

**Canutillo Independent School District**  
**Deanna Davenport Elementary School**  
**2024-2025 Goals/Performance Objectives/Strategies**



# Mission Statement

**Deanna Davenport will nurture, empower and provide every student with a high quality education in a safe, respectful and inclusive environment that builds a foundation for lifelong learning.**

## Vision

**Deanna Davenport Elementary will create a vibrant and inclusive educational environment where every student is inspired to dream big, work hard, achieve personal success and be positive citizens of society.**

## Canutillo Ethics

**Student Centered Focus**

**Trustworthiness in Stewardship**

**Commitment to Service**

**Equity in Attitude**

**Honor in Conduct**

**Integrity of Character**

### **In Canutillo ISD, We Believe:**

- **STUDENTS** are empowered to think critically and engage civically and empathetically, as they meet the challenges of building a better world.
- **PARENTS** and **FAMILIES** are welcomed into our schools and District, with meaningful opportunities to actively engage in supporting the social, emotional, and academic needs of their students.
- **FACULTY** and **STAFF MEMBERS** are respected and valued as dedicated leaders and continuous learners in the educational process.

- **CAMPUS ADMINISTRATORS** build authentic, inclusive, and supportive relationships within their school community through mutual respect and trust.
- **THE SUPERINTENDENT** and **CENTRAL OFFICE STAFF** are active and engaged listeners who are accountable for ensuring equitable, efficient, and transparent utilization of district resources.
- **THE BOARD OF TRUSTEES** are a unified team who holds each other accountable, treats each other with respect, and represents the district with integrity and honesty.

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# Goals









**Goal 1: STUDENT SUCCESS:** \* Student Safety & Well Being \* Academic Growth \* College Career Military Readiness

**Performance Objective 1:** By June 2025, 65% of students in Special Education and 3rd-5th grade students taking the STAAR state assessment in reading/writing, math, and/or science will achieve a minimum of approaches.

## 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 Details	Reviews			
<b>Strategy 1:</b> 100% of the students in PK-5th grade will receive instruction through Guided Reading and Guided Math to close the learning gaps. <b>Strategy's Expected Result/Impact:</b> Closing the gap due to learning loss due to informal instruction and lack of structured instruction during COVID and distance learning. <b>Staff Responsible for Monitoring:</b> Educator, IC and Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Accomplished

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Students receiving Special Education services will receive individualized interventions based on their IEP's. <b>Strategy's Expected Result/Impact:</b> Students will continue to close the gaps in their learning and continue to show growth in their State Assessments. <b>Staff Responsible for Monitoring:</b> Teachers, SPED Educators & Aides, IC and Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 3		Formative			Summative
		Nov	Jan	Mar	June
		 Accomplished	 Accomplished	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue					

#### Performance Objective 1 Problem Statements:









Student Learning
<b>Problem Statement 2:</b> Although struggling students are receiving intensive interventions they continue to need academic support. <b>Root Cause:</b> Students' access to support at home is miniscule and students still struggle to close the academic gaps and make connections.
<b>Problem Statement 3:</b> Students continue to struggle in Math and Reading and are not academically meeting the State Standards. <b>Root Cause:</b> Students who are now in 3rd-5th grade lack the fundamental knowledge to be successful at their grade level due to minimal support and lack of targeted, strategic, purposeful instruction/interventions.
School Processes & Programs
<b>Problem Statement 3:</b> Academic programs that offer targeted support lack consistency and continuous monitoring for student growth or remediation. <b>Root Cause:</b> Academic programs that have shown to be academically successful with our students may be lost due to lack of funding.









**Goal 1: STUDENT SUCCESS:** \* Student Safety & Well Being \* Academic Growth \* College Career Military Readiness

**Performance Objective 2:** In 2024-2025, DDE students in 3rd-5th grade will improve their STAAR scores to the meets and mastery level in Math, Reading , and Science at a minimum of an additional 5% on all tests.

