

Canutillo Independent School District



Deanna Davenport Elementary School

2025-2026 Campus Improvement Plan

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.

Value Statement

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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In Canutillo ISD, We Believe:

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

There is continued need for additional curriculum support in all aspects. Educators are expected to do more with less in the classroom. Some classes are over crowded, but expected to perform academically through overcrowded classrooms, missing textbooks and no funding for additional interventionists like academic tutors.

Demographics

Summary

Deanna Davenport is a diversified campus that serves the greater community of Westway. Our campus is 100% Title I Campus with a stable community and population. Our enrollment fluctuates from 280 students to 306. Although Deanna Davenport is a smaller campus, our campus continues to provide students with many opportunities to grow academically and socially. Our campus currently serves 18 students through Intra-District Transfers to Deanna Davenport from other CISD campuses and 9 out of District Transfer to Deanna Davenport. We welcome all students and we pride ourselves in being inclusive and a campus that is welcoming to all students regardless of their struggles and socioeconomic status.

Our Current Attendance rate as of 3-21-25 is 94.49%

For the 1st year ever, we have a PTO that has helped provide additional activities and support for our campus. Our parent liaison has had many parents sign up as volunteers and parent/community meetings which have led to more parent involvement. Our campus Mother/Daughter Father/Son program has been more involved with our community. They collaborated with the student leadership group and had a community clean up.

Our campus has established strong partnerships with local community businesses, and the ongoing support from these partnerships has had a positive impact on student opportunities and campus initiatives.

School Population

| | Count | Percent |
|------------------------|------------|-------------|
| Student Total | 304 | 100% |
| Early Education Grade | 3 | 0.99% |
| Pre-Kindergarten Grade | 55 | 18.09% |
| Kindergarten Grade | 36 | 11.84% |
| 1st Grade | 40 | 13.16% |
| 2nd Grade | 43 | 14.14% |
| 3rd Grade | 49 | 16.12% |
| 4th Grade | 46 | 15.13% |
| 5th Grade | 32 | 10.53% |

Student Demographics

| | Count | Percent |
|------------------------------------|-------|---------|
| Gender | | |
| Female | 137 | 45.07% |
| Male | 167 | 54.93% |
| Ethnicity | | |
| Hispanic-Latino | 294 | 96.71% |
| Race | | |
| American Indian - Alaskan Native | 1 | 0.33% |
| Asian | 0 | 0.00% |
| Black - African American | 2 | 0.66% |
| Native Hawaiian - Pacific Islander | 0 | 0.00% |
| White | 6 | 1.97% |
| Two-or-More | 1 | 0.33% |

Student Programs

| | Count | Percent |
|---|-------|---------|
| Dyslexia | 5 | 1.64% |
| Gifted and Talented | 27 | 8.88% |
| Regional Day School Program for the Deaf | 0 | 0.00% |
| Section 504 | 4 | 1.32% |
| Special Education (SPED) | 41 | 13.49% |
| Bilingual/ESL | | |
| Emergent Bilingual (EB) | 134 | 44.08% |
| Bilingual | 125 | 41.12% |
| English as a Second Language (ESL) | 2 | 0.66% |
| Alternative Methods for Bilingual Education | 0 | 0.00% |
| Alternative Methods for ESL | 0 | 0.00% |
| Title I Part A | | |
| Schoolwide Program | 304 | 100.00% |
| Targeted Assistance | 0 | 0.00% |
| Targeted Assistance Previously Participated | 0 | 0.00% |
| Title I Homeless | 0 | 0.00% |
| Neglected | 0 | 0.00% |

Student Indicators

| | Count | Percent |
|---|-------|---------|
| At-Risk | 217 | 71.38% |
| Foster Care | 0 | 0.00% |
| IEP Continuer | 0 | 0.00% |
| Immigrant | 9 | 2.96% |
| Intervention Indicator | 0 | 0.00% |
| Migratory | 7 | 2.30% |
| Military Connected | 15 | 4.93% |
| Transfer In Students | 10 | 3.2895% |
| Unschooling Asylee/Refugee | 0 | 0% |
| Economic Disadvantage | | |
| Economic Disadvantage Total | 262 | 86.18% |
| Free Meals | 236 | 77.63% |
| Reduced-Price Meals | 26 | 8.55% |
| Other Economic Disadvantage | 0 | 0.00% |
| Homeless and Unaccompanied Youth | | |
| Homeless Status Total | 8 | 2.63% |
| Shelter | 0 | 0.00% |
| Doubled Up | 4 | 1.32% |
| Unsheltered | 4 | 1.32% |
| Hotel/Motel | 0 | 0.00% |
| Not Unaccompanied Youth | 5 | 1.64% |
| Is Unaccompanied Youth | 3 | 0.99% |

