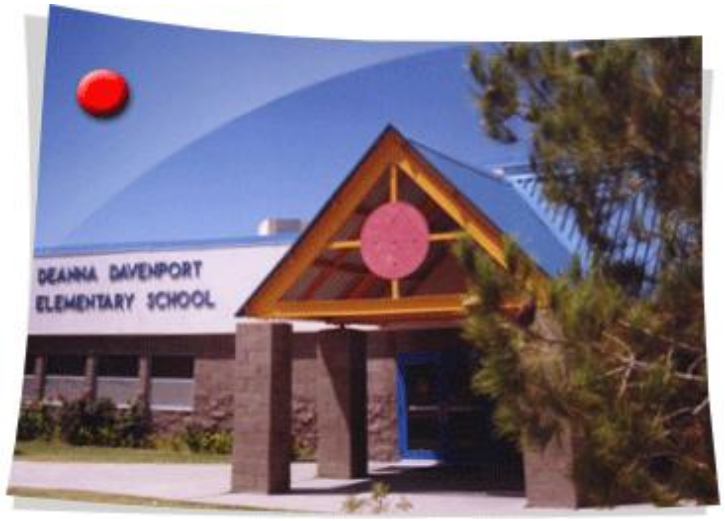
Canutillo Independent School District

Deanna Davenport Elementary School

2020-2021 Campus Improvement Plan



Mission Statement

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

Vision

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

Core Beliefs

Culture of Excellence

Student Centered

High Expectations

Accountability

Transparency

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary--

Demographics Summary-- DDE is a public school 100% Title I with a non-growing community and high mobility rate. Enrollment is currently at 290 students. At the beginning of the school year, we had more than 30 transfers to BCE. Overall, parental and community involvement at DDE is low regardless of attempts to reach out to parents; however we have increased the number of parent volunteers that help daily. We have about 15 parent volunteers. Rate of student attendance has improved from last year's. Our school population is declining in enrollment due to slow economic development in the area, an overall perception of low academic performance, and a high rate of student transfers approved by central office. In spite of the low parental support, the campus has academically performed at the same level as all other campuses in the district . Staff Quality Comprehensive Needs Assessment indicates that Davenport employs highly qualified teachers, paraprofessionals are qualified and have the required college credits. There is high teacher retention rate. Academic Tutors are assigned based on data. DDE offers a great number of Professional Development opportunities to all teachers. Parental involvement is low; however, this past school year instructional workshops in reading, math and science engaged a considerable number of families. There are many programs and enrichment activities at the campus such music, instrument, tennis, Nike nights, robotics, folkloric, multicultural clubs and other enrichment activities. There are strong committees such as Language Proficiency Assessment Committee (LPAC), Attendance Review Committee (ARC) and Positive Behavior Intervention and Supports (PBIS). Special populations of students are served to accommodate their needs. There is a high retention rate of teachers due to a positive, supportive environment.

Demographics Strengths

Our campus is driven by student data

Student achievement is priority for all teachers and staff.

DDE staff is strong, with most of them having many years of experience.

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

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

Teachers at DDE take advantage of Professional Development opportunities.

	Count	**Percent**
Student Total	327	100%

Student Demographics (2019 - 2020 Fall PEIMS)

Gender		
Female	155	47%
Male	172	53%
Ethnicity		
Hispanic-Latino	321	98.17%
Race		
Black - African American	2	006%
White	4	1.22%
Two-or-More	10	1.82%

Student by Program

LEP	200	62%
Economically Disadvantage	268	82%

Military Connected	5	.015%
Gifted and Talented	30	0.09%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Migrant and Bilingual students are not being serviced in a timely manner by the Academic Language Services Department (ALS). **Root Cause:** ALS department did not provide an academic tutor for at-risk migrant students during the school year. ALS provided an academic tutor for ELL's in March 2020. There is only one at risk academic tutor at DDE who can service all bilingual and migrant students in grades 3rd through 5th.

Problem Statement 2: There is low student enrollment. **Root Cause:** District approves all DDE transfers to other campuses.

Problem Statement 3 (Prioritized): The majority of the DDE population is both At-Risk and ELL needing bilingual resources and academic interventions. **Root Cause:** There is a great need for instructional and bilingual materials that will help address their needs.

Student Learning

Student Learning Summary

Student Academic Achievement Summary--

Overall, we have good results in STAAR in all grade levels. The Academic Growth Score at DDE for ELA/Reading and Mathematics was 72%, higher than the state and district averages, for 2021. Overall STAAR performance at Approaches Grade Level or Above went up from 76% in 2018 to 80% in 2021. Writing improved with 70% of campus students scoring at Approaches in 2021, versus 53% in 2018. We use unit assessments, middle of the year assessments, and program data to place students in RTI, tutoring, and Saturday school. G.T. Davenport imainatin and improve last year's scores. Overall, our population maintained test scores and a Campus Grade of "B". ELL's outperformed other students at the campus level. Economically disadvantaged students demonstrated closing of achievement gaps. Many interventions are in place and students appear to be motivated to achieve at high levels. Based on the number of at-risk students, we are in need of at-risk paraprofessionals and an At-Risk teacher in order to help all students to meet or master grade level standards. Overall, DDE is a high-performing, STEM focused campus . Curriculum, Instruction & Assessment Processes include Guided Reading and Guided Math, PLC Meetings, Common Assessments, STEM Initiatives, Science Fair, Spelling Bee, and extracurricular activities such as Robotics, Folkloric, Music and Instrument, Tennis Club, Nike Nights, and Multicultural Club .

Student Learning Strengths

The Academic Growth Score at DDE for ELA/Reading and Mathematics was 72%, higher than the state and district averages, for 2021.

Overall STAAR performance at Approaches Grade Level or Above went up from 76% in 2018 to 80% in 2021. Writing improved with 70% of campus students scoring at Approaches in 2021, versus 53% in 2018.

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

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

We implement strong STEM programs and non-academic enrichment programs

We are strongly committed to data-driven instruction.

Teachers utilize data from interim testing to drive their instruction.

Teachers provide Saturday school tutoring for students who score low in interim and mock assessments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Overall, Science STAAR scores are the lowest subject at DDE, with only 67% of all students meeting "Approaches" scores. **Root Cause:** Fluency, Reading, Writing, and Math are more closely monitored by campus and district in non-Science testing grades. Science data should be closely monitored by grades Pre-K through 4th.

Problem Statement 2: RtI implementation is not being effective in closing gaps. Documentation is not completed and returned in a timely manner. **Root Cause:** RtI interventions lack specificity; there is lack of documentation of formal/informal assessments that show whether the student mastered the concept addressed during the interventions.

