019	2018
Approaches	67	67	60	75		Approaches	73	75		Approaches	93	97
Meets	29	34	27	45		Meets	37	51		Meets	57	79
Masters	9	13	7	19		Masters	22	30		Masters	32	48
Science	2019	2018	2017	2016		Writing	2019	2018		Science	2019	2018
Approaches	77	90	87	87		Approaches	67	67		Approaches	77	91
Meets	51	60	70	49		Meets	29	34		Meets	51	60
Masters	34	33	48	20		Masters	9	13		Masters	34	33
		3rd Grade	2019	2018		Cohort	4th	3rd Grade		Cohort	5th Grade	4th Grade
		Approaches	83	81		Approaches	70	81		Approaches	84	68
		Meets	48	42		Meets	33	42		Meets	52	43
		Masters	31	23		Masters	15	23		Masters	31	23
		Reading	2019	2018		Reading	2019	2018		Reading	2019	2018
		Approaches	81	80		Approaches	69	80		Approaches	84	65
		Meets	46	43		Meets	36	43		Meets	50	43
		Masters	34	21		Masters	16	21		Masters	27	27
		Math	2019	2018		Math	2019	2018		Math	2019	2018
		Approaches	83	83		Approaches	73	83		Approaches	93	75
		Meets	48	41		Meets	37	41		Meets	57	51
		Masters	31	24		Masters	22	24		Masters	32	30
Indicator		Quartile	Score	Q1 Minimum Score	Focus	Q1 Goal						
Attendance		4	95.7	96.7	Improve	Gain 1.2%	96.9					
Progress in ELA/Reading		3	25	31	Improve	Gain 8%	33					
Progress in Mathematics		3	29	35	Improve	Gain 8%	37					

All Subjects	2019	2018	2017	2016				Double Digit Loss			
Grade 3 Reading Masters	1	35	33	Maintain	Gain 4%	39					
Grade 3 Math Masters	1	30	28	Maintain	Gain 4%	34					
Grade 4 Reading Masters	3	17	27	Improve	Gain 14%	31					
Grade 4 Math Masters	3	24	33	Improve	Gain 14%	38					
Grade 4 Writing Masters	2	9	14	Improve	Gain 10%	19					
Grade 5 Reading Masters	2	28	33	Improve	Gain 7%	35					
Grade 5 Math Masters	2	34	42	Improve	Gain 12%	46					
Grade 5 Science Masters	1	34	28	Maintain	Gain 5%	39					
Meets or Above (All Subjects)	3	46	53	Improve	Gain 10%	56					
Meets or Above (Reading/Math)	3	36	43	Improve	Gain 10%	46					

Processes and Programs

Campus Story:

JDE is a campus that revolves around having very specific processes for day-to-day activities to include STEM integration, intervention and acceleration blocks. 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.

Bell Schedule		Lunch Schedules							Lunch Duty Schedule		
Time	Event	Start	End	Grade	Recess START	IN	Location	Start	End	Personnel	
7:40	First Bell										
7:45	Tardy Bell	10:45	11:15	ECSE and PK Inclusion							
11:30	PK (AM) Dismissal	11:45	12:15	PK				10:45	11:00	PPCD Personnel	
11:40	PK (PM) Begins	11:00	11:30	K	After (11:30)	11:45	Kinder Playground	11:00	11:15	G. Rodriguez/Sol/At Risk Aide	
3:15	Dismissal	11:15	11:45	1st	After (1:15)	1:30	Kinder Playground	11:00	11:30	Angulo/Seeburg	

