

Canutillo Independent School District

Jose H. Damian Elementary

2022-2023 Goals/Performance Objectives/Strategies



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.

Canutillo Ethics

Trustworthiness in Stewardship

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

Commitment to Service

Equity in Attitude

Honor in Conduct

Integrity of Character

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Goals

Goal 1: DISTRICT OPERATIONS WILL MEET CANUTILLO ISD NEEDS TO OPTIMIZE A FUNCTIONAL, SECURED AND ENGAGING LEARNING ENVIRONMENT.

Performance Objective 1: By May 2023, JDE will increase and monitor safety and security prevention strategies to decrease the number of bullying incidents by 10%.

Evaluation Data Sources: Office Referrals
Counselor Referrals
Training sign in sheets

Strategy 1 Details	Reviews			
<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: Teachers, Counselor, Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<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>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will have daily morning meetings to address social and emotional learning.</p> <p>Strategy's Expected Result/Impact: Decreased bullying incidents Decreased behavior issues Increased socialization Increased Relationship Building</p> <p>Staff Responsible for Monitoring: Teachers Administration Support Faculty and Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
	 65%	 65%	 85%	 100%
Strategy 4 Details	Reviews			
<p>Strategy 4: School Administration and the counselor will hold parent information sessions with all grade levels to support social-emotional learning and how this can be extended to the home.</p> <p>Strategy's Expected Result/Impact: Decreased bullying incidents Decreased behavior issues Increased socialization Increased Relationship Building Increased Parent Involvement</p> <p>Staff Responsible for Monitoring: Teachers Administration Support Faculty and Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 2, 3 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
	 90%	 95%	 100%	 100%

Strategy 5 Details	Reviews			
<p>Strategy 5: School administration and the counselor will conduct professional development to faculty and staff on PBIS, SEL, and discipline at least twice per year, and will monitor thorough implementation throughout the school year by all stakeholders.</p> <p>Strategy's Expected Result/Impact: School-wide implementation of PBIS, SEL, and discipline protocols. Lower student discipline issues. Lower bullying incidents. Increase capacity of faculty and staff as it pertains to PBIS, SEL and discipline.</p> <p>Staff Responsible for Monitoring: Administration Counselor Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
	 90%	 100%	 100%	 100%

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Communication to parents is not broad enough to reach all parents causing misinformation of school events and gaps in understanding of school processes. Root Cause: Not all parents ha class dojo, which is JDE's primary form of communication.</p> <p>Problem Statement 3: Students are in need of trauma informed practices, social emotional support and socialization skills which extend to the families. Root Cause: Students are adjusting to learning face to face after they were home for an extended period of time due to Covid 19 quarantine mandates.</p>
School Processes & Programs
<p>Problem Statement 3: PBIS and SEL protocols are not used with consistency and fidelity. Root Cause: PBIS and SEL protocols have not been systematically communicated or implemented by all stakeholders.</p> <p>Problem Statement 4: Most faculty and staff feel unsure of safety protocols at the campus level. Root Cause: Lack of training and practice of safety protocols for all stakeholders.</p>

Goal 1: DISTRICT OPERATIONS WILL MEET CANUTILLO ISD NEEDS TO OPTIMIZE A FUNCTIONAL, SECURED AND ENGAGING LEARNING ENVIRONMENT.

Performance Objective 2: During the 2022-2023 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 2023.

Evaluation Data Sources: Office Referrals
 Data Provide by Student Support Services
 Aligned classroom discipline plans
 Discipline training

Strategy 1 Details	Reviews			
<p>Strategy 1: PBIS team will implement the PBIS model including: meeting every month to conduct needs assessment, analyze data, identify and target campus needs through 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 Counselor Teachers PBIS/SEL Committee</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: PBIS Workshops 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</p>	Formative			Summative
	Nov	Jan	Mar	June

<p>Increased time of teaching and learning</p> <p>Staff Responsible for Monitoring: Administration Teachers PBIS Committee Counselor</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 3, 4</p>				
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Students are in need of trauma informed practices, social emotional support and socialization skills which extend to the families. Root Cause: Students are adjusting to learning face to face after they were home for an extended period of time due to Covid 19 quarantine mandates.
Student Learning
Problem Statement 3: Explicit intervention and accelerated instruction must be intentional and targeted to students' specific needs. Root Cause: Lack of professional development for faculty on differentiated instruction and learning/teaching protocols to address the needs of every student.
School Processes & Programs
Problem Statement 3: PBIS and SEL protocols are not used with consistency and fidelity. Root Cause: PBIS and SEL protocols have not been systematically communicated or implemented by all stakeholders.
Problem Statement 4: Most faculty and staff feel unsure of safety protocols at the campus level. Root Cause: Lack of training and practice of safety protocols for all stakeholders.

Goal 1: DISTRICT OPERATIONS WILL MEET CANUTILLO ISD NEEDS TO OPTIMIZE A FUNCTIONAL, SECURED AND ENGAGING LEARNING ENVIRONMENT.

Performance Objective 3: By May 2023, JDE faculty, staff and parents will be familiar with safety and security protocols to maintain all stakeholders safe in emergency situations.

Evaluation Data Sources: Professional development sign in sheets.
Time of each emergency drill.

Strategy 1 Details	Reviews			
<p>Strategy 1: By May 2023, JDE will have conducted at least two trainings on safety and security protocols on campus to faculty, staff and parents.</p> <p>Strategy's Expected Result/Impact: Increased knowledge on safety and security protocols. Safety and security protocols carried out with automaticity.</p> <p>Staff Responsible for Monitoring: Administration Faculty Staff School safety officer</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct emergency protocol drills throughout the school year to include fire drills, lockdowns, lockouts, and shelter in place to build capacity among students,, faculty and staff.</p> <p>Strategy's Expected Result/Impact: Increase knowledge of emergency protocols. increase automaticity carrying out emergency protocol drills. Increased safety and awareness.</p> <p>Staff Responsible for Monitoring: Administration Faculty Staff School Safety officer</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 4: Most faculty and staff feel unsure of safety protocols at the campus level. **Root Cause:** Lack of training and practice of safety protocols for all stakeholders.