Problem Statement 3: RtI implementation by at-risk aides is not being effective in closing gaps. **Root Cause:** At-Risk aides lack proper training that will be used to provide rigorous interventions. 2. At-Risk aides must provide documention of the interventions carried out with each student. 3. Non-academic responsibilities are being assigned to At-Risk personnel due to lack of substitute teachers.

Problem Statement 4: Teachers in all grade levels need well-rounded local/out-of-town training that will target all areas of effective classroom instruction and management in order to improve student achievement. **Root Cause:** District staff development offered does not target all areas to meet specific campus needs.

School Processes & Programs

School Processes & Programs Summary

School Processes and Programs Summary--

Curriculum is rigorous and aligned to TEKS. Assessments are being used to track student progress. Teachers are using data to adjust instruction and to form intervention groups. Teachers plan together using data. Campus programs are designed to track and report student progress. The implementation of programs and procedures in our campus is effective.

School Context & Organization: A Weekly newsletter called Weekly Memo is sent to staff with the Monthly Calendar Parents are informed through School Messenger System, facebook, Twiter, and home notices of upcoming events.PLC's, PLC Notes, Academic/At-Risk Tutors, After School Tutoring, Supplemental and STAAR Materials, CIC, Dual Language, Technology Training & PBIS Teams. These provide communication and operation structures within the organization.

Technology Resources: These include but are not limited to iPads, Chromebooks, Teacher Laptops, Student Desktops, Computer Lab, Classroom Projectors, Mimios, Document Cameras, Google Calendar, Google Drive. Our campus works hard in closing performance gaps. DDE has a strong curriculum and strong administrative support. There is an intervention schedule to provide support for students at all grade levels throughout the school day. STAAR READY time is to provide interventions, skills-building, a well-organized and established intervention time targeted for Response To Intervention/At Risk Students in order to increase student achievement.

PLC's are effective and include planning. Campus administrators highly encourage teacher growth and best instructional pracitices through walkthroughs and observations. Teachers have mulitple sources of data such as Eduphoria that allows them to make research-based instructional decisions in order to increase student achievement. Teachers attend Staff Development targeted to support At-Risk/Response to Intervention students. DDE is a two time recognized PLTW STEM school. One in 43 in the nation for best instructional practices.

School Processes & Programs Strengths

Teachers plan together as PLCs.

Teachers use data to adjust instruction and plan tutoring groups.

Through the PLCs there is a consistency in every grade level of meeting once or twice a week.

Technology plan has been accomplished and each grade level has a mobile IPAd lab with 20 IPADs. The campus has in addition 3 computer labs.

PROGRAMS: Student engagement activities have been accomplished through various programs: PBL/PLTW Lab, Robotics, Kids Excel, Istation, STEM Scopes, Study Island, Exemplars, and other academic programs plus enrichment programs such as Folkloric, Choir, Orchestra, Nike Night.

New teachers are provided with a mentor who provides guidance and advice.

DDE is also one a few campuses who employs an instructional coach to support teachers in staff with educational needs and teaching strategies.

DDE teachers make use of the ClassDojo app to communicate with parents.

DDE has a website on which calendar events are posted consistently.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Communication between school and parent is not effective. **Root Cause:** Too many flyers are being sent home during the week and the school website is not being updated consistently.

Problem Statement 2: There is not enough support for inexperienced teachers. **Root Cause:** There is insufficient training for campus mentors at the district level.

Problem Statement 3: There is very low involvement in workshops that aim at teaching community members life skills, such as parenting, academic tools for helping students at home, nutrition classes and other parent meetings offered by the campus that are not recreational. **Root Cause:** Parent liaison must create more outreach programs that will aim at training parents to be able to help their children at home. Surveys should be carried out to identify community needs.

Problem Statement 4 (Prioritized): There is a need at the campus for more instructional programs to provide support for teachers in the instruction of standards addressed in common and state mandated assessments. **Root Cause:** Low enrollment has greatly impacted the campus access to funding, making it difficult to purchase much needed programs to support student academics.

Problem Statement 5 (Prioritized): The PLTW programs for which the campus has achieved Distinguished recognition requires material replenishment and teacher training, which imposes an additional expense. **Root Cause:** PLTW materials must be replenished on a yearly basis. They are mandatory in order to properly carry out the modules outlined in this program.

Perceptions

Perceptions Summary

Perception Summary--DDE Elementary recognizes the importance and value of a strong home-school connection between our students, their families, our community, teachers, suppot staff, and administration. It is imperative that we foster and promote parent ad community involvement in order for students to experience academic success. Our support of events such as the fall carnival, winter concerts, wellness Wednesdays, College Readiness, Dr. Seuss Week, district parade, field day and many other activities are because of the importance placed on school-community connectedness. At DDE Elementary, staff students and parents value extracurricular activities and community and parental engagement. Extracurricular activities allow students the opportunities to participate in enrichment activities. There are multiple activities before and after school, Red Ribbon Week/Drug Free initiatives, NPFH, Safety Patrols, Choir, Robotics Club, College Week, Literacy Nights, Veterans Day, Grandparents Day, fall carnival, Thanksgiving Luncheon,Choir, Folclórico, Multicultural Club, and other activities to involve parents in their child's school. The school has a dinner program Monday through Thursday, which has had a good turnout and benefits the children in the community. In an effort to improve safety for the campuses, the district also implemented the use of a phone app to communicate emergencies.

Perceptions Strengths

Our parental involvement increased in the last year and more parents are attending academic workshops.

We have more volunteers from the community helping in the school. The school staff makes sure that parent volunteers feel welcomed and useful.

DDE has well set out safety rules and regulations.

DDE has a good Social Media presence.

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

Campus activities promote wide-spread student participation.

Attendace committe to monitor absences.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The lockdown app can only prove effective as long as teachers understand policy and have access to their cell phones at all times. **Root Cause:** Teachers do not have proper training on the lockdown app.

Problem Statement 2: Student attendance is low due to illness and doctor's appointments.. **Root Cause:** There is a lack of clear communication between the attendance committee and the school community on the consequences of absenteeism.

Problem Statement 3: There is a lack of clear communication between the attendance committee and the school community on the consequences of absenteeism. **Root Cause:** Emphasis on academic tutoring after school does not allow for accommodating more enrichment programs. However, administration does strive to look for ways to offer them.

Priority Problem Statements

Problem Statement 1: The majority of the DDE population is both At-Risk and ELL needing bilingual resources and academic interventions.

Root Cause 1: There is a great need for instructional and bilingual materials that will help address their needs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need at the campus for more instructional programs to provide support for teachers in the instruction of standards addressed in common and state mandated assessments.

Root Cause 2: Low enrollment has greatly impacted the campus access to funding, making it difficult to purchase much needed programs to support student academics.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: The PLTW programs for which the campus has achieved Distinguished recognition requires material replenishment and teacher training, which imposes an additional expense.