**HB3 Goal**

**Evaluation Data Sources:** Interim Assessments, Benchmarks, BOY, MOY and EOY data. 2024 STAAR Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Effective 1st teach and research of concepts students are not mastering at an 85% level. <b>Staff Responsible for Monitoring:</b> IC Principal and Teachers  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> School Processes & Programs 1, 3 <b>Funding Sources:</b> Instructional Coach - 211-Title I-Part A - \$83,500, At-Risk Instructional - 185-State Compensatory Education - \$108,042, Curipod - 185-State Compensatory Education - \$1,500, Accelerate Learning-Stemscopes - 185-State Compensatory Education - \$4,667.30	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students struggling in the core subjects will receive additional support through FIT (Falcon Intervention Time), Accelerated Instruction (readiness enrichment and development) and Guided Reading and Math Instruction <b>Strategy's Expected Result/Impact:</b> An increase in student academic success. <b>Staff Responsible for Monitoring:</b> IC Admin  <b>Title I:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will receive targeted instruction on Math, Reading and Science through small group instruction to enhance their learning of basic mathematical and reading skills. <b>Strategy's Expected Result/Impact:</b> Students will be targeted on the gaps each student has to accelerate their learning. <b>Staff Responsible for Monitoring:</b> Teacher, IC, Admin  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2, 3 - School Processes & Programs 3 <b>Funding Sources:</b> KAMICO Instructional Media Inc - 185-State Compensatory Education - \$305, KAMICO Instructional Media Inc - Spanish - 185-State Compensatory Education - \$305	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> Although struggling students are receiving intensive interventions they continue to need academic support. <b>Root Cause:</b> Students' access to support at home is miniscule and students still struggle to close the academic gaps and make connections.
<b>Problem Statement 3:</b> Students continue to struggle in Math and Reading and are not academically meeting the State Standards. <b>Root Cause:</b> Students who are now in 3rd-5th grade lack the fundamental knowledge to be successful at their grade level due to minimal support and lack of targeted, strategic, purposeful instruction/interventions.
School Processes & Programs
<b>Problem Statement 1:</b> Data in assessments are not given the importance and not being consistently used throughout grade levels. <b>Root Cause:</b> Not all teachers understand how to utilize and analyze the data. Continued support and training is needed for clarification.
<b>Problem Statement 3:</b> Academic programs that offer targeted support lack consistency and continuous monitoring for student growth or remediation. <b>Root Cause:</b> Academic programs that have shown to be academically successful with our students may be lost due to lack of funding.

**Goal 1: STUDENT SUCCESS:** \* Student Safety & Well Being \* Academic Growth \* College Career Military Readiness

**Performance Objective 3:** 100% of DDE students in grades PreK-5th will participate in one to two PLTW modules a year.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All grade levels PreK-5th grade will participate in the PLTW program. At a minimum of one module per semester for PreK-5th grades .  <b>Strategy's Expected Result/Impact:</b> Improved science, technology and math instruction, which will result in higher academic success. <b>Staff Responsible for Monitoring:</b> Teachers  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 5 <b>Funding Sources:</b> PLTW Subscription - 185-State Compensatory Education - \$950	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Some Progress	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Accomplished
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

**Performance Objective 3 Problem Statements:**













Student Learning
<b>Problem Statement 5:</b> PLTW requires many items to be purchased and refurbished with limited budget. <b>Root Cause:</b> Consumables for PLTW kits need to be consistently and continuously replaced in order to complete the hands on activities.



**Goal 1: STUDENT SUCCESS:** \* Student Safety & Well Being \* Academic Growth \* College Career Military Readiness

**Performance Objective 4:** In 2024-2025, 100% of students that are considered highly mobile, ELL, migrant and academically at risk will be identified and will receive an intervention plan through the MTSS/RTI Committee and /or the Student Study Team to graduate with their cohorts.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> During the first 9 weeks of school teachers will identify academic, emotional, and physical needs of highly mobile, ELL, and students in need of intervention by the MTSS/RTI/Student Study Team composed of the child's teacher, counselor, parent, instructional coordinator and/or a campus administrator.  <b>Strategy's Expected Result/Impact:</b> Provide individualized instruction to these populations and closed the achievement gap.  <b>Staff Responsible for Monitoring:</b> Provide individualized instruction to these populations and closed the achievement gap.  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide Intersession accelerated sessions during the Saturday School and Spring for students at risk in grades Pre-K-5th grade. Students will also receive Summer School as needed.  <b>Strategy's Expected Result/Impact:</b> Close the academic gap <b>Staff Responsible for Monitoring:</b> Principal  <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 Considerable	 Considerable	 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 4 Problem Statements:**

### Student Learning

**Problem Statement 2:** Although struggling students are receiving intensive interventions they continue to need academic support. **Root Cause:** Students' access to support at home is miniscule and students still struggle to close the academic gaps and make connections.