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 1: All students at Jose Damian Elementary will achieve or exceed state academic standards in reading, mathematics, writing, and science by 2022-2023 school year.

JDE's overall Student Achievement at approaches on STAAR will increase from 69% to 90%, meets from 40% to 60%, and masters from 20% to 30%.

The academic growth score will increase from 82 to at least 90.

The student achievement domain rating will increase from 72 to at least 80.

HB3 Goal

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Scholars will be identified as Tier I, Tier II, or Tier III. Interventions will be provided for scholars at all tiers according to assessment data and RTI meetings held throughout the year.</p> <p>Intervention at all levels will be incorporated in Firebird Intervention Time: Intervention and extension, as needed at each Tier.</p> <p>Strategy's Expected Result/Impact: To increase the effectiveness of 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 Admin Instructional Coach</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1, 2</p> <p>Funding Sources: Scholastics-Storyworks- 2nd, 3rd,& 4th - 211-Title I-Part A - 211.11.6299.00.103.30 - \$2,381.45, Scholastic-News - 211-Title I-Part A - \$1,547.59, ELB US INC-INTERACTIVE PANELS-ALL CLASSROOMS - 211-Title I-Part A - 211.11.6397.00.103.30 - \$5,433, ELB US Inc.-Interactive Panels - 211-Title I-Part A - 211.11.6398.00.103.30 - \$20,038</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<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. Increase learning and close achievement gaps</p> <p>Staff Responsible for Monitoring: Administration At-Risk Teacher Teachers Instructional Coach</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Small group targeted interventions during intersession, Saturdays, extended day and through high dosage tutoring to include HB4545 mandates. Instruction and Saturday sessions will be provided to ensure student growth.</p> <p>Strategy's Expected Result/Impact: Close achievement gaps Increase in student success in specified area</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach Teachers</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Protect the time for 90-minute PLCs for teachers to plan with the end in mind, and with student need in mind on a weekly basis.</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 (4-5) Assistant Principal (2-3) IC (PK-1)</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Accelerate Learning - 211-Title I-Part A - 211.11.6299.00.103.30 - \$2,756.25</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Throughout the 2022-2023 school year, PreK, Kinder, and First grade classrooms will effectively implement Balanced Literacy in a safe and positive learning environment.</p> <p>Strategy's Expected Result/Impact: Increased student reading levels Increased readiness for upcoming year</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Common assessments to monitor student progress were not administered in the 2021-2022 school year. Root Cause: Faculty did not receive guidance or training on how to create common assessments at each grade level.</p>
<p>Problem Statement 2: Students have considerable academic gaps in reading, math and science as evidenced in interim assessments and STAAR test. Root Cause: The Covid slide continues to have effects on student learning gaps.</p>
<p>Problem Statement 3: Explicit intervention and accelerated instruction must be intentional and targeted to students' specific needs. Root Cause: Lack of professional development for faculty on differentiated instruction and learning/teaching protocols to address the needs of every student.</p>

Student Learning

Problem Statement 4: English learners in third through fifth grade are not acquiring the necessary exit criteria by end of year TELPAS assessment. **Root Cause:** Lack of monitoring of EL language acquisition levels and implementation of linguistic accommodations in the classroom.

School Processes & Programs

Problem Statement 1: District and campus intervention and extension programs are not utilized with fidelity and consistency. **Root Cause:** There is a need for teacher Professional development on the different intervention programs and monitoring student usage and progress in each of the programs.

Problem Statement 2: Response to Intervention at the campus level lacks systemic implementation **Root Cause:** The RtI team is comprised of only the At-Risk teachers and gathering data is extensive causing gaps in the process.

Perceptions

Problem Statement 1: There is a large increase of employee turnover and vacancies at the beginning of the year, leaving student learning to substitute teachers or other personnel to cover classes. **Root Cause:** Low morale and teacher burnout and teachers finding employment at neighboring districts.

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 2: By June 2023, JDE's performance rate for Reading at Approaches level will increase from 77% to 90% as measured by STAAR 3rd-5th with at least 60% Meets Level and at least 30% Masters Level. Students PK-2nd will attain 85% passing rate on grade level EOY assessments aligned to state standards for Pre-K-2nd, and Emergent Bilinguals will attain at least 85% on grade level standard assessments.

HB3 Goal

Evaluation Data Sources: STAAR Data
 District Data
 Common Assessment data
 Interim assessment data

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be progress monitored through I-station, STAR Reader, and DRA BOY, MOY, and EOY. TIER II & III students will receive targeted interventions during Guided Reading and during Firebird Intervention time.</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 Instructional Coach</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 1</p> <p>Funding Sources: Amazon-Dare to Lead - 211-Title I-Part A - 211.11.6329.00.103.30 - \$146.30, At Risk Personnel - 185-State Compensatory Education - \$174,351, Library Aide - 211-Title I-Part A - \$32,263, Amazon - Soul Books - 211-Title I-Part A - \$974.70</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teacher in Kinder, 1st and 2nd Grade will focus on Phonemic and Phonological Awareness through specific phonics instruction using FUNdations and/or Esperanza.</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 Instructional Coach</p> <p>- 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: Student Learning 1, 2, 3 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: 100% of JDE students will be required to use iStation, Boardworks & 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 Instructional Coach</p> <p>- 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</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Monitor Emergent Bilinguals' language acquisition progress by assessing in both languages and progress monitoring at MOY and EOY and identify students who need differentiated interventions.</p> <p>Strategy's Expected Result/Impact: Emergent Bilinguals will increase at each progress monitoring for language acquisition Emergent Bilinguals will improve scores comparable to their English speaking classmates.</p> <p>Staff Responsible for Monitoring: Assistant Principal Teachers Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Common assessments to monitor student progress were not administered in the 2021-2022 school year. Root Cause: Faculty did not receive guidance or training on how to create common assessments at each grade level.</p>
<p>Problem Statement 2: Students have considerable academic gaps in reading, math and science as evidenced in interim assessments and STAAR test. Root Cause: The Covid slide continues to have effects on student learning gaps.</p>
<p>Problem Statement 3: Explicit intervention and accelerated instruction must be intentional and targeted to students' specific needs. Root Cause: Lack of professional development for faculty on differentiated instruction and learning/teaching protocols to address the needs of every student.</p>
<p>Problem Statement 4: English learners in third through fifth grade are not acquiring the necessary exit criteria by end of year TELPAS assessment. Root Cause: Lack of monitoring of EL language acquisition levels and implementation of linguistic accommodations in the classroom.</p>
School Processes & Programs
<p>Problem Statement 1: District and campus intervention and extension programs are not utilized with fidelity and consistency. Root Cause: There is a need for teacher Professional development on the different intervention programs and monitoring student usage and progress in each of the programs.</p>