Root Cause 3: PLTW materials must be replenished on a yearly basis. They are mandatory in order to properly carry out the modules outlined in this program.

Problem Statement 3 Areas: School Processes & Programs

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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: September 22, 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 October 2020 all campus employees will receive EOP training (Emergency Operation Planning) in emergency protocols and reunification protocols.

Evaluation Data Sources: Compliance report with EOP procedures.
Implementation of PBIS Tier 2 and 3
Updated Crisis Intervention Team

Strategy 1: Update the Emergency Operations Plan and provide training as needed. **Strategy's Expected Result/Impact:** Planning team ensures processes and procedures for safety **Staff Responsible for Monitoring:** EOP Incident Command and CISD EOP Risk Manager Officer.	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
	50%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

Evaluation Data Sources: PBIS data binder.

Strategy 1: PBIS team will meet on a monthly basis to conduct needs assessment, analyze data, identify, and target campus needs through the implementation of research-based practices such as No Place for Hate, SEL and Character Counts. **Strategy's Expected Result/Impact:** Improved Behavior and Attendance at DDE. **Staff Responsible for Monitoring:** Assistant Principal Counselor PBIS Committee **Title I Schoolwide Elements:** 2.5	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
	0%	0%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase Student Academic Achievement

Performance Objective 1: By June 2021, 60% in Special Education 3rd-5th grade students taking the STAAR state assessment in reading, math, writing or science will achieve at a minimum at the approaching level.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Reading-Individualized running records and BME of year benchmarks using district resources/assessments. Tutoring Logs, IEP's and AIP's.
Math- individualized data records, BME of year benchmarks using district resources/assessments. Tutoring Logs, IEP's and AIP's.
Writing- Writing Academy implementation journals and SLO's.
Science- BME of year benchmarks and performance assessments.

Strategy 1: 100% of the students in PK-5th grade will receive instruction through Guided Reading and Guided Math to close the achievement gaps. **Strategy's Expected Result/Impact:** Running records data, data analysis documentation AIP plans.	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
	30%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Increase Student Academic Achievement

Performance Objective 2: In 2020-2021 DDE students 3-5 will improve the STAAR scores to mastery in math from to 18% to 22% in 3rd , to 22% in 4th grade and 22% in 5th grade. In reading to 12% in 3rd grade , in 4th 12% and to 18% in 5th grade. Science will improve mastery to 10% in 5th grade.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR scores and State Distinctions
District Assessment tools fo BME of school year
Students' individualized running records and data analysis
individualized AIP documentation (Accelerated Instruction Plan)
District Measures

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Common assessments will be utilized and monitored to analyze student progress towards mastery of standards and to implement specific instructional strategies to meet targeted scores. **Strategy's Expected Result/Impact:** Close monitoring of students' performance , growth, progress and identification of students' needs to provide differentiated instruction and close gaps. **Staff Responsible for Monitoring:** IC PLC's **Title I Schoolwide Elements:** 2.4, 2.5	10%	40%		
Strategy 2: Student struggling in the core subjects will receive additional support through Guided Instruction. **Strategy's Expected Result/Impact:** Intensive focused intervention that will increase students' academic success. **Staff Responsible for Monitoring:** IC Teachers Admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	15%	25%		
Strategy 3: Monitor monthly applications of Writing Academy in all grades K-5th. Through benchmarks, interactive journals, and book of the month. IC will offer review training. **Strategy's Expected Result/Impact:** Increase writing skills for all students **Staff Responsible for Monitoring:** IC Admin **Title I Schoolwide Elements:** 2.4	5%	10%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Increase Student Academic Achievement

Performance Objective 3: 100% of K-5th grade students will participate in integrated project based learning (PBL) in all core subjects. A minimum of one project based on the TEKS per semester and it will be presented to the school community throughout 2020-2021 school year.

Targeted or ESF High Priority

Evaluation Data Sources: One PBL project per semester period monitoring.

Strategy 1: Students will be exposed to TEKS at the readiness level through PBL projects (21st Century Skills) **Strategy's Expected Result/Impact:** To ensure the students perform at grade level in science, technology, and math and acquire 21st century skills to be successful in middle and high school. **Staff Responsible for Monitoring:** IC Teachers **Title I Schoolwide Elements:** 2.4, 2.5	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
	15%	35%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Increase Student Academic Achievement

Performance Objective 4: By June 2021, 90% of Kinder, first and second grade students will acquire the recommended fluency rate as indicated by the state (1st 60-90 wpm, 2nd 80-120 wpm and District benchmark for kindergarten 30-45 wpm) .

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Running records to include fluency assessments
Istation reports Tier 1
Circle Assessments
Early Literacy applications
RtI packages and monitored interventions
Monitored use of leveled libraries and students' progress in leveled books.

Strategy 1: Teachers will display and teach frequency words for students to acquire the fluency rates indicated by the performance objective.

Strategy's Expected Result/Impact: Improved fluency and reading levels as per monitoring records formative checks. Monthly running records.

Staff Responsible for Monitoring: IC
Teachers

TEA Priorities: Build a foundation of reading and math

Reviews			
Formative			Summative
Nov	Jan	Mar	June
15%	25%		

Strategy 2: Teachers will use TPRI/Tejas LEE, Texas, KEA/Circle assessments, ISTATION, and leveled libraries to improve students' reading skills and fluency levels

Strategy's Expected Result/Impact: Increased reading skills and fluency in monthly reports.

Staff Responsible for Monitoring: IC

Title I Schoolwide Elements: 2.4, 2.5

Reviews			
Formative			Summative
Nov	Jan	Mar	June
50%	20%		

Strategy 3: Support personnel will assist to tutor, help closing gaps and provide individualized lessons to students at risk of failure in K-2nd grade

Strategy's Expected Result/Impact: Increased reading skills and fluency in monthly reports. Monthly running records.

Staff Responsible for Monitoring: IC

Reviews			
Formative			Summative
Nov	Jan	Mar	June
20%	20%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Increase Student Academic Achievement

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

Evaluation Data Sources: One PLTW module per semester evaluated through project presentations to the community and/ school presentations.

Strategy 1: All grade levels PreK-5th grade will participate in the PLTW program. One module per semester PreK-5th grade .	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve science, technology and math instruction and academic achievement. **Staff Responsible for Monitoring:** Teachers **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 5 **Funding Sources:** PLTW materials - 211-Title I-Part A - $179.85	0%	0%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 5: The PLTW programs for which the campus has achieved Distinguished recognition requires material replenishment and teacher training, which imposes an additional expense. **Root Cause**: PLTW materials must be replenished on a yearly basis. They are mandatory in order to properly carry out the modules outlined in this program.

Goal 2: Increase Student Academic Achievement

Performance Objective 6: In 2020-2021, 100% DDE will update Technology CIP to integrate technology and digital learning during instruction.