Special Education Services

| | Count | Percent |
|-----------------------------|-------|---------|
| Primary Disabilities | | |
| No Disability | 1 | 2.44% |
| Orthopedic impairment | 0 | 0.00% |
| Other health impairment | 4 | 9.76% |

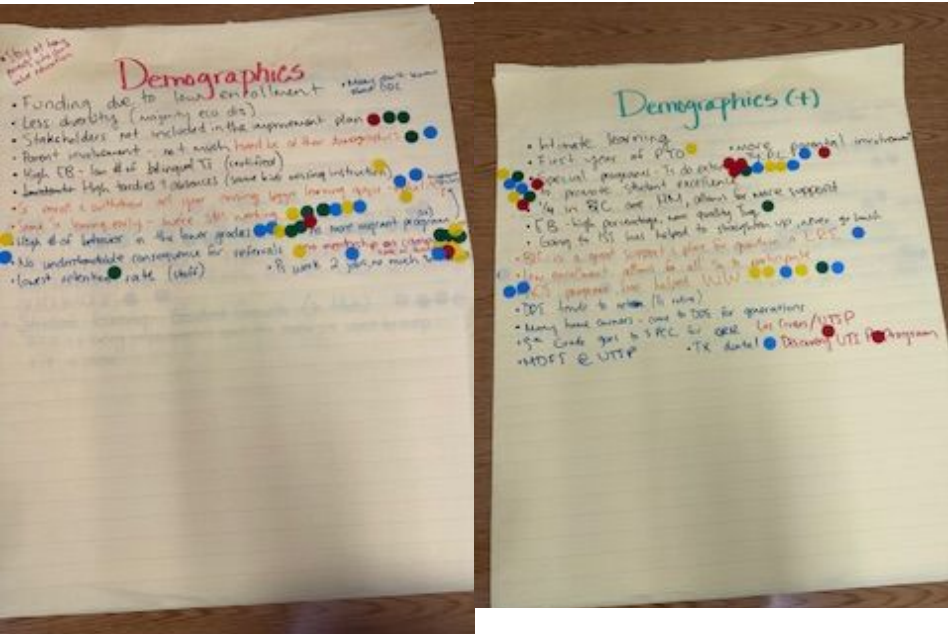
| | | |
|--------------------------------|----|--------|
| Auditory impairment | 0 | 0.00% |
| Visual impairment | 0 | 0.00% |
| Deaf-Blind | 0 | 0.00% |
| Intellectual disability | 2 | 4.88% |
| Emotional disturbance | 4 | 9.76% |
| Learning disability | 10 | 24.39% |
| Speech impairment | 19 | 46.34% |
| Autism | 1 | 2.44% |
| Developmental delay | 0 | 0.00% |
| Traumatic brain injury | 0 | 0.00% |
| Noncategorical early childhood | 0 | 0.00% |

Instructional Settings

| | | |
|---------------------------|----|--------|
| Speech Therapy | 19 | 46.34% |
| Homebound | 0 | 0.00% |
| Hospital Class | 0 | 0.00% |
| Mainstream | 3 | 7.32% |
| Resource Room | 15 | 36.59% |
| VAC | 0 | 0.00% |
| Off Home Campus | 0 | 0.00% |
| State School | 0 | 0.00% |
| Residential Care | 0 | 0.00% |
| Self Contained | 4 | 9.76% |
| Full-Time Early Childhood | 0 | 0.00% |
| Nonpublic Day School | 0 | 0.00% |