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 3: By June 2023, JDE's performance rate on Math at Approaches Grade Level will increase from 67% to 80%, as measured by STAAR 3rd-5th and at least 50% at Meets Grade Level and at least 30% at Masters Grade Level in all grade levels. Students PK-2 will attain 85% passing rate on grade level EOY assessments aligned to state standards, and Emergent Bilinguals will meet standards at at least 80%.

HB3 Goal

Evaluation Data Sources: STAAR Data
 District Data
 Common Assessment data
 Interim assessment data

Strategy 1 Details	Reviews			
<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 Instructional Coach</p> <p>- 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</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>30%</p>	 <p>75%</p>	 <p>85%</p>	 <p>100%</p>

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will apply DOK stem questioning as well as Depth and Complexity Strategies in Mathematics 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 Instructional Coach</p> <p>- 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</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3 - School Processes & Programs 1</p> <p>Funding Sources: Accelerate Lrn-STEMscopes-K-5th - 211-Title I-Part A - 211.11.6299.00.103.30 - \$4,475, Curriculum Associates-3rd-5th -i-Ready Digital Program - 211-Title I-Part A - 211.11.6299.00.103.30 - \$5,432.50</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: JDE scholars will participate in Numerical Fluency activities as well as daily math spiral lessons that include low standards.</p> <p>Strategy's Expected Result/Impact: Scholar Academic Achievement</p> <p>Staff Responsible for Monitoring: Teachers Instruction Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Common assessments to monitor student progress were not administered in the 2021-2022 school year. Root Cause: Faculty did not receive guidance or training on how to create common assessments at each grade level.</p>
<p>Problem Statement 2: Students have considerable academic gaps in reading, math and science as evidenced in interim assessments and STAAR test. Root Cause: The Covid slide continues to have effects on student learning gaps.</p>

Student Learning

Problem Statement 3: Explicit intervention and accelerated instruction must be intentional and targeted to students' specific needs. **Root Cause:** Lack of professional development for faculty on differentiated instruction and learning/teaching protocols to address the needs of every student.

Problem Statement 4: English learners in third through fifth grade are not acquiring the necessary exit criteria by end of year TELPAS assessment. **Root Cause:** Lack of monitoring of EL language acquisition levels and implementation of linguistic accommodations in the classroom.

School Processes & Programs

Problem Statement 1: District and campus intervention and extension programs are not utilized with fidelity and consistency. **Root Cause:** There is a need for teacher Professional development on the different intervention programs and monitoring student usage and progress in each of the programs.

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 4: By June 2023, JDE's performance rate on Science at Approaches Grade level will increase from 67% to 80% as measured by STAAR 5th and at least 50% at Meets Grade Level and at least 30% at Masters Grade Level. Emergent bilinguals will meet at least 80% of standard based assessments.

Evaluation Data Sources: STAAR Data
Common assessments
Interim assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: 5th Grade students will be provided differentiated interventions and spiraling using intervention programs such as StemScopes and Boardworks as well as identified resources/materials specific to science to bridge the gaps.</p> <p>Strategy's Expected Result/Impact: Increased scholar performance in Science</p> <p>Staff Responsible for Monitoring: Administration Teachers Instructional Coaches Science Lab Aide</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 5th grade students will participate in science labs 50% of weekly science class time where they will explore and do hands on activities to connect theory with practice.</p> <p>Strategy's Expected Result/Impact: Students will connect theory with practice during science lab lessons</p>	Formative			Summative
	Nov	Jan	Mar	June

Student concept understanding will increase

Staff Responsible for Monitoring: Science Lab Aide

5th grade teachers

Administration

Instructional Coach

TEA Priorities:

Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: Common assessments to monitor student progress were not administered in the 2021-2022 school year. **Root Cause:** Faculty did not receive guidance or training on how to create common assessments at each grade level.

Problem Statement 2: Students have considerable academic gaps in reading, math and science as evidenced in interim assessments and STAAR test. **Root Cause:** The Covid slide continues to have effects on student learning gaps.

Problem Statement 3: Explicit intervention and accelerated instruction must be intentional and targeted to students' specific needs. **Root Cause:** Lack of professional development for faculty on differentiated instruction and learning/teaching protocols to address the needs of every student.

School Processes & Programs

Problem Statement 1: District and campus intervention and extension programs are not utilized with fidelity and consistency. **Root Cause:** There is a need for teacher Professional development on the different intervention programs and monitoring student usage and progress in each of the programs.

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 5: BY June 2023, JDE will increase the scholar attendance rate to at least 97% and increase teacher attendance rate by at least 2%.