Evaluation Data Sources: PLTW projects and products, PBL projects, Online Instruction, and ISTATION reports and online program reports.

Strategy 1: Technology Leadership Team (TLT) will meet regularly to update and monitor technology plan and plan for professional development. **Strategy's Expected Result/Impact:** Increased use of technology **Staff Responsible for Monitoring:** Technology Leadership Team (TLT) **Title I Schoolwide Elements:** 2.5	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
	20%	20%		

Strategy 2: 100% of our student population will participate in integrated technology including the use of CISD and campus programs **Strategy's Expected Result/Impact:** Improved instruction in all subject matter by increasing student performance . **Staff Responsible for Monitoring:** Administrator/Instructional Coach **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - School Processes & Programs 4 **Funding Sources:** Google doc expansion for 3rd grade KAMI - 211-Title I-Part A - $297, Materials for at risk students Chgers - 185-State Compensatory Education - $79.96, Reading program -Learning A-z - 211-Title I-Part A - $1,154.50	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
	50%	70%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 3: The majority of the DDE population is both At-Risk and ELL needing bilingual resources and academic interventions. **Root Cause**: There is a great need for instructional and bilingual materials that will help address their needs.
School Processes & Programs
Problem Statement 4: There is a need at the campus for more instructional programs to provide support for teachers in the instruction of standards addressed in common and state mandated assessments. **Root Cause**: Low enrollment has greatly impacted the campus access to funding, making it difficult to purchase much needed programs to support student academics.

Goal 2: Increase Student Academic Achievement

Performance Objective 7: In 2020-2021, 100% of the students that are considered highly mobile, ELL, migrant and academically at risk will be identified and participate in an intervention plan through the RTI Committee and /or the Student Study Team to graduate with their cohorts.

Evaluation Data Sources: Academic tutor documentation, RtI documentation, SST documentation, and AIP tutoring data.

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: During the 12 first weeks of school teachers will identify academic, emotional, and physical needs of highly mobile, ELL, and students in need of intervention by the RTI/Student Study Team composed of the child's teacher, counselor, parent, instructional coordinator and/or a campus administrator. **Strategy's Expected Result/Impact:** Provide individualized instruction to these populations and closed the achievement gap. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Administration, Counselor, RTI Interventionist **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math	15%	25%		
Strategy 2: RtI Facilitators will provide support to identified RtI students in grades K-2 using the CEI lab resources and through inclusion. **Strategy's Expected Result/Impact:** students to perform at grade level. **Staff Responsible for Monitoring:** RIF Facilitators, teachers, Instructional Coach, Reading Interventionist **Title I Schoolwide Elements:** 2.6	10%	25%		
Strategy 3: Provide Intersession remedial sessions during the Spring, and Summer School for students at risk in grades Pre-K, Kinder and 5th grade. **Strategy's Expected Result/Impact:** Close the academic gaps. **Staff Responsible for Monitoring:** Summer School Administration **Title I Schoolwide Elements:** 2.4, 2.5	10%	10%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Increase Student Academic Achievement

Performance Objective 8: During the 2020-2021 school year, 100% of the teachers, paraprofessionals, and administrators will participate in Professional Development in core subjects, anchored to Texas Teachers Evaluation Support System (TTESS) and Student Learning Objectives (SLO's) to increase teacher's pedagogy.

Evaluation Data Sources: Implementation of training in the classroom and specific programs. Lesson plan documentation. Staff presentations.

Strategy 1: Principal and Assistant Principal will accrue at least 30 hours of professional development to be able to provide guidance and leadership to teachers and other staff members. **Strategy's Expected Result/Impact:** Will serve as an instructional role models for teachers as well as students. **Staff Responsible for Monitoring:** AP Principal **TEA Priorities:** Recruit, support, retain teachers and principals	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
	20%	30%		

Strategy 2: Provide professional development as needed in all content areas, technology, PLTW, PE and Fine Arts. **Strategy's Expected Result/Impact:** Will ensure students are well rounded and college ready. **Staff Responsible for Monitoring:** ILT team administration Instructional Coach **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
	5%	25%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Increase Student Academic Achievement

Performance Objective 9: DDE will increase teacher attendance rate to 98% during 2020-2021 school year.

Evaluation Data Sources: Teacher absences will be monitored and minutes of meetings with teachers in reference to absences will be kept by administrators.

Strategy 1: Teacher absences will be monitored to avoid a negative impact in the students learning and academic success. Teacher attendance will be maintain at 98%.	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will receive instruction from certified teachers 98% of the time ensuring the academic success of their students **Staff Responsible for Monitoring:** Administration Teachers HR Department **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase Student Academic Achievement

Performance Objective 10: By May 2021 100% of the students in Pre-K, Kindergarten and 5th grade will participate in activities that facilitate a successful transition from the DDE elementary setting to the AMS middle school setting; Pre-K students at DDE and Santiago Rodriguez Head Start will participate in transition activities to Kindergarten and first grade.

Evaluation Data Sources: Documentation addressing the transition processes.

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Coordinate visit to AMS for all 5th grade students to familiarize students with the campus and campus procedures and classes **Strategy's Expected Result/Impact:** By systematically addressing the transition process, students with can be prepared to participate in a new learning experience. **Staff Responsible for Monitoring:** Counselor, teachers, administration	0%	10%		
Strategy 2: By May 2021 students in Pre-K will participate in transition activities in coordination with Santiago Rodriguez Headstart to facilitate a successful transition to Kindergarten. **Strategy's Expected Result/Impact:** By systematically addressing the transition process, students can be prepared to participate in a new learning experience. **Staff Responsible for Monitoring:** Pre-K and Kindergarten teachers, Head Start Coordinator, Administration	0%	5%		
Strategy 3: By May 2021 students in Kindergarten will participate in transition activities in coordination with IC and 1st grade teachers. **Strategy's Expected Result/Impact:** By systematically addressing the transition process, students with can be prepared to participate in a new learning experience. **Staff Responsible for Monitoring:** IC Teachers Administration	0%	15%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 1: By May 2021, 100% of the students at DDE will be instructed in the pillars of character and respect in an effort to decrease discipline referrals.

Evaluation Data Sources: Mandatory training documentation. Counselor's class schedule. Counselor's documentation for interventions.

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Resources for counselor will be provided for reading and other materials for group counseling sessions, play therapy, or individualized counseling to help promote social and emotional healthy children. **Strategy's Expected Result/Impact:** Increase student confidence and self-esteem **Staff Responsible for Monitoring:** Counselor	5%	50%		
Strategy 2: Provide suicide prevention and death in immediate family presentations and collaborate through meetings. **Strategy's Expected Result/Impact:** Increased teachers' confidence and feelings of competence in recognizing, approaching, and connecting distressed youth to school-based resources. **Staff Responsible for Monitoring:** Counselor Teachers Admin	100%	100%	100%	
Strategy 3: Implement the Student Leadership Team with 5th grade students **Strategy's Expected Result/Impact:** Instill the principles of Leadership in our 5th grade students. **Staff Responsible for Monitoring:** Counselor	10%	35%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

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

Evaluation Data Sources: Field trip for Career Awareness documentation. Documentation on all Career Awareness events and activities.