### School Processes & Programs

**Problem Statement 3:** Academic programs that offer targeted support lack consistency and continuous monitoring for student growth or remediation. **Root Cause:** Academic programs that have shown to be academically successful with our students may be lost due to lack of funding.

**Goal 1: STUDENT SUCCESS:** \* Student Safety & Well Being \* Academic Growth \* College Career Military Readiness

**Performance Objective 5:** By June 2025, 100% of the students in Pre-K, Kindergarten and 5th grade will participate in activities that facilitate a successful transition from the elementary setting to the 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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Coordinate visit to AMS & CMS for all 5th grade students to familiarize students with the campus, campus procedures and classes <b>Strategy's Expected Result/Impact:</b> By systematically addressing the transition process, students with can be prepared to participate in a new learning experience. <b>Staff Responsible for Monitoring:</b> Counselor, teachers, administration  <b>Problem Statements:</b> School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> By May 2025 students in Pre-K and KG will participate in transition activities here on campus and in coordination with Santiago Rodriguez Head Start to facilitate a successful transition to Kindergarten or 1st Grade. <b>Strategy's Expected Result/Impact:</b> By systematically addressing the transition process, students can be prepared to participate in a new learning experience. <b>Staff Responsible for Monitoring:</b> Pre-K and Kindergarten teachers, Head Start Coordinator, Administration  <b>Problem Statements:</b> School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 No Progress	 Some Progress	 Discontinue
 No Progress  Accomplished  Continue/Modify  Discontinue				













**Performance Objective 5 Problem Statements:**

School Processes & Programs
<b>Problem Statement 3:</b> Academic programs that offer targeted support lack consistency and continuous monitoring for student growth or remediation. <b>Root Cause:</b> Academic programs that have shown to be academically successful with our students may be lost due to lack of funding.

**Goal 1: STUDENT SUCCESS:** \* Student Safety & Well Being \* Academic Growth \* College Career Military Readiness

**Performance Objective 6:** By May 2025, DDE will attain an attendance rate of 97.5% 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. Incentives provided to students for attendance requirements achieved.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide classroom incentives for highest attendance based on student survey. <b>Strategy's Expected Result/Impact:</b> Improve attendance and reach 97% overall attendance <b>Staff Responsible for Monitoring:</b> Administration, attendance committee teachers, office staff  <b>Problem Statements:</b> Demographics 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Attendance committee will review and monitor attendance and will meet with parents of those students that are not meeting mandatory attendance as needed. <b>Strategy's Expected Result/Impact:</b> Improve attendance and reach 97% overall attendance <b>Staff Responsible for Monitoring:</b> Administration, attendance committee teachers, office staff Parent Liaison Counselor  <b>Problem Statements:</b> Demographics 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				









**Performance Objective 6 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> Attendance at Deanna Davenport is currently at 96.79% and is affected when few students are out, so funding is a reflection of this. <b>Root Cause:</b> Enrollment continues to increase in lower grades (where attendance is not taken seriously).
<b>Problem Statement 3:</b> Students struggle with failing grades and absences. When students are offered tutoring, few of them attend. <b>Root Cause:</b> Deanna Davenport serves as a hub for our community and many times our students move and travel to their home countries more often than other students who have a stable home.

**Goal 1: STUDENT SUCCESS:** \* Student Safety & Well Being \* Academic Growth \* College Career Military Readiness

**Performance Objective 7:** Students in Pre-K3, Pre-K4, Kindergarten, 1st and 2nd Grade will receive support in reading, math and science through targeted instruction to accelerate their learning and meet grade level standards.