Bell Schedule			Lunch Schedules													
				11:30	12:00	2nd	Before (11:15)	11:30	Main Playground		11:15	11:45	Quintanilla/Arteaga/Seeburg			
Conference Times/P.E.				11:45	12:15	5th	Before (11:30)	11:45	Main Playground		11:30	12:00	Arteaga/Parra/Gaytan			
Start	End	Grade		12:00	12:30	3rd	After (12:30)	12:45	Main Playground		11:45	12:15	Ruth Garcia/Barba			
8:00	8:45	Conference		12:15	12:45	4th	After (12:45)	1:00	Main Playground		12:15	12:45	Rodríguez/Barba/Seeburg			
8:45	9:30	2nd Grade														
9:30	10:15	Kinder														
10:30	11:15	1st Grade		Firebird Intervention Time				Acceleration Schedule				GT Schedule (Wednesday/Thursday)				
11:15	11:45	LUNCH		Start	End	Grade		Start	End	Grade	Teacher		Start	End	Grade	
11:45	12:15	Recess		7:30	8:30	Duty/504		7:30	8:30				8:00	8:30	GT Paperwork	
12:15	1:00	PK		8:30	9:30	Kinder		8:30	9:30	Kinder	Urias/Torres		8:30	9:30	Kinder Acceleration	
1:00	1:45	4th		9:30	10:30	1st		9:30	10:30	1st	ALL/STEM		9:30	10:30	1st	
1:45	2:30	3rd		10:30	11:30	2nd		10:30	11:30	2nd	Monolingual		10:30	11:30	2nd	
2:30	3:15	5th		11:30	12:15	4th		11:30	12:15	4th	Monolingual		11:30	12:15	4th	
				12:15	12:45	Lunch		12:15	12:45	Lunch			12:15	12:45	Lunch	
				12:45	1:45	3rd Grade		12:45	1:45	3rd Grade	Monolingual		12:45	1:45	3rd Grade	
				1:45	2:30	5th Grade		1:45	2:30	5th Grade	Quintanilla (Band)		1:45	2:30	5th Grade	
				2:30	3:15	Conference		2:30	3:15				2:30	3:15	Conference	
Music Schedule							At Risk Aides/Math Tutor					Morning Duty				
Start	End	Monday	Tuesday	Wednesday	Thursday	Friday		Start	End	Andujo	Gaytan	Lane		Start	End	Location
7:30	7:45	Playground Duty	Playground Duty	Playground Duty	Playground Duty	Playground Duty		7:30	8:30	PK-Spencer	PK			7:00	7:45	Front
7:45	8:15	PREP	PREP	PREP	PREP	PREP		8:30	9:30	PK-Spencer	Kinder (Int/Acc)	Kinder		7:15	7:45	Front/Pl
8:15	9:00	Atherton - 1st	Coronel - 1st	Luna - 1st	Vielledent - 1st	Felix - 1st		9:30	10:30	PK-Spencer	1st (Spanish)	1st		7:15	7:45	Playgro
9:00	9:45	Franco - 2nd	Alderete - 2nd	Montes - 2nd	Caballero - 2nd	Herrera - 2nd		10:30	11:00	PK-Spencer				7:00	7:30	Cafeteri
9:45	10:30	Smartt - K	Parra - K	Hernandez - K	Ramirez - K	Kinder Music INC		10:30	11:30	PK-Spencer	2nd (Spanish)	2nd		7:30	8:00	400 Hal
10:30	11:15	Mendoza - 3rd	Truong - 3rd	Romo - 3rd	Knaurhase - 3rd	Rout - 3rd		11:00	11:30	PK-Spencer	PK-Spencer			7:30	8:00	Cafeteri

Bell Schedule			Lunch Schedules													
11:15	11:45	Lunch	Lunch	Lunch	Lunch	Lunch		11:30	12:00	Lunch	11:30 - 11:45 - 1st Grade Extra Recess; 11:45 - 12:15 ECSE	4th (12:15)		7:30	8:00	Cafeteri
11:45	12:00	LUNCH Duty	LUNCH Duty	LUNCH Duty	LUNCH Duty	LUNCH Duty		12:15	12:45	PK- Spencer	Lunch	Lunch		7:30	7:40	Playgro
12:00	12:15	Prep	Prep	Prep	Prep	Prep		12:45	1:45	PK- Spencer	3rd Grade (Spanish)	3rd		7:45	8:00	Announ
12:15	1:00	Britton - PK	Luevano - PK	Spencer - PK	De Luna - PK	Gil - ECSE		1:45	2:30	PK- Spencer	5th Grade (MATH)	5th		7:45	8:00	Classro
1:00	1:45	Dayrit - 4th	Collins - 4th	Plaza - 4th	Davila - 4th	Chavez - 4th		2:30	3:15	PK- Spencer	4th Grade (Spanish)					

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. The finalized Campus Improvement plan will be shared with teachers during our regularly scheduled committee meetings which occur the last Wednesday of every month.