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: University of the Month project where a grade level is asked to provide data and interesting facts about the university for all DDE students to be informed of opportunities to attend different colleges and universities across the US. Career Awareness presentations by a variety of speakers and career paths. **Strategy's Expected Result/Impact:** To prepare students to pursue education beyond their K-12th educational experience. **Staff Responsible for Monitoring:** Counselor Teachers **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Connect high school to career and college	5%	35%		
Strategy 2: Provide field trips and other field experiences for students to support character, education, social skills development and behavior management. **Strategy's Expected Result/Impact:** To acquire exposure to the working world they will one day enter and to increase students knowledge about career options. **Staff Responsible for Monitoring:** Counselor Teachers **Title I Schoolwide Elements:** 2.5	0%	0%		
Strategy 3: Celebrate Texas Generation Day. **Strategy's Expected Result/Impact:** To prepare students for success beyond their K-5th experience through activities around career exploration. **Staff Responsible for Monitoring:** Counselor Teachers **TEA Priorities:** Connect high school to career and college	25%	30%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

Performance Objective 3: By May 2021, DDE will attain an attendance rate of 96.9% or better to support students graduate on time.

Evaluation Data Sources: Attendance data binder including meetings with parents and follow-ups on each at risk student.

Strategy 1: Provide classroom incentives for highest attendance based on student survey. **Strategy's Expected Result/Impact:** Improve attendance and reach 98% overall attendance **Staff Responsible for Monitoring:** Administration, attendance committee teachers, office staff	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
	0%	50%		

Strategy 2: Attendance committee will review and monitor attendance and will meet with parents of those students that are not meeting mandatory attendance as needed. **Strategy's Expected Result/Impact:** Improve attendance and reach 98% overall attendance **Staff Responsible for Monitoring:** Administration, attendance committee teachers, office staff Parent Liaison Counselor	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
	5%	50%		

No Progress

Accomplished

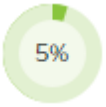
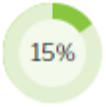
Continue/Modify

Discontinue

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

Performance Objective 1: Invite 100% of DDE parents to Virtual PAC and other instructional meetings through written notices, phone master, web page, or other form of communication and a minimum of 20 parents will attend the campus monthly meetings.

Evaluation Data Sources: Increased parent participation in campus activities and meetings, agendas, data attendance, and signing sheets.

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Conduct PAC monthly meetings AM and PM and facilitate communication between school (and other agencies) and families in which parents can receive and provide information and feedback on their children's instructional, health and safety needs. **Strategy's Expected Result/Impact:** Increase parent participation in the education of their children. **Staff Responsible for Monitoring:** Parent Liaison, campus Administration and Executive Director for Student Support Division **Title I Schoolwide Elements:** 3.2				
Strategy 2: Campus will hold Title I meetings to maintain parents informed about the campus entitlements and to receive and provide feedback to them. **Strategy's Expected Result/Impact:** Inform parents and community about the different Entitlements and how funding is used to educate and provide opportunities to their children. **Staff Responsible for Monitoring:** Parent Liaison, campus Administration and Executive Director for Student Support Division **Title I Schoolwide Elements:** 3.2				
Strategy 3: Parent Liaison will keep communication with the community so parents are informed about instructional activities and events happening at the campus concerning the education of their children. **Strategy's Expected Result/Impact:** Maintain parents and community informed about the educational opportunities and events offered **Staff Responsible for Monitoring:** Parent Liaison **Title I Schoolwide Elements:** 3.2				
Strategy 4: Parents will be invited to a Reading, Math , Writing, and a Science Night with all teachers to share strategies to help students be academically successful, pending CDC regulations pertaining to COVID-19. **Strategy's Expected Result/Impact:** To engage parents in assisting their children to improve their academic performance. **Staff Responsible for Monitoring:** Teachers Parent Liaison IC Administration **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 5: Parent Liaison will increase parent engagement and parent leadership by recruiting parents to participate in CISD district Parent PLC, volunteers, Campus CIC, Campus LPAC, and other campus committees. **Strategy's Expected Result/Impact:** Provide helpful information to parents and community and engage community to participate in the decision making.. **Staff Responsible for Monitoring:** Parent Liaison **Title I Schoolwide Elements:** 3.2	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
	5%	0%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

Performance Objective 2: 100% of objectives and activities described in the Parenting Component of the School Support Division Action Plan will be completed by May 2021.

Evaluation Data Sources: Acknowledgment signing sheets

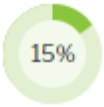
	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Parents will receive and acknowledge the Campus Parent Compact and Parent Policy during the first semester. **Strategy's Expected Result/Impact:** Inform parents about educational opportunities **Staff Responsible for Monitoring:** Parent Liaison **Title I Schoolwide Elements:** 3.1, 3.2	0%	0%		
Strategy 2: DDE will increase community participation to include parents, grandparents, legal guardians and other family members to become involved in the education of DDE students to a maximum of 25 participants to maintain social distancing, pending CDC guidelines for COVID-19. **Strategy's Expected Result/Impact:** Attendance sign-in sheets.	5%	0%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

Performance Objective 3: By May 2021 DDE will have a minimum of 5 activities or events virtually or face- to- face to celebrate and recognize all students' for their successes.

Evaluation Data Sources: Attendance Sign-in sheets, Invitation documentation (flyers, phone master, webpage). Log with dates of activities.

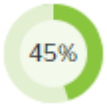
Strategy 1: Events will be via online video or zooming to maximize social distancing. **Strategy's Expected Result/Impact:** Include community in school events.	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Campus federal allotments will spend a minimum of 95% by the end of April 2021 to comply with federal guidelines.

Evaluation Data Sources: Finance Budget Reports

Strategy 1: Administrators will keep close monitoring of campus expenditures. **Strategy's Expected Result/Impact:** Utilize funding in a timely and effective manner.	**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 2: By June 2021 DDE will have a minimum of 3 partners in education (PIE).

Evaluation Data Sources: Documentation of activities involving Partners in Education and list of partners

Strategy 1: Parent Liaison and campus counselor will involve community PIE members in meetings and school events. **Strategy's Expected Result/Impact:** Increase community involvement.	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

Performance Objective 3: Throughout the 2020-2021 school year, DDE will effectively utilize website contact management system, school messenger and Canutillo APP to brand DDE 's activities and create a positive image of the campus.