**Evaluation Data Sources:** Beginning, Middle and End of year data and assessments.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide additional resources for students who require different types of instruction and interventions. <b>Strategy's Expected Result/Impact:</b> Students will meet grade level expectations <b>Staff Responsible for Monitoring:</b> Teachers, IC, Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 3 <b>Funding Sources:</b> Waterford - 185-State Compensatory Education - \$2,013	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				









**Performance Objective 7 Problem Statements:**

Student Learning
<b>Problem Statement 3:</b> Students continue to struggle in Math and Reading and are not academically meeting the State Standards. <b>Root Cause:</b> Students who are now in 3rd-5th grade lack the fundamental knowledge to be successful at their grade level due to minimal support and lack of targeted, strategic, purposeful instruction/interventions.

**Goal 2: STAFF SUCCESS:** \* Staff Safety & Well-Being \* Professional Learning & Quality Staff \*Staff Satisfaction

**Performance Objective 1:** DDE will increase teacher attendance rate to 97.5% during 2024-2025 school year.

**Evaluation Data Sources:** Teacher absences will be monitored by administrators.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teacher absences will be monitored to avoid a negative impact in the students learning and academic success. Teacher attendance will be maintained at 98%.  <b>Strategy's Expected Result/Impact:</b> Students will receive instruction from certified teachers 98% of the time ensuring the academic success of their students <b>Staff Responsible for Monitoring:</b> Administration Teachers HR Department  <b>Title I:</b> 2.5, 2.51, 2.53 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				













**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 3:</b> Academic programs that offer targeted support lack consistency and continuous monitoring for student growth or remediation. <b>Root Cause:</b> Academic. programs that have shown to. be academically successful with our students may be lost due to lack of funding.

**Goal 2: STAFF SUCCESS:** \* Staff Safety & Well-Being \* Professional Learning & Quality Staff \*Staff Satisfaction

**Performance Objective 2:** During the 2024-2025 school year, 100% of the teachers, paraprofessionals, and administrators will participate in Professional Development in core subjects, PLC's and pedagogy.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Principal will accrue at least 30 hours of professional development to be able to provide guidance and leadership to teachers and other staff members. <b>Strategy's Expected Result/Impact:</b> Will serve as an instructional role models for teachers as well as students. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Professional development opportunities for teachers as needed in all content areas, technology, PLTW, PE and Fine Arts. <b>Strategy's Expected Result/Impact:</b> Will ensure students are well rounded and college ready. <b>Staff Responsible for Monitoring:</b> CIC, Instructional Coach and Principal  <b>Title I:</b> 2.51, 2.53 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 3, 5	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

Performance Objective 2 Problem Statements:









Student Learning
<p><b>Problem Statement 3:</b> Students continue to struggle in Math and Reading and are not academically meeting the State Standards. <b>Root Cause:</b> Students who are now in 3rd-5th grade lack the fundamental knowledge to be successful at their grade level due to minimal support and lack of targeted, strategic, purposeful instruction/interventions.</p> <p><b>Problem Statement 5:</b> PLTW requires many items to be purchased and refurbished with limited budget. <b>Root Cause:</b> Consumables for PLTW kits need to be consistently and continuously replaced in order to complete the hands on activities.</p>
School Processes & Programs
<p><b>Problem Statement 3:</b> Academic programs that offer targeted support lack consistency and continuous monitoring for student growth or remediation. <b>Root Cause:</b> Academic programs that have shown to be academically successful with our students may be lost due to lack of funding.</p>



**Goal 2: STAFF SUCCESS:** \* Staff Safety & Well-Being \* Professional Learning & Quality Staff \*Staff Satisfaction

**Performance Objective 3:** For the 2024-2025 School Year, DDE Staff Satisfaction will increase. As a campus, Adaptability and Goal Focus will increase and will result in higher OHI scores.

**Evaluation Data Sources:** BOY survey, MOY survey, EOY survey and OHI

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers are provided clear expectations, training and support so that they implement best practices for establishing and maintaining a productive classroom and positive learning environment throughout the school. <b>Strategy's Expected Result/Impact:</b> Students desire to be on campus and a positive learning environment established inside and outside of the classroom. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

**Performance Objective 3 Problem Statements:**

Student Learning
<b>Problem Statement 2:</b> Although struggling students are receiving intensive interventions they continue to need academic support. <b>Root Cause:</b> Students' access to support at home is miniscule and students still struggle to close the academic gaps and make connections.
School Processes & Programs
<b>Problem Statement 4:</b> Students are not only struggling academically, but also emotionally. Students are faced with additional obstacles including behavior and the stamina to remain focused on academia and social emotional areas. <b>Root Cause:</b> Students struggle in social/emotional areas due to a lack of social exposure during the critical years of their schooling due to remote learning.