Staff Information

| | Count | Percent |
|------------------------|-------|---------|
| Administrative Support | 6 | 15.79% |
| Teacher | 26 | 68.42% |
| Educational Aide | 6 | 15.79% |
| Auxiliary | 0 | 0.00% |



| Program | Count |
|----------------------------|--------------|
| LEP Students | 132 |
| In Custody/Referred to DPS | 9 |
| Homeless | 6 |
| 504 | 6 |
| SPED | 47 |
| Immigrant | 9 |
| Migrant | 10 |
| GT | 30 |

PK 49 Hispanic: 25 Female, 24 Male
1 White: 1 Male

KG 1 American Indian: 1 Female
33 Hispanic: 14 Female, 19 Male
1 White: 1 Female

01 1 Black: 1 Male
37 Hispanic: 22 Female, 15 Male
1 White; 1 Male

02 1 Black: 1 Male
43 Hispanic: 18 Female, 25 Male

03 46 Hispanic: 27 Female, 19 Male
2 White: 2 Male

04 1 Black: 1 Male
42 Hispanic: 17 Female, 25 Male
1 Two or More races: 1 Female
1 White: 1 Female

05 36 Hispanic: 14 Female, 22 Male

Total Female: 141
Total Male: 160

Strengths

- PTO Establishment
- Earned Purple Star
- Higher Community Involvement
- ACE Program supports academics

- Teacher tutor to close gaps that may occur due to minimal support at home.

Problem Statements Identifying Demographics Needs

| | Problem Statement | Root Cause |
|--------|---|--|
| 1 ★ | Although attendance is better this year than last, attendance continues to be an issue. | Parents do not have an understanding on how detrimental absences are to the students education |
| 2 ★ | Continued academic support for students is needed | Lack of academic support given from guardians at home |
| 3 ★ | There is minimal parental support for academics | We continue to experience an influx of students with high mobility who withdraw and return to DDE with larger academic gaps. |
| 4 ★ | Behavior in the lower grades is repetitive due to few consequences that can be given. | Discipline Code does not allow for ISS for students in Pre-k and Kinder. |

★ = Priority

Student Learning

Summary

Students really struggled last year to focus on their academics with the closure of Deanna Davenport looming yet again for the 3rd time. The morale of the campus focused on survival vs. academics. Teachers were trying to teach strategies to help students adapt to the new STAAR 2.0.

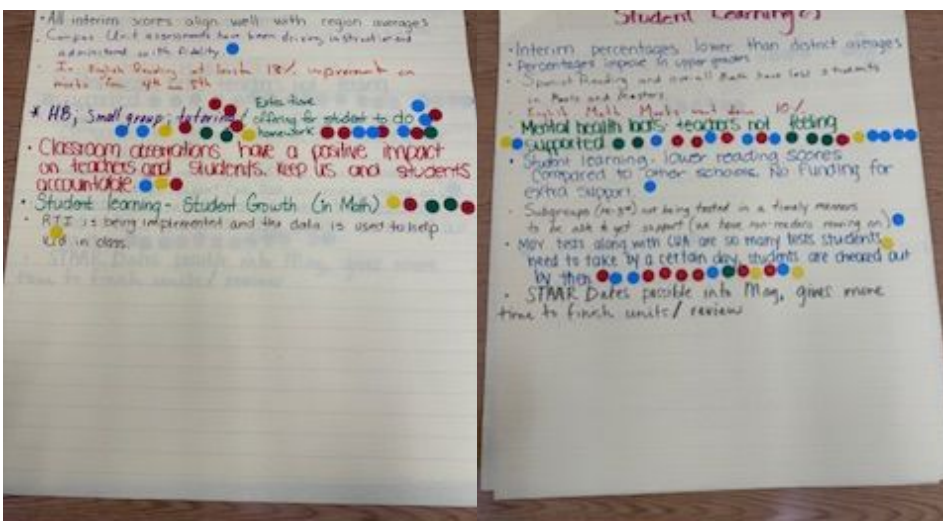
For 2023-2024 many changes occurred when teachers heard we would be closing and there was turnover that was not expected, resulting in lower academic rigor, performance and lower STAAR scores.