Evaluation Data Sources: Updated web page with relevant information to our parents and community.

Strategy 1: DDE will update campus websites on a monthly basis and will promote internal and external communication to enhance public awareness of programs and community. **Strategy's Expected Result/Impact:** Increased community involvement. **Staff Responsible for Monitoring:** Librarian / Assigned Teacher Administration/ office staff/ web manager/parent liaison **Title I Schoolwide Elements:** 3.2	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
	5%	20%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

State Compensatory

Budget for Deanna Davenport Elementary School

Account Code	Account Title	Budget
6100 Payroll Costs		
185.11.6112.13.102.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$2,460.00
185.11.6117.05.102.30	6117 Career Ladder - Locally Defined	$5,520.00
185.11.6118.35.102.30	6118 Extra Duty Stipend - Locally Defined	$3,000.00
185.11.6119.35.102.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	$55,680.00
185.11.6126.03.102.30	6126 Part Time Support Personnel - Locally Defined	$11,800.00
185.11.6129.00.102.30	6129 Salaries or Wages for Support Personnel	$39,878.00
185.11.6141.00.102.30	6141 Social Security/Medicare	$578.00
185.11.6141.03.102.30	6141 Social Security/Medicare	$172.00
185.11.6141.05.102.30	6141 Social Security/Medicare	$81.00
185.11.6141.13.102.30	6141 Social Security/Medicare	$31.00
185.11.6141.35.102.30	6141 Social Security/Medicare	$851.00
185.11.6142.00.102.30	6142 Group Health and Life Insurance	$14,974.00
185.11.6142.35.102.30	6142 Group Health and Life Insurance	$7,487.00
185.11.6143.00.102.30	6143 Workers' Compensation	$187.00
185.11.6143.03.102.30	6143 Workers' Compensation	$1.00
185.11.6143.05.102.30	6143 Workers' Compensation	$1.00
185.11.6143.13.102.30	6143 Workers' Compensation	$1.00
185.11.6143.35.102.30	6143 Workers' Compensation	$276.00
185.11.6145.00.102.30	6145 Unemployment Compensation	$37.00
185.11.6145.03.102.30	6145 Unemployment Compensation	$11.00
185.11.6145.05.102.30	6145 Unemployment Compensation	$6.00
185.11.6145.13.102.30	6145 Unemployment Compensation	$3.00
185.11.6145.35.102.30	6145 Unemployment Compensation	$54.00
185.11.6146.00.102.30	6146 Teacher Retirement/TRS Care	$299.00

Account Code	Account Title	Budget
185.11.6146.05.102.30	6146 Teacher Retirement/TRS Care	$42.00
185.11.6146.35.102.30	6146 Teacher Retirement/TRS Care	$1,508.00
185.11.6149.00.102.30	6149 Employee Benefits	$638.00
185.11.6149.05.102.30	6149 Employee Benefits	$83.00
185.11.6149.35.102.30	6149 Employee Benefits	$711.00
	6100 Subtotal:	**$146,370.00**
6200 Professional and Contracted Services		
185.11.6299.00.102.30	6299 Miscellaneous Contracted Services	$5,283.00
	6200 Subtotal:	**$5,283.00**
6300 Supplies and Services		
185.11.6399.00.102.30	6399 General Supplies	$5,057.00
	6300 Subtotal:	**$5,057.00**
6400 Other Operating Costs		
185.13.6411.00.102.30	6411 Employee Travel	$4,000.00
185.13.6499.00.102.30	6499 Miscellaneous Operating Costs	$1,000.00
	6400 Subtotal:	**$5,000.00**

Personnel for Deanna Davenport Elementary School

Name	Position	Program	FTE
Hilda Guzman	At Risk Aide	INTERVENTION PROGRAM	1
Paula Clague	At Risk Aide	INTERVENTION PROGRAM	1
Vanessa Zenteno	At Risk Teacher	INTERVENTION PROGRAM	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Comprehensive Needs Assessment

Demographics

OUR CAMPUS STORY: DDE is a public school 100% Title I with a non-growing community and high mobility rate. Enrollment is currently at 338 students. At the beginning of the school year, we had 45 No-shows and 35 withdrawals. We have lost 80 students throughout the school year, 30 transfers approved to BCE and students enrolling in EPISD. Overall, parental and community involvement at DDE is low regardless of attempts to reach out to parents; however we have increased the number of parent volunteers that help daily. We have about 10 parent volunteers. Rate of student attendance has recently dropped Our school population is declining in enrollment due to slow economic development in the area, an overall perception of low academic performance, and a high rate of student transfers approved by central office. In spite of the low parental support, the campus has academically performed at the same level as all other campuses in the district .

Demographics Strengths

Our campus is driven by student data

Student achievement is priority for all teachers and staff

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

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

Problem Statement:There is a high number of students conditionally promoted in all grade levels.**Root Cause:**It takes Special Ed too long to test students. **SOLUTION:** Teachers will complete RTI documentation as soon as a learning disability is suspected.

Problem Statement: There is a high number of student retention in the lower grades. **Root Cause:** Excessive absences by students and teachers, as shown on reports, result in academic gaps. **SOLUTION:** Teachers need to monitor personal and professional absences. Teachers need to monitor students absences and immediately report students with excessive absences to office.

Student Academic Achievement

OUR CAMPUS STORY: Overall, we have good results in STAAR Math in all grade levels. We also havegood results in Reading and Writing. Current year diagnostic results show overall decreases in all STAAR scores. The lowest performance group was 5th grade Science English and Spanish. A high number of students were retained in 2018-19 in the lowest grades. We use unit assessments, middle of the year assessments, and program data to place students in RTI, tutoring, and Saturday school. G.T. Davenport imainatin and improve last year's scores.Overall, our population maintain test scores for reading and math. Writing had an improvement of 17%. However, last year 83% of studens met Approaches grade level on Science STAAR and this year we dropped to 54%. The lowest performance group was 5th grade Science English and Spanish.

Student Academic Achievement Strengths:

We are closing the gap between monolingual and ELL students.

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

We have effective RTI, 504, SST committees

We implement strong STEM programs and non-academic enrichment programs

We are strongly committed to data-driven instruction.

Problem Statement: Overall, STAAR science scores are lowest subject at DDE with only 54% of all students meeting Approaches. **Root Cause :**Students have trouble with informational texts. Teachers do not use strategies consistently to engage students to read informational texts. Lack of connections to students' real life cause students to be unmotivated, not want to do strategies, and feel that the test is too long. **Solution:** Teachers will use strategies, such as BHH, to engage students to read informational texts consistently and intensively from kinder to 5th grade.