HB3 Goal

Evaluation Data Sources: STAAR Data (TAPR)
EOY Attendance Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: JDE attendance committee will meet monthly, and will audit for chronic absenteeism and tardiness every 3 weeks. Parents will be contacted and put on a 45 day attendance plan to monitor further absences and tardies. Families will be offered help and resources to decrease absences and tardies.</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, Attendance Committee, Parent Liaison</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: JDE scholars and parents will be provided incentives for perfect attendance and for improving attendance.</p> <p>Strategy's Expected Result/Impact: Increased scholar academic achievement Increased scholar attendance</p> <p>Staff Responsible for Monitoring: Assistant Principal Attendance Clerk Attendance Committee Parent Liaison</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Classroom attendance flags and hallway attendance posters containing Grade Level and Class Attendance will be visible in every hallway to help motivate scholars to be present daily.</p> <p>Strategy's Expected Result/Impact: Increased scholar academic achievement Increased scholar attendance</p> <p>Staff Responsible for Monitoring: Assistant Principal Attendance Clerk Attendance Committee Parent Liaison</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: Campus attendance was at approximately 94% for the 2021-2022 school year as well as an excessive amount of tardies which caused gaps in student achievement at every level. Root Cause: There is no attendance system in place that is done with fidelity and consistency.</p>
<p>Problem Statement 2: Communication to parents is not broad enough to reach all parents causing misinformation of school events and gaps in understanding of school processes. Root Cause: Not all parents ha class dojo, which is JDE's primary form of communication.</p>
Student Learning
<p>Problem Statement 2: Students have considerable academic gaps in reading, math and science as evidenced in interim assessments and STAAR test. Root Cause: The Covid slide continues to have effects on student learning gaps.</p>

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 6: During the 2022-2023 school year, a minimum of 4 activities with 100% student participation will take place with a focus on college and career readiness.

HB3 Goal

Evaluation Data Sources: Campus Data and Participation Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: K-5 Grade Scholars will be exposed to STEM careers while participating in STEM Instruction in all classrooms during the school day, utilizing Boardworks and StemScopes.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement College and Career Readiness Exposure to STEM professions</p> <p>Staff Responsible for Monitoring: Administration Teachers Acceleration Teachers Instructional Coach</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: JDE will expose scholars to different professions in STEAM during career day for all grade levels.</p> <p>Strategy's Expected Result/Impact: Increase scholar academic achievement Increase exposure of scholars to STEAM professions</p> <p>Staff Responsible for Monitoring: Teachers Instructional Leadership Team</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 6 Problem Statements:

Student Learning

Problem Statement 2: Students have considerable academic gaps in reading, math and science as evidenced in interim assessments and STAAR test. **Root Cause:** The Covid slide continues to have effects on student learning gaps.

Problem Statement 3: Explicit intervention and accelerated instruction must be intentional and targeted to students' specific needs. **Root Cause:** Lack of professional development for faculty on differentiated instruction and learning/teaching protocols to address the needs of every student.

School Processes & Programs

Problem Statement 1: District and campus intervention and extension programs are not utilized with fidelity and consistency. **Root Cause:** There is a need for teacher Professional development on the different intervention programs and monitoring student usage and progress in each of the programs.

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 7: By June 2023, 100% of JDE students will meet or exceed state grade-level expectations and be equipped to be academically successful to graduate from high school.

HB3 Goal

Evaluation Data Sources: STAAR Data

District Data

Campus Data

Strategy 1 Details	Reviews			
<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 in Kinder and PreKinder.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<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 instructional Coach Attendance Committee and Attendance Clerk</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3, 4 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 7 Problem Statements:

Demographics

Problem Statement 1: Campus attendance was at approximately 94% for the 2021-2022 school year as well as an excessive amount of tardies which caused gaps in student achievement at every level. **Root Cause:** There is no attendance system in place that is done with fidelity and consistency.

Problem Statement 2: Communication to parents is not broad enough to reach all parents causing misinformation of school events and gaps in understanding of school processes. **Root Cause:** Not all parents ha class dojo, which is JDE's primary form of communication.

Student Learning

Problem Statement 1: Common assessments to monitor student progress were not administered in the 2021-2022 school year. **Root Cause:** Faculty did not receive guidance or training on how to create common assessments at each grade level.

Problem Statement 2: Students have considerable academic gaps in reading, math and science as evidenced in interim assessments and STAAR test. **Root Cause:** The Covid slide continues to have effects on student learning gaps.

Problem Statement 3: Explicit intervention and accelerated instruction must be intentional and targeted to students' specific needs. **Root Cause:** Lack of professional development for faculty on differentiated instruction and learning/teaching protocols to address the needs of every student.

Problem Statement 4: English learners in third through fifth grade are not acquiring the necessary exit criteria by end of year TELPAS assessment. **Root Cause:** Lack of monitoring of EL language acquisition levels and implementation of linguistic accommodations in the classroom.

School Processes & Programs

Problem Statement 2: Response to Intervention at the campus level lacks systemic implementation **Root Cause:** The RtI team is comprised of only the At-Risk teachers and gathering data is extensive causing gaps in the process.

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 8: By May 2023, the RTI process will ensure that ALL students receive differentiated instructional support and will ensure that all proper sub-populations are identified.

HB3 Goal

Evaluation Data Sources: Campus Data: Common Assessments, Prior year assessments, teacher input.

Strategy 1 Details	Reviews			
<p>Strategy 1: There will be RTI meetings every six weeks 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, to include academics, SEL, and attendance.</p> <p>Strategy's Expected Result/Impact: Increase student academic performance Identify student needs</p> <p>Staff Responsible for Monitoring: Administration AT Risk Teachers Instructional Coach</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Special Education teachers will meet with teachers serving special education, 504 and RtI students to go over accommodations and modifications in individual education plans to ensure proper and thorough implementation.</p> <p>Strategy's Expected Result/Impact: IEPs followed with consistency and fidelity Student academic growth Objectives and goals are met by Special education, RtI, and 504 students.</p> <p>Staff Responsible for Monitoring: Special Education Teachers RtI committee Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide teachers and aides with professional development on individual education plans and interventions and accommodations for emergent bilinguals, special education, 504 and RtI students.</p> <p>Strategy's Expected Result/Impact: Increased academic growth of special populations Increased knowledge of individual education plans and linguistic accommodations by teachers.</p> <p>Staff Responsible for Monitoring: LPAC Administrator Administration SPED Teachers Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 8 Problem Statements:

Demographics
<p>Problem Statement 1: Campus attendance was at approximately 94% for the 2021-2022 school year as well as an excessive amount of tardies which caused gaps in student achievement at every level. Root Cause: There is no attendance system in place that is done with fidelity and consistency.</p> <p>Problem Statement 2: Communication to parents is not broad enough to reach all parents causing misinformation of school events and gaps in understanding of school processes. Root Cause: Not all parents ha class dojo, which is JDE's primary form of communication.</p>
Student Learning
<p>Problem Statement 1: Common assessments to monitor student progress were not administered in the 2021-2022 school year. Root Cause: Faculty did not receive guidance or training on how to create common assessments at each grade level.</p> <p>Problem Statement 2: Students have considerable academic gaps in reading, math and science as evidenced in interim assessments and STAAR test. Root Cause: The Covid slide continues to have effects on student learning gaps.</p> <p>Problem Statement 3: Explicit intervention and accelerated instruction must be intentional and targeted to students' specific needs. Root Cause: Lack of professional development for faculty on differentiated instruction and learning/teaching protocols to address the needs of every student.</p> <p>Problem Statement 4: English learners in third through fifth grade are not acquiring the necessary exit criteria by end of year TELPAS assessment. Root Cause: Lack of monitoring of EL language acquisition levels and implementation of linguistic accommodations in the classroom.</p>
School Processes & Programs
<p>Problem Statement 1: District and campus intervention and extension programs are not utilized with fidelity and consistency. Root Cause: There is a need for teacher Professional development on the different intervention programs and monitoring student usage and progress in each of the programs.</p>

School Processes & Programs

Problem Statement 2: Response to Intervention at the campus level lacks systemic implementation **Root Cause:** The Rtl team is comprised of only the At-Risk teachers and gathering data is extensive causing gaps in the process.

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 9: By May 2023, 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.

HB3 Goal

Evaluation Data Sources: Eduphoria/STRIVE

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in Professional Development Wednesdays with professional development opportunities done by different experts, administration, and colleagues.</p> <p>Strategy's Expected Result/Impact: Improve teachers pedagogy. Improve teaching to increase learning.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach Instructional Team</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2, 3, 4</p> <p>Funding Sources: AMAZON- BINDERS FOR TEACHERS USE - 211-Title I-Part A - 211.13.6399.00.103.30 - \$374.20, AMAZON- BINDERS FOR TEACHERS USE - 211-Title I-Part A - 211.13.6399.00.103.30 - \$401.17, Region 19-Management Training - 211-Title I-Part A - 211.13.6411.00.103.30 - \$75, Accelerate Lrning-STEMScope Training - 211-Title I-Part A - 211.11.6299.00.103.30 - \$3,500, Region 19 -Fostering a Feeling of Safety (Graham/Hill/Vasquez/Luma/Barraza/Ulloa - 211-Title I-Part A - 211.13.6411.00.103.30 - \$600, Tepsa Grow Leadership Conference - 211-Title I-Part A - \$792.36</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will participate in PLCs focused on data mining and data dialogue to monitor student progress and adjust teaching and interventions to address gaps in understanding and low standards.</p> <p>Strategy's Expected Result/Impact: Improved teaching to increase learning</p> <p>Staff Responsible for Monitoring: Administration/ Teachers Instructional Team Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will be provided with at least 1 professional development session on T-TESS to discuss goals, self assessment, and Student Learning Objective expectations and deadlines. Teachers will be reflective of goals that align to the campus improvement plan.</p> <p>Strategy's Expected Result/Impact: Teachers will have an understanding of T-TESS expectations and deadlines throughout the year.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 9 Problem Statements:

Student Learning
<p>Problem Statement 1: Common assessments to monitor student progress were not administered in the 2021-2022 school year. Root Cause: Faculty did not receive guidance or training on how to create common assessments at each grade level.</p>
<p>Problem Statement 2: Students have considerable academic gaps in reading, math and science as evidenced in interim assessments and STAAR test. Root Cause: The Covid slide continues to have effects on student learning gaps.</p>
<p>Problem Statement 3: Explicit intervention and accelerated instruction must be intentional and targeted to students' specific needs. Root Cause: Lack of professional development for faculty on differentiated instruction and learning/teaching protocols to address the needs of every student.</p>

Student Learning

Problem Statement 4: English learners in third through fifth grade are not acquiring the necessary exit criteria by end of year TELPAS assessment. **Root Cause:** Lack of monitoring of EL language acquisition levels and implementation of linguistic accommodations in the classroom.

School Processes & Programs

Problem Statement 1: District and campus intervention and extension programs are not utilized with fidelity and consistency. **Root Cause:** There is a need for teacher Professional development on the different intervention programs and monitoring student usage and progress in each of the programs.

Problem Statement 2: Response to Intervention at the campus level lacks systemic implementation **Root Cause:** The RtI team is comprised of only the At-Risk teachers and gathering data is extensive causing gaps in the process.

Problem Statement 3: PBIS and SEL protocols are not used with consistency and fidelity. **Root Cause:** PBIS and SEL protocols have not been systematically communicated or implemented by all stakeholders.

Problem Statement 4: Most faculty and staff feel unsure of safety protocols at the campus level. **Root Cause:** Lack of training and practice of safety protocols for all stakeholders.

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 10: By June 2023, 80% of JDE Scholars will be able to form constructed responses in all academic areas.