| STAAR 3-8 Performance Report for (071907102) - Deanna Davenport EL | | | | | | | | | | | | | | | | | | | | | |
|--|--------------|------------------|----------|-------|-----------------|------------------|-------|-------------------|------|--------|----------------|---------------|------------|----------------|-------------|-----------------|---------|-------------|---------|-------------|------------------------|
| Approaches or Above All | | | | | | | | | | | | | | | | | | | | | |
| | All Students | African American | Hispanic | White | American Indian | Pacific Islander | Asian | Two or More Races | Male | Female | SPED (Current) | SPED (Former) | Cont. Enr. | Non Cont. Enr. | Econ Disadv | Non Econ Disadv | At Risk | Non At Risk | Migrant | Non Migrant | EL Current & Monitored |
| Subject Area - STAAR 3-8 Reading | | | | | | | | | | | | | | | | | | | | | |
| 2024 | 77% | N/A | 78% | N/A | N/A | N/A | N/A | N/A | 72% | 85% | 61% | 67% | N/A | 77% | 76% | 89% | 70% | 90% | 100% | 77% | 86% |
| 2023 | 79% | N/A | 79% | 100% | N/A | N/A | N/A | N/A | 73% | 86% | 40% | 67% | 81% | 73% | 77% | 100% | 68% | 100% | 100% | 79% | 76% |
| 2022 | 83% | N/A | 83% | 100% | N/A | N/A | N/A | N/A | 80% | 86% | 53% | 100% | 89% | 64% | 82% | 89% | 78% | 97% | 100% | 82% | 82% |
| 2021 | 74% | 100% | 75% | 50% | N/A | N/A | N/A | N/A | 82% | 64% | 25% | 100% | 72% | 81% | 73% | 89% | 66% | 90% | 100% | 74% | 73% |
| Subject Area - STAAR 3-8 All Reading | | | | | | | | | | | | | | | | | | | | | |
| 2021 | 100% | N/A | 100% | N/A | N/A | N/A | N/A | N/A | 100% | N/A | 100% | N/A | N/A | 100% | 100% | N/A | N/A | 100% | N/A | 100% | N/A |
| Subject Area - STAAR 3-8 Mathematics | | | | | | | | | | | | | | | | | | | | | |
| 2024 | 65% | N/A | 65% | N/A | N/A | N/A | N/A | N/A | 68% | 60% | 63% | 67% | N/A | 65% | 65% | 67% | 56% | 81% | 100% | 64% | 61% |
| 2023 | 70% | N/A | 70% | N/A | N/A | N/A | N/A | N/A | 72% | 67% | 29% | 67% | 78% | 47% | 68% | 90% | 60% | 89% | 100% | 69% | 70% |
| 2022 | 71% | N/A | 71% | N/A | N/A | N/A | N/A | N/A | 75% | 67% | 26% | 67% | 75% | 57% | 68% | 83% | 66% | 86% | 100% | 70% | 67% |
| 2021 | 66% | N/A | 67% | 50% | N/A | N/A | N/A | N/A | 66% | 67% | 50% | 100% | 69% | 57% | 68% | 56% | 66% | 67% | N/A | 67% | 78% |
| Subject Area - STAAR 3-8 All Mathematics | | | | | | | | | | | | | | | | | | | | | |
| 2021 | 100% | N/A | 100% | N/A | N/A | N/A | N/A | N/A | 100% | N/A | 100% | N/A | N/A | 100% | 100% | N/A | N/A | 100% | N/A | 100% | N/A |
| Subject Area - STAAR 3-8 Writing | | | | | | | | | | | | | | | | | | | | | |
| 2021 | 68% | 100% | 67% | N/A | N/A | N/A | N/A | N/A | 60% | 80% | N/A | N/A | 65% | 78% | 70% | 50% | 71% | 63% | 100% | 67% | 86% |
| Subject Area - STAAR 3-8 Science | | | | | | | | | | | | | | | | | | | | | |
| 2024 | 50% | N/A | 51% | N/A | N/A | N/A | N/A | N/A | 42% | 56% | 38% | 50% | N/A | 50% | 48% | 75% | 31% | 94% | N/A | 50% | 37% |
| 2023 | 76% | N/A | 76% | N/A | N/A | N/A | N/A | N/A | 75% | 76% | 40% | N/A | 86% | 44% | 73% | 100% | 72% | 83% | 100% | 75% | 72% |
| 2022 | 85% | N/A | 85% | N/A | N/A | N/A | N/A | N/A | 91% | 75% | 60% | 100% | 84% | 88% | 83% | 100% | 83% | 100% | 100% | 84% | 81% |
| 2021 | 61% | N/A | 64% | N/A | N/A | N/A | N/A | N/A | 65% | 53% | 67% | N/A | 71% | 38% | 67% | 20% | 46% | 87% | N/A | 61% | 56% |
| Subject Area - STAAR 3-8 All Science | | | | | | | | | | | | | | | | | | | | | |
| 2021 | 100% | N/A | 100% | N/A | N/A | N/A | N/A | N/A | 100% | N/A | 100% | N/A | N/A | 100% | 100% | N/A | N/A | 100% | N/A | 100% | N/A |