Our Campus Improvement Plan is based on the following:

Campus Needs Assessment:

Needs:

Technology

Math Academic Tutor

STEM training

STEM Materials

Academic Resources

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.

What is a School-Parent Compact?

A school-parent compact offers ways that we can work together to help ALL of our scholars succeed and become lifelong learners. This compact provides strategies to help connect learning at school and at home.

- Effective Compacts:
- Link to academic goals
- Focus on teaching and learning
- Share strategies and make connections between staff, parent, and scholars
- Explain how lines of communications are important
- Describe opportunities for parents to learn along with their children

Jointly Developed

Our Parent Advisory Council (PAC) contributed in the development of this compact. Any parent is welcome to join our PAC. Meetings will be held several times this year and will be posted on the school's monthly calendar.

Our Campus Improvement Committee has also seen this document and provided their input.

Any feedback is important to us!

Academic Achievement Goals

District Goals

- Nationally Ranked Scholars
- Multi-Literate Graduates
- Quality Value Driven Instruction

School Academic

Goals

JDE Compelling Scorecard:

90 Approaches/60 Meets/30 Masters in all Subjects!

STAAR Summary Goals

Overall: increase by 7% (90%);

Student Achievement increases by 10% (88%);

School Progress: increase by 8% (Part A - 88%, Part B - 90%);

Closing the Gaps: increase by 16% (100%)

Areas of Emphasis

Social/Emotional and teaching the WHOLE CHILD using our 7 Strengths

Small group instruction in the areas of Reading and Math

Writing Across The Curriculum

Percentage of scholars performing at a Masters on STAAR

STEM Education

In the Classroom

- Collaborate and work with families to inform them of the academic initiatives for school year 2018-2019
- Utilize small group instruction during guided math and guided reading in the classroom to meet specific needs of all scholars.

- Monitor fluency, comprehension, vocabulary development, and reading stamina through continuous assessments.

In order to help my child at home, as parents, we will...

- Be aware of what communication comes home about academic events
- Reach out to school for assistance
- Consider attending academic parent workshops
- Monitor and/or read to my child 15 minutes (Pre-K-2nd) to 30 minutes (3rd-5th grade) on a daily basis to develop fluency, comprehension, and stamina
- Participate in the 7 Strengths to REACH A MILLION DREAMS Activities every month.

Building Partnerships

Jose H. Damian Elementary offers ongoing events and programs with Access to our staff.

- Back To School Night
- Movie Nights
- Academic Nights
- Haunted House
- Parent/Teacher Conferences
- Winter Concert
- Parent Resource Center
- PTO
- Birdwatchers
- Volunteer Program
- Field Trips
- 5th GRADE Parent Night

Parental Involvement

There are many opportunities at our school for parents to volunteer and play a role in what occurs on campus. Coffee/Tea with the Principal, Parent Advisory Committee, and other events make it possible for your voice to be heard!

2.4: Opportunities for all children to meet State standards

Strategies that apply are listed in the drop-down menu.

Firebird Intervention Time			Acceleration Schedule				GT Schedule (Wednesday/Thursday)		
Start	End	Grade	Start	End	Grade	Teacher	Start	End	Grade
7:30	8:30	Duty/504	7:30	8:30			8:00	8:30	GT Paperwork
8:30	9:30	Kinder	8:30	9:30	Kinder	Urias/Torres	8:30	9:30	Kinder Acceleration
9:30	10:30	1st	9:30	10:30	1st	ALL/STEM	9:30	10:30	1st
10:30	11:30	2nd	10:30	11:30	2nd	Monolingual	10:30	11:30	2nd
11:30	12:15	4th	11:30	12:15	4th	Monolingual	11:30	12:15	4th
12:15	12:45	Lunch	12:15	12:45	Lunch		12:15	12:45	Lunch
12:45	1:45	3rd Grade	12:45	1:45	3rd Grade	Monolingual	12:45	1:45	3rd Grade
1:45	2:30	5th Grade	1:45	2:30	5th Grade	Quintanilla (Band)	1:45	2:30	5th Grade
2:30	3:15	Conference	2:30	3:15			2:30	3:15	Conference