HB3 Goal

Evaluation Data Sources: EOY Multi-Subject Summative Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will include Depth and Complexity strategies in their daily lesson plans to include the incorporation of constructed responses for all students including Emergent bilinguals.</p> <p>Strategy's Expected Result/Impact: Increase Academic Achievement</p> <p>Staff Responsible for Monitoring: Teachers Instructional Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 10 Problem Statements:

Student Learning
<p>Problem Statement 1: Common assessments to monitor student progress were not administered in the 2021-2022 school year. Root Cause: Faculty did not receive guidance or training on how to create common assessments at each grade level.</p>
<p>Problem Statement 2: Students have considerable academic gaps in reading, math and science as evidenced in interim assessments and STAAR test. Root Cause: The Covid slide continues to have effects on student learning gaps.</p>
<p>Problem Statement 3: Explicit intervention and accelerated instruction must be intentional and targeted to students' specific needs. Root Cause: Lack of professional development for faculty on differentiated instruction and learning/teaching protocols to address the needs of every student.</p>
<p>Problem Statement 4: English learners in third through fifth grade are not acquiring the necessary exit criteria by end of year TELPAS assessment. Root Cause: Lack of monitoring of EL language acquisition levels and implementation of linguistic accommodations in the classroom.</p>

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 11: Throughout 22-23 school year, all JDE Faculty will participate in at least 1 research-based learning through literature and professional development.

HB3 Goal

Evaluation Data Sources: Scholar Academic and Social Emotional Learning and achievement

Strategy 1 Details	Reviews			
<p>Strategy 1: JDE teachers will read and participate in interactive activities of the book titled "Heart."</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>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 2 - School Processes & Programs 3</p> <p>Funding Sources: - 255-Title II-Part A Teacher/Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 11 Problem Statements:

Demographics
<p>Problem Statement 3: Students are in need of trauma informed practices, social emotional support and socialization skills which extend to the families. Root Cause: Students are adjusting to learning face to face after they were home for an extended period of time due to Covid 19 quarantine mandates.</p>
Student Learning
<p>Problem Statement 2: Students have considerable academic gaps in reading, math and science as evidenced in interim assessments and STAAR test. Root Cause: The Covid slide continues to have effects on student learning gaps.</p>
School Processes & Programs
<p>Problem Statement 3: PBIS and SEL protocols are not used with consistency and fidelity. Root Cause: PBIS and SEL protocols have not been systematically communicated or implemented by all stakeholders.</p>

Goal 3: CANUTILLO ISD STAFF AND STUDENTS WILL BE HIGHLY EFFECTIVE AND BE WELL SUPPORTED TO INCREASE TEACHER AND STUDENT PERFORMANCE.

Performance Objective 1: By June 2023, 100 % of JDE students and teachers will be provided with monthly SEL lessons to increase a heightened level of morale and ethical character for students and staff that will enable them to be effective leaders in a global environment.

Evaluation Data Sources: Counselor calendar and Schedule

Strategy 1 Details	Reviews			
<p>Strategy 1: Counselor will provide guidance lessons to all students such as Rethink Ed, Purpose Prep, Core Values, Bully-free, 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> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All students will participate in various student recognition activities (JDE Firebird of the month) 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>- TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: JDE Scholars will participate in daily SEL Morning Meetings to help increase their sense of belonging and social-emotional development.</p> <p>Strategy's Expected Result/Impact: Increase Scholar Achievement</p> <p>Staff Responsible for Monitoring: Teachers Instructional Leadership Team</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: PBIS and SEL protocols are not used with consistency and fidelity. Root Cause: PBIS and SEL protocols have not been systematically communicated or implemented by all stakeholders.</p>

Goal 3: CANUTILLO ISD STAFF AND STUDENTS WILL BE HIGHLY EFFECTIVE AND BE WELL SUPPORTED TO INCREASE TEACHER AND STUDENT PERFORMANCE.

Performance Objective 2: By May 2023, JDE will implement the PBIS model to include the 5 tenets of Social Emotional Learning.

Evaluation Data Sources: PBIS Committee Meetings
Counselor Calendar

Strategy 1 Details	Reviews			
<p>Strategy 1: With the guidance of the PBIS Committee, 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 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 Committee, Assistant Principal, Counselor</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The PBIS Committee will meet once a month and it will Involve the community and students to promote the PBIS protocol and its effectiveness. Community members will assist in decision making and strategies to promote PBIS among all stakeholders.</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, administration & Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 3 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Communication to parents is not broad enough to reach all parents causing misinformation of school events and gaps in understanding of school processes. **Root Cause:** Not all parents ha class dojo, which is JDE's primary form of communication.

Problem Statement 3: Students are in need of trauma informed practices, social emotional support and socialization skills which extend to the families. **Root Cause:** Students are adjusting to learning face to face after they were home for an extended period of time due to Covid 19 quarantine mandates.

Student Learning

Problem Statement 3: Explicit intervention and accelerated instruction must be intentional and targeted to students' specific needs. **Root Cause:** Lack of professional development for faculty on differentiated instruction and learning/teaching protocols to address the needs of every student.

School Processes & Programs

Problem Statement 3: PBIS and SEL protocols are not used with consistency and fidelity. **Root Cause:** PBIS and SEL protocols have not been systematically communicated or implemented by all stakeholders.

Goal 3: CANUTILLO ISD STAFF AND STUDENTS WILL BE HIGHLY EFFECTIVE AND BE WELL SUPPORTED TO INCREASE TEACHER AND STUDENT PERFORMANCE.

Performance Objective 3: All scholars in grades K-5 will have the opportunity to participate in STEM related clubs throughout the 22-23 school year, in preparation for career and /or college readiness.

Evaluation Data Sources: Number of scholars who participated

Strategy 1 Details	Reviews			
<p>Strategy 1: Select students will participate in robotics club to reinforce STEM on campus.</p> <p>Strategy's Expected Result/Impact: Students will be exposed to robotics experiences and possible competitions.</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: Students have considerable academic gaps in reading, math and science as evidenced in interim assessments and STAAR test. Root Cause: The Covid slide continues to have effects on student learning gaps.</p>

Goal 3: CANUTILLO ISD STAFF AND STUDENTS WILL BE HIGHLY EFFECTIVE AND BE WELL SUPPORTED TO INCREASE TEACHER AND STUDENT PERFORMANCE.

Performance Objective 4: By May 2023, JDE Scholars will be given the opportunity to participate in extracurricular clubs and activities.