This year we used the data from previous years to really hone in on what we needed to do differently. We were very fortunate to have Curriculum and Instruction provide additional support in Math, which has made a significant difference on how teachers are utilizing the HQIM (High quality instructional materials) and RBIS (Research Based Instructional Strategies).

Curriculum and Instruction has provided our educators with specific materials to be used for instruction and our campus has fully embraced the curriculum.





Strengths

- Classroom Observations have a positive impact, keep students and teachers accountable
- Interim scores align well with region averages
- Student growth is evidence in math and reading based on interim assessments
- RTI implemented, data is used to help students in class
- Small group instruction and tutoring

Problem Statements Identifying Student Learning Needs

| | Problem Statement | Root Cause |
|--------|--|---|
| 1 ★ | There is a need for more individualized interventions for students at risk of failing. | Lack of funding for additional academic tutors |
| 2 ★ | Students are being placed in the next grade level without meeting current grade level | Lack of interventionists and targeted support |
| 3 ★ | PK-2nd graders do not have common assessments that provide quick timely feedback | BOY, MOY, EOY assessments are lengthy and take a substantial amount of time to obtain and may be inaccurate. |
| 4 ★ | Students are not identified with special needs in a timely manner | The amount of students being referred thru MTSS outnumbers the SPED staff. We have students who have been waiting for a comprehensive test for over a year. |
| 5 ★ | PLTW requires many items to be purchased and refurbished with limited budget. | Consumables for PLTW kits need to be consistently and continuously replaced in order to complete the hands on activities. |

6
★

Students continue to struggle with Reading and Math in Pk-2nd and subsequently in 3rd-5th when critical thinking is necessary to be successful in STAAR

Lack of early childhood success, motivation, independence and academic instruction trickles to failure on standardized tests.

7
★

Technology that was purchased during Covid cannot be updated and minimal funds are available to refurbish and acquire new ones.

Lack of technology funds to acquire new updated laptops, google chromes and ipads.

★ = Priority

School Processes & Programs

Summary

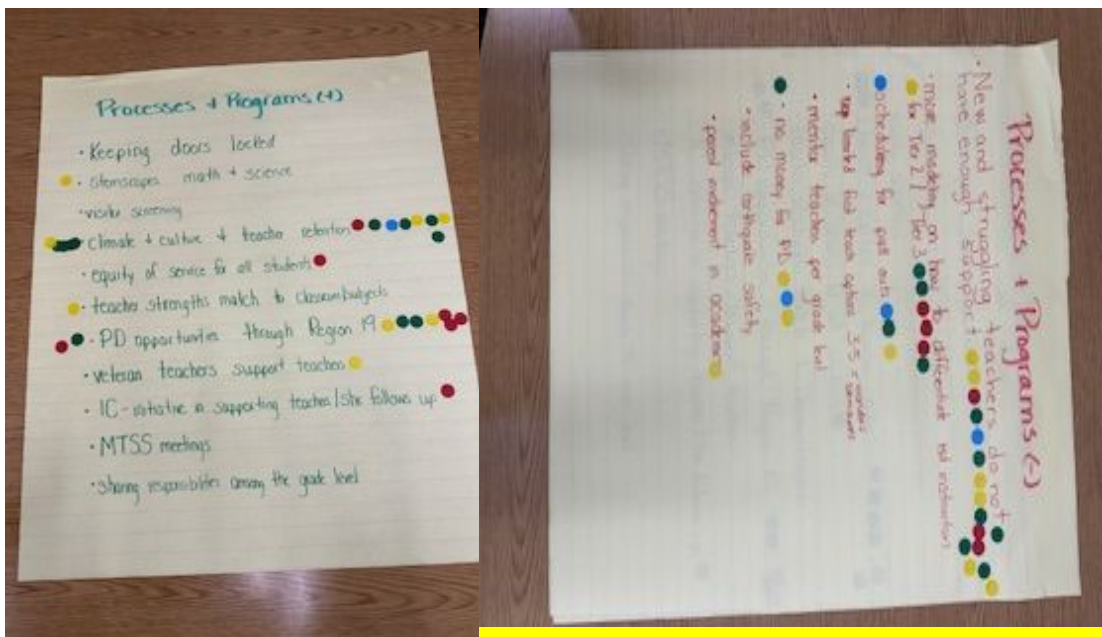
We continue to be mindful of the goals we have set here at Deanna Davenport Elementary. Our Campus is focused on being PLC and data driven which means holding one another accountable for District Initiatives. As a team we have focused on the Curriculum that the District has set forth. We continue to work with C&I for guidance and clarification that benefits student learning.