At Risk Aides/Math Tutor				
Start	End	Andujo	Gaytan	Lane
7:30	8:30	PK- Spencer	PK	
8:30	9:30	PK- Spencer	Kinder (Int/Acc)	Kinder
9:30	10:30	PK- Spencer	1st (Spanish)	1st
10:30	11:00	PK- Spencer		
10:30	11:30	PK- Spencer	2nd (Spanish)	2nd
11:00	11:30	PK- Spencer	PK-Spencer	
11:30	12:00	Lunch	11:30 - 11:45 - 1st Grade Extra Recess; 11:45 - 12:15 ECSE	4th (12:15)
12:15	12:45	PK- Spencer	Lunch	Lunch
12:45	1:45	PK- Spencer	3rd Grade (Spanish)	3rd
1:45	2:30	PK- Spencer	5th Grade (MATH)	5th
2:30	3:15	PK- Spencer	4th Grade (Spanish)	

2.5: Increased learning time and well-rounded education

Strategies that apply are listed in drop-down menu.

Firebird Intervention Time			Acceleration Schedule				GT Schedule (Wednesday/Thursday)		
Start	End	Grade	Start	End	Grade	Teacher	Start	End	Grade
7:30	8:30	Duty/504	7:30	8:30			8:00	8:30	GT Paperwork
8:30	9:30	Kinder	8:30	9:30	Kinder	Urias/Torres	8:30	9:30	Kinder Acceleration
9:30	10:30	1st	9:30	10:30	1st	ALL/STEM	9:30	10:30	1st
10:30	11:30	2nd	10:30	11:30	2nd	Monolingual	10:30	11:30	2nd
11:30	12:15	4th	11:30	12:15	4th	Monolingual	11:30	12:15	4th
12:15	12:45	Lunch	12:15	12:45	Lunch		12:15	12:45	Lunch
12:45	1:45	3rd Grade	12:45	1:45	3rd Grade	Monolingual	12:45	1:45	3rd Grade
1:45	2:30	5th Grade	1:45	2:30	5th Grade	Quintanilla (Band)	1:45	2:30	5th Grade
2:30	3:15	Conference	2:30	3:15			2:30	3:15	Conference

At Risk Aides/Math Tutor				
Start	End	Andujo	Gaytan	Lane
7:30	8:30	PK- Spencer	PK	
8:30	9:30	PK- Spencer	Kinder (Int/Acc)	Kinder
9:30	10:30	PK- Spencer	1st (Spanish)	1st
10:30	11:00	PK- Spencer		
10:30	11:30	PK- Spencer	2nd (Spanish)	2nd
11:00	11:30	PK- Spencer	PK-Spencer	
11:30	12:00	Lunch	11:30 - 11:45 - 1st Grade Extra Recess; 11:45 - 12:15 ECSE	4th (12:15)
12:15	12:45	PK- Spencer	Lunch	Lunch
12:45	1:45	PK- Spencer	3rd Grade (Spanish)	3rd
1:45	2:30	PK- Spencer	5th Grade (MATH)	5th
2:30	3:15	PK- Spencer	4th Grade (Spanish)	

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

Strategies that apply are listed in the drop-down menu.

Firebird Intervention Time (At-Risk Interventionists)		
Start	End	Grade
7:30	8:30	Duty/504
8:30	9:30	Kinder
9:30	10:30	1st
10:30	11:30	2nd
11:30	12:15	4th
12:15	12:45	Lunch
12:45	1:45	3rd Grade

Firebird Intervention Time (At-Risk Interventionists)		
1:45	2:30	5th Grade
2:30	3:15	Conference

At-Risk Aides/Math Tutor				
Start	End	Andujo	Gaytan	Lane
7:30	8:30	PK- Spencer	PK	
8:30	9:30	PK- Spencer	Kinder (Int/Acc)	Kinder
9:30	10:30	PK- Spencer	1st (Spanish)	1st
10:30	11:00	PK- Spencer		
10:30	11:30	PK- Spencer	2nd (Spanish)	2nd
11:00	11:30	PK- Spencer	PK-Spencer	
11:30	12:00	Lunch	11:30 - 11:45 - 1st Grade Extra Recess; 11:45 - 12:15 ECSE	4th (12:15)
12:15	12:45	PK- Spencer	Lunch	Lunch
12:45	1:45	PK- Spencer	3rd Grade (Spanish)	3rd
1:45	2:30	PK- Spencer	5th Grade (MATH)	5th
2:30	3:15	PK- Spencer	4th Grade (Spanish)	

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.