**Goal 2: STAFF SUCCESS:** \* Staff Safety & Well-Being \* Professional Learning & Quality Staff \*Staff Satisfaction

**Performance Objective 4:** During the 2024-2025 school year, DDE teachers will be student centered and reflective on their TTESS goals and self reflection. This will help them create an SLO that will be tailored to their teaching and growth in the areas of Math.

**Evaluation Data Sources:** SLO Monitoring

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of teachers will use their SLO's to guide their teaching and grow their practice. <b>Strategy's Expected Result/Impact:</b> Growth in student academic achievement in Math. <b>Staff Responsible for Monitoring:</b> Teachers, IC, Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Some Progress	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Accomplished
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				









**Performance Objective 4 Problem Statements:**













Student Learning
<b>Problem Statement 2:</b> Although struggling students are receiving intensive interventions they continue to need academic support. <b>Root Cause:</b> Students' access to support at home is miniscule and students still struggle to close the academic gaps and make connections.

**Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS:** \*Family Engagement \*Community Partnerships \* Customer Satisfaction

**Performance Objective 1:** Throughout 24-25 school year, DDE will Invite 100% of parents to instructional and parenting meetings through written notices, phone master, web page, social media platforms or other form of communication and a minimum of 5 parents will attend the campus monthly meetings.

**Evaluation Data Sources:** Sign-in Sheets and Agendas

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increase parent participation in the education of their children. <b>Staff Responsible for Monitoring:</b> Parent Liaison, campus Administration and Executive Director for Student Support Division  <b>Title I:</b> 4.1, 4.2 <b>Problem Statements:</b> Demographics 2, 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus will hold Title I meetings to maintain parents informed about the campus entitlements and to receive and provide feedback to them. <b>Strategy's Expected Result/Impact:</b> Inform parents and community about the different Entitlements and how funding is used to educate and provide opportunities to their children. <b>Staff Responsible for Monitoring:</b> Parent Liaison, campus Administration and Executive Director for Student Support Division  <b>Problem Statements:</b> Demographics 3	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Accomplished	 Accomplished

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Parents will be invited to meetings with all teachers to share strategies to help students be academically successful. <b>Strategy's Expected Result/Impact:</b> To engage parents in assisting their children to improve their academic performance. <b>Staff Responsible for Monitoring:</b> Teachers Parent Liaison IC Administration  <b>Title I:</b> 4.1, 4.2 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Parent Liaison will increase parent engagement and parent leadership by recruiting parents to participate in CISD district activities, volunteer, Campus CIC, Campus LPAC, and other campus committees. <b>Strategy's Expected Result/Impact:</b> Provide helpful information to parents and community and engage community to participate in the decision making.. <b>Staff Responsible for Monitoring:</b> Parent Liaison & Principal  <b>Problem Statements:</b> Demographics 3 <b>Funding Sources:</b> Parent Liaison - 211-Title I-Part A - \$34,500	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> Attendance at Deanna Davenport is currently at 96.79% and is affected when few students are out, so funding is a reflection of this. <b>Root Cause:</b> Enrollment continues to increase in lower grades (where attendance is not taken seriously).  <b>Problem Statement 3:</b> Students struggle with failing grades and absences. When students are offered tutoring, few of them attend. <b>Root Cause:</b> Deanna Davenport serves as a hub for our community and many times our students move and travel to their home countries more often than other students who have a stable home.













### Student Learning

**Problem Statement 2:** Although struggling students are receiving intensive interventions they continue to need academic support. **Root Cause:** Students' access to support at home is miniscule and students still struggle to close the academic gaps and make connections.

**Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS:** \*Family Engagement \*Community Partnerships \* Customer Satisfaction

**Performance Objective 2:** 100% of objectives and activities described in the DDE Parenting Component of the School Support Division Action Plan will be completed by May 2025.