Problem Statement:Special education students in all testing grade levels have lower scores in reading and science than the general education population.**Root Cause:** ALL special education students have individual disabilities in areas varying from vocabulary acquisition, comprehension, processing, and decoding that inhibit their ability to be successful in the general education classroom. Even though growth is occurring students need a combined support from both special education and general education to be successful. **SOLUTION:** Special education and general education will create a realistic schedule that will allow students to accomplish their iep goals as well as become more proficient in the regular classroom. This will be accomplished though a joint effort between special education teacher and general education teachers with the assistance of the special education aide on an alternating basis so that all students see the special education teacher each week. Teachers will provide an answer key and any other Instructions needed for assignments, so that the special education staff can efficiently assist students at all grade levels in their tested language chosen by the ARD committee in conjunction with LPAC.

Problem Statement: Overall, ELL students performed lower than their monoligual counterparts in all STAAR assessments. **Root Cause**:Teachers not teaching with the rigor of the state assessment. Teachers not using appropriate academic vocabulary across content areas and across grade levels. **SOLUTION:** Continue vertical alignment PLCs. IC will provide SD that supports vertical alignment. Hour and a half planning time will be provided for vertical alignment every four weeks (substitutes will be provided when necessary). Teachers will increase academic rigor through the consistent use of research based strategies and resources (B,H,H, PBL, STEM, PLTW, Mentoring Minds, EG, Stemscopes). Teachers need to scaffold to transition students from guided to independent application (I do, We do, You do). At Risk Interventionist, Instructional Aides and Academic Tutors will support struggling students as soon as SST paperwork is completed.

Problem Statement : Under identified sped students **Root Cause:** long time to asses students for lack of personnel. Diagnosticians at district level to move process along. **SOLUTION:** Hire additional diagnosticians to handle district workload

School Processes and Programs

OUR CAMPUS STORY: Curriculum is rigorous and aligned to TEKS. Assessments are being used to track student progress. Teachers are using data to adjust instruction and to form intervention groups. Teachers plan together using data. Technology is available in school, but there is a lack of access outside of campus. Campus programs are designed to track and report student progress. The implementation of programs and procedures in our campus is effective, but some improvements are needed in the area of student discipline.

School Processes and Programs Strengths:

Teachers plan together as PLCs.

Teachers use data to adjust instruction and plan tutoring groups.

Through the PLCs there is a consistency in every grade level of meeting once or twice a week. Still, PLCs follow the calendar of events of additional meetings during and after school. There is data information of the PLC meetings. TECHNOLOGY: Technology plan has been accomplished through the use of computers in each classroom of at least 4 computers in using Istation, AR, Education Galaxy, and STEMSCOPES. Infocuses have been mounted in the ceilings in each classroom. There are 3 computer labs of 20-24 computers in each. PROGRAMS: Student engagement activities have been accomplished through various programs: PBL/PLTW Lab, Robotics, Kids Excel, Istation, academic programs (Mentoring Minds), plus enrichment programs such as Folkloric, Choir, Orchestra, Nike Night. PARENT/STUDENT INVOLVEMENT: Parents have been positively involved through parent-teacher conferences, parent nights, and meetings by parent liaison. Students have performed through Kids Excel at the El Paso Plaza Theatre.

Problem Statement: Overall, STAAR science scores are lowest subject at DDE with only 54% of all students meeting Approaches. **Root Cause:** Students have trouble with informational texts. Teachers do not use strategies consistently to engage students to read informational texts. Lack of connections to students' real life cause students to be unmotivated, not want to do strategies, and feel that the test is too long. **Solution:** Teachers will use strategies, such as BHH, to engage students to read informational texts consistently and intensively from kinder to 5th grade.

Problem Statement: The C&I protocol for PLC Planning is not being followed through. **Root Cause :** When planning, teachers do not have in-depth dialogues to discuss Q1 What do I want students to learn? Q2 How will I know if they have learned it? Q3 What will we do if they not learn it? Q4 What will we do If they already know it?. Therefore, planning is not done effectively creating gaps in the instruction because of lack of revisiting concepts that were not mastered. **SOLUTION:** Instructional coach will model PLC planning dialogues for teachers.

Problem Statement : Teachers are not able to attend outside trainings in the areas that they feel that they can benefit from. **Root Cause:** Due to the low enrollment and low budget at the campus, teachers are recommended to attend trainings that are aligned to the campus goals and vision or that are recommended by the Department of C&I. Some teachers do not feel motivated to attend SD with a growth mindset due to the fact that they have been teaching for a long time and they are set in their own instructional practices. **SOLUTIONS:** In order to become a campus that embraces change and growth, teachers need to be open to new ideas that are aligned to the Campus Improvement Plan. Personal choice not aligned to the campus vision will not be approved.

Problem Statement: Technology: We need weekly and consistent maintenance in our computer labs and classrooms. **Root Cause :** Users do not take the responsibility to maintain equipment in good condition. Lack of teacher monitoring the use of technology. **SOLUTIONS:** Teachers will monitor students actively both in the labs and in the classroom to ensure equipment is well taken care of. Teachers will place workorder immediately when equipment breaks under their supervision.

Problem Statement: Improvements are needed in student discipline. **Root Cause:** Failure to follow shared goals for students' PBIS expectations among all teachers and staff. Inconsistent application of rules. **SOLUTION:** Teachers and staff will become familiar with and adhere to PBIS plan.

Problem Statement : As a PLTW recognized campus, we need the technology necessary for full implementation of thePLTW modules. **Root Cause:** We need to complete the deployment of ipads in all grade levels (at least one 20-ipad cart per grade level). Lower grade classrooms need ipads to implement PLTW in full force. **SOLUTION:** Utilize 2019-2020 funds so that all grade levels have the needed tehcnology to implement PLTW and continue to be a recognized campus

Perceptions

Parents have limited knowledge to help their children with homework due to language barrier or limited parental education.

Administration, teachers, and staff will need to make parents feel more welcome, and engage students and parents beyond the state assessments.

PBIS Committee needs a restorative discipline flowchart.

Deanna Davenport Elementary School empowers students through project-based learning on Science, Technology, Engineering and Mathematics to change their world and be successful in a competitive global society.

Perceptions Strengths

Our parental involvement increased in the last year and more parents are attending academic workshops.

We have more volunteers from the community helping in the school.

DDE has well set out safety rules and regulations.

DDE has a good Social Media presence.

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

Campus activities promote wide-spread student participation.

Problem Statement: Student attendance is below the campus goal of 98%. **Root Cause:**Teachers are not stressing consequences of absenteeism enough and lack of parent communication. **SOLUTIONS:** Continue attendance recognition program. Parent liason will conduct home visits as needed for students with excessive absences. Teachers will check on green cards on a daily basis

Problem Statement: We need to be more effective at reaching out to parents. **Root Cause:** We need to be more effective at reaching out to parents. **SOLUTION:** Teachers and Parent Liason will communicate with parents on a more frequent and positive basis to increase parent participation. Implementation of Parent workshops will continue in 2019-2020.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan was created with the Campus Improvement Committee (CIC) which includes a parent , a business member of our community, the Parent Liaison, and a teacher per grade level and one for special programs.