Title I Parent and Family Engagement Policy

2019-2020

Parents and staff at Jose Damian Elementary have developed and agreed on the following Parent Involvement Policy. The Policy will be posted on the school website and given out at the Annual Title I meeting. It will also be available in the Jose Damian Elementary office for any parent who requests it.

In order to build a dynamic home-school partnership, Jose Damian Elementary will provide the following:

- An annual meeting where parents will learn about the requirements of the school's Title I program and be given an opportunity to become involved with their child's education. The annual meeting will be in the first semester. A letter will be sent to each child's parent informing them of the date and time. The information will also be posted on the school's website and in the calendar.
- Parent conferences will be held at various times during the day to accommodate the needs of parents. Communication with parents will be in the format and language that they can understand.

- Description and explanation of the curriculum used, the forms of academic assessments used to measure scholar progress, and proficiency levels scholars are expected to meet will be provided to parents through teacher conferences, school wide meetings and the school calendar.
- Information regarding curriculum, assessments, progress, and scholar expectations based on STAAR (State of Texas Assessment of Academic Readiness) will be provided for parents. STAAR results will be sent home in the spring when the district receives them.
- A School-Parent Compact designed by parents and school staff that outlines how parents, teachers, and scholars will share the responsibility for improvement in scholar academic achievement. (This was distributed in the previous Parent-Teacher Conference.)
- There will be a variety of opportunities for parents to participate in the reviewing process and to help make suggestions to improve the Title I program and the Parent Policy.
- Information related to school and parent programs, meetings and other activities will be sent to parents in a timely manner. Information will be given to parents through newsletters from the school and classroom teachers. In addition, the school marquee will be used to inform parents of meeting dates.

Parents and community members are always welcome to make suggestions to improve our schools. By working together we can make the scholars successful learners. Some of the opportunities that parents may participate in at Jose Damian Elementary are listed here:

Jose Damian Elementary School Programs/Services

- Computer Classes
- Push in and Small Group tutorials
- Special rotation (music/PE/computer lab)
- Grade level field trips
- Gifted and Talented Programs
- Counseling: Individual/Group/Classroom
- Special Education Services (Speech Therapy, Physical Therapy, Occupational Therapy, Special Education Resource/Inclusion Programs)
- Response to intervention Scholar Support Teams
- Research-based intervention programs for qualified students
- Computer intervention programs with the school to home access
- Dyslexia Services
- Health Services (Vision/hearing/dental screenings)
- Media Center (Library)

Scholar Involvement Opportunities

- Choir
- Student Council
- Science Fair
- Red Ribbon Week
- Spirit Days
- Recognitions: A and A/B Honor Roll, Perfect attendance, AR (Accelerated Reader T-Shirts and Math Facts T-Shirts)
- Movie Nights
- Robotics

Parent Involvement Opportunities

- PTO (Parent Teacher Organization)

- Migrant/Title I Meetings
- Lunch visits
- Book Fair
- Volunteer opportunities
- Grade level music programs & concerts
- Academic Family Nights
- Choir Concert
- Parent Led Clubs

Volunteer Opportunities

- Movie Nights
- Thanksgiving Luncheon
- Holiday Events
- AR Testing
- Clerical, classroom, social duties
- PTO
- Parent Led Clubs
- There will be an upcoming meeting to discuss volunteer guidelines and expectations.

Parent/School Communication

- School/Teacher Newsletters
- School website & school marquee
- Jose Damian Elementary Student Handbook
- Meet the Teacher/Open House
- Community/Parent Liaison Meetings
- School Wide Discipline Plan/Student Code of Conduct
- School Calendar
- Call Outs
- Parent Access on Parent Portal
- STAAR Parent Meetings
- Translators Provided
- Parent to Parent Presentations
- Twitter @jbarbajde & @APJDEproud

3.2: Offer flexible number of parent involvement meetings

Strategies that apply are listed in the drop-down menu.

Coffee and Tea with the Principal is offered once a month

Parents are encouraged to be part of our school-wide committees - Campus Improvement Committee, STEM Committee, PBIS/Attendance Committee and Vertical Alignment Committee

Some of our parents head the Girls Who Run club and will be part of the Friendship and Gardening Club

Title I Personnel

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