**Evaluation Data Sources:** Acknowledgment signing sheets

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Parents will receive and acknowledge the Campus Parent Compact and Parent Policy during the first semester. <b>Strategy's Expected Result/Impact:</b> Inform parents about educational opportunities <b>Staff Responsible for Monitoring:</b> Parent Liaison Principal  <b>Title I:</b> 4.1, 4.2 <b>Problem Statements:</b> Demographics 2, 3	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> DDE will increase community participation to include parents, grandparents, legal guardians and other family members to become involved in the education of DDE students. <b>Strategy's Expected Result/Impact:</b> Attendance sign-in sheets. <b>Staff Responsible for Monitoring:</b> Parent Liaison & Principal  <b>Problem Statements:</b> Demographics 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> Attendance at Deanna Davenport is currently at 96.79% and is affected when few students are out, so funding is a reflection of this. <b>Root Cause:</b> Enrollment continues to increase in lower grades (where attendance is not taken seriously).













### Demographics

**Problem Statement 3:** Students struggle with failing grades and absences. When students are offered tutoring, few of them attend. **Root Cause:** Deanna Davenport serves as a hub for our community and many times our students move and travel to their home countries more often than other students who have a stable home.

**Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS:** \*Family Engagement \*Community Partnerships \* Customer Satisfaction

**Performance Objective 3:** Through community relationships, 100% of DDE students in kindergarten through fifth grade will participate in Career and College Awareness presentations to prepare them for the future.

**Evaluation Data Sources:** Documentation on all Career Awareness events and activities.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> To prepare students to pursue education beyond their K-12th educational experience. <b>Staff Responsible for Monitoring:</b> Counselor Teachers  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Connect high school to career and college <b>Problem Statements:</b> School Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> To prepare students for success beyond their K-5th experience through activities around career exploration. <b>Strategy's Expected Result/Impact:</b> To prepare students for success beyond their K-5th experience through activities around career exploration. <b>Staff Responsible for Monitoring:</b> Counselor Teachers  <b>Problem Statements:</b> School Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 3 Problem Statements:**











### School Processes & Programs

**Problem Statement 4:** Students are not only struggling academically, but also emotionally. Students are faced with additional obstacles including behavior and the stamina to remain focused on academia and social emotional areas. **Root Cause:** Students struggle in social/emotional areas due to a lack of social exposure during the critical years of their schooling due to remote learning.

**Goal 4: FISCAL AND OPERATIONAL SYSTEMS:** \* Fiscal Responsibility \* Strategic Allocation of Resources \* Planning for Growth \* Well Maintained Facilities

**Performance Objective 1:** By December 2024 all campus employees will receive EOP training (Emergency Operation Planning) in emergency protocols and reunification protocols.

**Evaluation Data Sources:** Sign in Sheet with EOP Procedures and BOY Training from Security Dept.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Update the Emergency Operations Plan and provide training as needed. <b>Strategy's Expected Result/Impact:</b> Planning team ensures processes and procedures for safety <b>Staff Responsible for Monitoring:</b> Office Manager & Principal  <b>Problem Statements:</b> School Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
				
	Accomplished	Accomplished	Accomplished	Accomplished
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 4:</b> Students are not only struggling academically, but also emotionally. Students are faced with additional obstacles including behavior and the stamina to remain focused on academia and social emotional areas. <b>Root Cause:</b> Students struggle in social/emotional areas due to a lack of social exposure during the critical years of their schooling due to remote learning.

**Goal 4: FISCAL AND OPERATIONAL SYSTEMS:** \* Fiscal Responsibility \* Strategic Allocation of Resources \* Planning for Growth \* Well Maintained Facilities

**Performance Objective 2:** During the 2024-2025 school year, 100% of DDE staff and students will implement the MTSS & School Wide Positive Behavior Intervention Support (PBIS) framework for establishing the social culture and behavioral supports needed for a school to be an effective and safe learning environment for all students.