Process: our campus reviews and analyzes the final outcome of our Comprehensive Needs Assessments. Teachers collaborate through their PLC's and determine through ranking order the problem statements and help address them in CIP. Parent participation and input is addressed at the monthly Parent Advisory Council meeting .

The CIC reviews all information to create strategies, objectives and goals focused in student improvement. Once all information is collected CIC reviews all information and through collaboration determines the areas of focus for the year. All stakeholders reps meet monthly to review, monitor and update plans when appropriate.

Focus for DDE are as follows:

1. Ensuring that the campus is a safe and secure enviornment for all our students and family members.
2. To increase student academic achievement for all students .
3. Professional Development is focused around campus priorities to ensure student growth.
4. To enhance student character through PBIS, NPFH, Leader in Me, and Fish Philosophy.

5. DDE will focus on 21st Century Skills through Project Base Learning and by continuing to be a distiguishe Project Lead the Way Campus.
6. DDE is will build a strong relationship with our parents by creating and maintaining a welcoming atmosphere.

2.2: Regular monitoring and revision

CIC process

Comprehensive Needs Assessments were initialized in Februaryof 2019, after its completion of the process the objectives and strategies are placed in the campus improvement plan with input from the campus improvement committee which includes teachers, administrators, parents and community members.

The campus revisits through monitoring and provides revisions on a regular basis. Updates are provided on a minumum for the following months:

November, 2019 - January 2020 - March, 2020 - June, 2020

Improvement plan is monitored quarterly at a minimum. Attachments of agendas and minutes will be included in CIP. Improvement plan is provided to all members of the campus improvement committee for initial approval and changes recommended by stakeholders are presented to improvement team for approval and ratification.

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

Location of the Improvement Plan are strategically placed where there may be a high traffic of parent and/or community members. The Campus Improvement Plan (CIP) for Deanna Davenport Elementary school is available in the following areas:

- Campus Office-
- At the campus Library
- On the campus website
- On the district website

CIP online, library copy, Office, communication in 2 lang for compact and policy

It is a campus priority to ensure that our parents recieve all information that is distributed by our campus to be both in English and Spanish.

2.4: Opportunities for all children to meet State standards

Deanna Davenport elementary provides targeted opportunities for all our students to meet high achievement based on their individual needs:

- PLC's target all student subpopulation by collaborating and analyzing data therefore, creating opportunities that target students specific needs
- Structured tutoring programs across all core subjects that occurs before, during and afterschool sessions. Saturday camps continously support our students to work on meeting state standards.
- Implementing a Response to Intervention period by providing strategies for students.
- Professional Development to ensure high quality instruction through effective and appropriate opportunities to ensure a high impact on student growth.
- Training and implementing instructional strategies that support all students to include SPED, ELL, and migrant students.

- Through research based and best practices, differentiated instructional methods DDE will provide innstruction for students to meet state standards.
- Guidance from counselors and presentations with opportunities to apply to real world experiences.
- Celebration and recognizing students for their academic achievement.
- Whole campus leveled library.
- Attendance initiatives
- Leader in Me
- Fish Philosophy
- Project Lead the Way
- Project Based Learning.

2.5: Increased learning time and well-rounded education

Listed are several programs and activities that provide a well-rounded education:

- Building Character through Leader-in-me book of the month
- Fine Arts program- including Choir, Instrument, Folkloric and Cultural Diversity Fine Arts Club
- Project Lead the Way STEM Program
- Robotics enrichment program
- Afterschool and Saturday Tutoring Program
- STEM scopes
- Classes Gifted and Talented students
- Positive Behavior Intervention Support (PBIS) by building capacity within our campus to implementing this approach with social, emotional and behavior support.
- Focus on 21st century learning skills and Project Based Learning

Increased learning time is a priority for DDE by ensuring that targeted time during school instruction is provided by Academic Tutors and STAAR Ready time.

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

All students and subpopulation needs are addressed in the Needs Assessments and strategies of the Campus improvement plan.

To meet student needs DDE focused on different programs and methodologies that address and support the needs of all students but also those who may be at risk of failing.

Methods:

- Effective Professional Learning Communities **(PLC's)** that focus on student data that review, identify, analyze and plan a course of action for students identified as potentially who may not meet the state academic standards.
- Review, analyze and plan a course of action for students that have been retained
- Review, analyze and plan a course of action for students specifically that are at risk of failing
- Review, analyze and plan a course of action for students that have been identified as students that are in need for Response to Intervention **(RTI).**
- Create a plan for students that have already been retained by providing an **accelerated intervention plan.**
- Counseling for students that may be at risk of failing to provide additional support at school and home..
- Professional development and follow-up to trainings for teacher and student success.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is developed and created to illustrate how the school will implement the parent and family engagement program.

The school parent and family engagement policy was jointly developed and agreed with parents and teachers.

Agendas, minutes and sign in sheets are available as they completed this process, a listing of parent meetings throughout the year is uploaded and attached to our improvement plan which continuously get updated.

The parental involvement policy which is in English and Spanish are distributed to parents, families and our local community through the following methods:

- It was discussed during each parent and teacher conference
- Shared during every parent meeting and copies were provided and available.
- Policy is also located in the District website.

3.2: Offer flexible number of parent involvement meetings

Deanna DAvenport Elementary provides opportunities to parents and families to be involved in their child's learning and achievement through teacher led workshops. It is important that parents to gain knowledge and help us create a positive connection between the home and campus.

DDE elementary school ensures that all meetings, trainings and/or workshops are provided with flexible times to provide parents with opportunities to participate in their childs learning and well being in the school environment.

Monthly Parent Advisory meetings are held with campus principal/AP/ Counselor on a monthly basis with flexible times.

Samples of meetings with agendas and minutes with parents will be uploaded into our CIP-

Parent engagement priorities are as follows:

- Provide Parent Advisory Council (PAC) meetings on a monthly basis- times provided in A.M and P.M to ensure parent participation. Meetings held in English and Spanish.
- Inform parents annually in English and Spanish on the Title 1, Part A purpose and how these services will benefit their children and families.
- Increasing the amount of parent volunteers.
- Open house during the evening to inform and update parents on campus specifics.
- Ensure that we have parent participation in various school committees to include the campus improvement team (CIC)
- Parent liaison to assist parent and teachers in facilitating parent workshops .
- Academic nights are a priority for parents to participate in learning instructional strategies and methods that can be used effectively at home with their children to ensure support from school and home.

Title I Personnel

Name	Position	Program	FTE
Helga Sepulveda	Instructional Coach	Title I	1
VACANT	Parent Liaison	Title I	1