Evaluation Data Sources: Scholar Attendance
Scholar Achievement

Strategy 1 Details	Reviews			
<p>Strategy 1: Students in all grade levels will attend field trips throughout the 2022-2023 school year that support curriculum. Strategy's Expected Result/Impact: Students will be exposed to different experiences that they can connect to curriculum in different core subject areas. Teachers will reinforce student learning through field trips in different areas of the curriculum. Staff Responsible for Monitoring: Teachers Administration Counselor</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
	 75%	 85%	 95%	 100%
 No Progress  Accomplished  Continue/Modify  Discontinue				

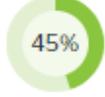
Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 2: Students have considerable academic gaps in reading, math and science as evidenced in interim assessments and STAAR test. Root Cause: The Covid slide continues to have effects on student learning gaps.</p> <p>Problem Statement 3: Explicit intervention and accelerated instruction must be intentional and targeted to students' specific needs. Root Cause: Lack of professional development for faculty on differentiated instruction and learning/teaching protocols to address the needs of every student.</p>

Goal 3: CANUTILLO ISD STAFF AND STUDENTS WILL BE HIGHLY EFFECTIVE AND BE WELL SUPPORTED TO INCREASE TEACHER AND STUDENT PERFORMANCE.

Performance Objective 5: By May 2023, JDE faculty and staff will be provided with the necessary materials, supplies, and capital resources to support teacher activities to include lesson planning, professional development, classroom activities, and JDE operations that foster an environment of student performance and growth.

Evaluation Data Sources: Purchase orders that align to student activities, performance and growth

Strategy 1 Details	Reviews			
<p>Strategy 1: JDE Leadership will have tools (controlled assets, technology, supplies) to provide effective and efficient leadership</p> <p>Strategy's Expected Result/Impact: Increase level of lesson planning and instruction delivery. Increase of faculty knowledge through Professional Development.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Office Manager</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 2, 3, 4 - School Processes & Programs 1, 3</p> <p>Funding Sources: El Paso Office Products - 211-Title I-Part A - \$1,279.80</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>45%</p>	 <p>90%</p>	 <p>95%</p>	 <p>100%</p>
Strategy 2 Details	Reviews			
<p>Strategy 2: JDE Nurse will have the necessary health products, equipment, and materials for ongoing health assistance for students.</p> <p>Strategy's Expected Result/Impact: JDE Nurse cares for all students' medical needs.</p>	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Principal

Assistant Principal
Business Manager

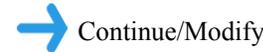
TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Demographics 1 - School Processes & Programs 4 - Perceptions 2



Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: Campus attendance was at approximately 94% for the 2021-2022 school year as well as an excessive amount of tardies which caused gaps in student achievement at every level. **Root Cause:** There is no attendance system in place that is done with fidelity and consistency.

Problem Statement 2: Communication to parents is not broad enough to reach all parents causing misinformation of school events and gaps in understanding of school processes. **Root Cause:** Not all parents have class dojo, which is JDE's primary form of communication.

Student Learning

Problem Statement 2: Students have considerable academic gaps in reading, math and science as evidenced in interim assessments and STAAR test. **Root Cause:** The Covid slide continues to have effects on student learning gaps.

Problem Statement 3: Explicit intervention and accelerated instruction must be intentional and targeted to students' specific needs. **Root Cause:** Lack of professional development for faculty on differentiated instruction and learning/teaching protocols to address the needs of every student.

Problem Statement 4: English learners in third through fifth grade are not acquiring the necessary exit criteria by end of year TELPAS assessment. **Root Cause:** Lack of monitoring of EL language acquisition levels and implementation of linguistic accommodations in the classroom.

School Processes & Programs

Problem Statement 1: District and campus intervention and extension programs are not utilized with fidelity and consistency. **Root Cause:** There is a need for teacher Professional development on the different intervention programs and monitoring student usage and progress in each of the programs.

Problem Statement 3: PBIS and SEL protocols are not used with consistency and fidelity. **Root Cause:** PBIS and SEL protocols have not been systematically communicated or implemented by all stakeholders.

Problem Statement 4: Most faculty and staff feel unsure of safety protocols at the campus level. **Root Cause:** Lack of training and practice of safety protocols for all stakeholders.

Perceptions

Problem Statement 2: Faculty, staff and families think the school building and facilities need updating and it has been neglected. **Root Cause:** The last bond did not pass and the school is given limited funds to do updating of the building. This amount is not enough to address all the facility needs.

Goal 4: CANUTILLO ISD FAMILIES WILL BE ENGAGED IN A MEANINGFUL PARENT PARTNERSHIP LINKED TO THEIR CHILD'S EDUCATION.

Performance Objective 1: By June 2023, 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-in
Parent Liaison's sign in sheets and agendas