**Evaluation Data Sources:** TEAMS data for student referrals

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> MTSS/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.  <b>Strategy's Expected Result/Impact:</b> Improved Behavior and Attendance at DDE. <b>Staff Responsible for Monitoring:</b> Principal Counselor PBIS Committee  <b>Problem Statements:</b> School Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Some Progress	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Accomplished
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 4:</b> Students are not only struggling academically, but also emotionally. Students are faced with additional obstacles including behavior and the stamina to remain focused on academia and social emotional areas. <b>Root Cause:</b> Students struggle in social/emotional areas due to a lack of social exposure during the critical years of their schooling due to remote learning.

**Goal 4: FISCAL AND OPERATIONAL SYSTEMS:** \* Fiscal Responsibility \* Strategic Allocation of Resources \* Planning for Growth \* Well Maintained Facilities

**Performance Objective 3:** In 2024-2025, 100% of students at Deanna Davenport Elementary will receive SEL (Social Emotional Learning) instruction and support from classroom instruction and counselor support.

**HB3 Goal**

**Evaluation Data Sources:** Classroom Lesson Plans  
Counseling Lesson Plans  
Implementation Walkthrough Data,  
SEL Objectives clearly posted

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Counselor will provide SEL lessons to all grade levels and will provide resources for teachers to implement SEL activities in the classroom. <b>Strategy's Expected Result/Impact:</b> Students will feel emotionally supported and they will perform academically at higher levels. <b>Staff Responsible for Monitoring:</b> Counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 4		Formative			Summative
		Nov	Jan	Mar	June
		<div><div></div></div> Some Progress	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Accomplished
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>					









**Performance Objective 3 Problem Statements:**

School Processes & Programs
<b>Problem Statement 4:</b> Students are not only struggling academically, but also emotionally. Students are faced with additional obstacles including behavior and the stamina to remain focused on academia and social emotional areas. <b>Root Cause:</b> Students struggle in social/emotional areas due to a lack of social exposure during the critical years of their schooling due to remote learning.

**Goal 4: FISCAL AND OPERATIONAL SYSTEMS:** \* Fiscal Responsibility \* Strategic Allocation of Resources \* Planning for Growth \* Well Maintained Facilities

**Performance Objective 4:** During the 2024-2025 school year, all State Comp and Title 1 Funds will be properly allocated to serve our at-risk and economically disadvantaged students. 100% of those funds will be spent to meet the needs of students in those categories.

**Evaluation Data Sources:** Monthly Budget Reports

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> On a monthly basis administration in conjunction with the office manager will monitor the usage of any state comp funds and title I funds. <b>Strategy's Expected Result/Impact:</b> 100% usage of funds received to be used for strategic planning to assist students who are at risk. <b>Staff Responsible for Monitoring:</b> Principal and Office Manager  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Demographics 3 - Student Learning 3		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue					

**Performance Objective 4 Problem Statements:**

Demographics
<b>Problem Statement 3:</b> Students struggle with failing grades and absences. When students are offered tutoring, few of them attend. <b>Root Cause:</b> Deanna Davenport serves as a hub for our community and many times our students move and travel to their home countries more often than other students who have a stable home.
Student Learning
<b>Problem Statement 3:</b> Students continue to struggle in Math and Reading and are not academically meeting the State Standards. <b>Root Cause:</b> Students who are now in 3rd-5th grade lack the fundamental knowledge to be successful at their grade level due to minimal support and lack of targeted, strategic, purposeful instruction/interventions.

**Goal 5: TECHNOLOGY RESOSURCES:** \* Apple Refresh 1:1 \* Wireless access/Testing \* Infrastructure/Safety \* Community Connectivity

**Performance Objective 1:** By September 2024 all students will have either a laptop or iPad that has been provided by the District to enhance Project Based Learning and implementation of TEKS throughout the 2024-25 school year.

**Evaluation Data Sources:** Check - Out system

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Accomplished
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 3:</b> Students continue to struggle in Math and Reading and are not academically meeting the State Standards. <b>Root Cause:</b> Students who are now in 3rd-5th grade lack the fundamental knowledge to be successful at their grade level due to minimal support and lack of targeted, strategic, purposeful instruction/interventions.</p> <p><b>Problem Statement 5:</b> PLTW requires many items to be purchased and refurbished with limited budget. <b>Root Cause:</b> Consumables for PLTW kits need to be consistently and continuously replaced in order to complete the hands on activities.</p>