Strategy 1 Details	Reviews			
<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>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 2 - School Processes & Programs 3 - Perceptions 2</p> <p>Funding Sources: Parent Liaison - 211-Title I-Part A - \$17,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<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, Take a Walk 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>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 2 - School Processes & Programs 3 - Perceptions 2</p> <p>Funding Sources: Sam's -Parent/Volunteer Mtgs. - 211-Title I-Part A - 211.61.6499.00.103.30 - \$150, BOA-SAM'S - 211-Title I-Part A - 211.61.6499.00.103.30 - \$319, Amazon - 211-Title I-Part A - 211.61.6399.00.103.30 - \$923.21</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: By June 2023 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 Parent Liaison</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Parents attend various meetings throughout the year to enhance parent engagement. The parent liaison will increase the effectiveness of parent meetings, the parent liaison will manage parent groups, parent resources and equipment by ensuring the meeting area is safe and thoughtfully designed to engage, challenge, and inspire parents to participate in parent engagement activities that go beyond parent participation.</p> <p>Strategy's Expected Result/Impact: Parents will attend parent meetings in a well designed and inviting area where parents feel welcome and where they can find all resources in one area that is efficiently organized, while keeping parent engagement in mind.</p> <p>Staff Responsible for Monitoring: Parent Liaison Principal Assistant principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2, 3</p> <p>Funding Sources: Amazon - 211-Title I-Part A - \$923.21, Office Depot - 211-Title I-Part A - \$76.16</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A	N/A	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Campus attendance was at approximately 94% for the 2021-2022 school year as well as an excessive amount of tardies which caused gaps in student achievement at every level. Root Cause: There is no attendance system in place that is done with fidelity and consistency.</p>
<p>Problem Statement 2: Communication to parents is not broad enough to reach all parents causing misinformation of school events and gaps in understanding of school processes. Root Cause: Not all parents ha class dojo, which is JDE's primary form of communication.</p>
<p>Problem Statement 3: Students are in need of trauma informed practices, social emotional support and socialization skills which extend to the families. Root Cause: Students are adjusting to learning face to face after they were home for an extended period of time due to Covid 19 quarantine mandates.</p>
Student Learning
<p>Problem Statement 2: Students have considerable academic gaps in reading, math and science as evidenced in interim assessments and STAAR test. Root Cause: The Covid slide continues to have effects on student learning gaps.</p>
School Processes & Programs
<p>Problem Statement 3: PBIS and SEL protocols are not used with consistency and fidelity. Root Cause: PBIS and SEL protocols have not been systematically communicated or implemented by all stakeholders.</p>
Perceptions
<p>Problem Statement 2: Faculty, staff and families think the school building and facilities need updating and it has been neglected. Root Cause: The last bond did not pass and the school is given limited funds to do updating of the building. This amount is not enough to address all the facility needs.</p>

Goal 4: CANUTILLO ISD FAMILIES WILL BE ENGAGED IN A MEANINGFUL PARENT PARTNERSHIP LINKED TO 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 22-23 school year.

Evaluation Data Sources: Monthly samples of communication

Strategy 1 Details	Reviews			
<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 Parent Liaison</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Woodburn Press - 211-Title I-Part A - 211.61.6329.00.103.30 - \$123.91</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The school website will be updated daily to include school updates.</p> <p>Strategy's Expected Result/Impact: Increase parent and community participation</p> <p>Staff Responsible for Monitoring: Administration JDE Receptionist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<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 Parent Liaison School Receptionist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: Communication to parents is not broad enough to reach all parents causing misinformation of school events and gaps in understanding of school processes.</p> <p>Root Cause: Not all parents ha class dojo, which is JDE's primary form of communication.</p>

Goal 5: CANUTILLO ISD WILL CONVEY AND SHARE A POSITIVE IMAGE AND CULTURE.

Performance Objective 1: By May 2023, 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

Strategy 1 Details	Reviews			
<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>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 3 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: Students are in need of trauma informed practices, social emotional support and socialization skills which extend to the families. Root Cause: Students are adjusting to learning face to face after they were home for an extended period of time due to Covid 19 quarantine mandates.</p>
Student Learning
<p>Problem Statement 1: Common assessments to monitor student progress were not administered in the 2021-2022 school year. Root Cause: Faculty did not receive guidance or training on how to create common assessments at each grade level.</p>
<p>Problem Statement 2: Students have considerable academic gaps in reading, math and science as evidenced in interim assessments and STAAR test. Root Cause: The Covid slide continues to have effects on student learning gaps.</p>
<p>Problem Statement 3: Explicit intervention and accelerated instruction must be intentional and targeted to students' specific needs. Root Cause: Lack of professional development for faculty on differentiated instruction and learning/teaching protocols to address the needs of every student.</p>
<p>Problem Statement 4: English learners in third through fifth grade are not acquiring the necessary exit criteria by end of year TELPAS assessment. Root Cause: Lack of monitoring of EL language acquisition levels and implementation of linguistic accommodations in the classroom.</p>

School Processes & Programs

Problem Statement 1: District and campus intervention and extension programs are not utilized with fidelity and consistency. **Root Cause:** There is a need for teacher Professional development on the different intervention programs and monitoring student usage and progress in each of the programs.

Problem Statement 3: PBIS and SEL protocols are not used with consistency and fidelity. **Root Cause:** PBIS and SEL protocols have not been systematically communicated or implemented by all stakeholders.

Perceptions

Problem Statement 1: There is a large increase of employee turnover and vacancies at the beginning of the year, leaving student learning to substitute teachers or other personnel to cover classes. **Root Cause:** Low morale and teacher burnout and teachers finding employment at neighboring districts.

Problem Statement 2: Faculty, staff and families think the school building and facilities need updating and it has been neglected. **Root Cause:** The last bond did not pass and the school is given limited funds to do updating of the building. This amount is not enough to address all the facility needs.

Goal 5: CANUTILLO ISD WILL CONVEY AND SHARE A POSITIVE IMAGE AND CULTURE.

Performance Objective 2: By May of 2023, there will be a minimum of 4 posts per month on social media promoting students, staff programs, and community.

Evaluation Data Sources: Twitter Account
 Facebook Account
 Instagram Account
 Class Dojo

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff members will be asked to tag the Jose Damian Elementary in their Instagram, Facebook and Twitter posts 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 Faculty/Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: Communication to parents is not broad enough to reach all parents causing misinformation of school events and gaps in understanding of school processes.</p> <p>Root Cause: Not all parents ha class dojo, which is JDE's primary form of communication.</p>

Goal 5: CANUTILLO ISD WILL CONVEY AND SHARE A POSITIVE IMAGE AND CULTURE.

Performance Objective 3: By May 2023, JDE will create at least one new partnership per month with businesses within our city or community.

Evaluation Data Sources: Lists of partnerships

Strategy 1 Details	Reviews			
<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 Parent Liaison</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: Communication to parents is not broad enough to reach all parents causing misinformation of school events and gaps in understanding of school processes. Root Cause: Not all parents ha class dojo, which is JDE's primary form of communication.</p>
Student Learning
<p>Problem Statement 2: Students have considerable academic gaps in reading, math and science as evidenced in interim assessments and STAAR test. Root Cause: The Covid slide continues to have effects on student learning gaps.</p>