Our students are able to participate in ACE after school which helps them with their academics and after school activities. Students can join different clubs and activities such as UIL, Mother/Daughter, Father/Son, Robotics, Girls Who Code, Music, Choir, Basketball and Folklorico. Our students have the opportunities to compete within our District and participate in different conferences that enhance their opportunities for the future. This year our Counselor was able to participate and complete the process for the Student Council TEPSA Designation.

We continue to be a PLTW and NPFH campus.

Through the new MTSS Process, students are being identified earlier to get assistance timely even though SPED testing may take longer.

Our teachers have done an amazing job at supporting our students with interventions, tutoring and accelerated instruction. They collaborate effectively in their PLC's to provide one another feedback on instruction and procedures.



Strengths

- Process for visitors
- Teacher strengths match to classroom/subjects
- Instructional Coach supports teachers and follows-up
- Consistent MTSS meetings
- Culture and Climate for teacher retention

Problem Statements Identifying School Processes & Programs Needs

| | Problem Statement | Root Cause |
|--------|---|--|
| 1 ★ | New Teachers find it hard to navigate through all resources at CISD, Curriculum and expectations | Every campus has different programs and processes that New Educators may need to become accustomed to and trained in (i.e. TEAMS, StemScopes, Eduphoria, etc.) |
| 2 ★ | Our curriculum: Wonders, StemScopes and Savvas have many resources that teachers are finally implementing but still need time to implement with fidelity. | Continued assistance and follow-up trainings are needed in order to ensure educators are proficient in all areas of the curriculum (that is a non-negotiable). Teachers, in the past, were able to utilize curriculum and instruction as they wanted, and not fully trained to use them to their entirety or full functionality. |
| 3 ★ | Lack of funding for additional teachers makes it difficult to schedule all students for their interventions. | Students continue to have academic gaps when enrolling in school and lack of funding makes it difficult to help all students in a timely manner (PK_2nd) |
| 4 ★ | EOP cannot be implemented entirely. Radios, go-buckets and snacks are not consistently replenished. | Funding for these items is not sufficient to purchase two-way radios and replenish items for the go-buckets. |
| 5 ★ | Teacher leaders need to continue to train teachers on differentiated instruction | Expectations for students is becoming more demanding due to the curriculum. As educators, more training is needed in order to utilize the different acceptable interventions available. |

★ = Priority

Perceptions

Summary


Student Support Services conducted a survey of our Campus Culture and Climate. Our scores show that students, teachers and family (Although we have very few parents ever complete the surveys)

| Elementary Climate Survey | | | | | | | |
|---|-----------|-----------|-----------------|-----------|-----------|-----------|------------------|
| Elementary Student Survey (3rd-5th Grade) | | | | | | | |
| | BCE (151) | CES (237) | GES (157) | RES (281) | DDE (130) | JDE (187) | District Average |
| Climate Total | 3.40 | 3.30 | 3.30 | 3.30 | 3.30 | 3.30 | 3.32 |
| School Connectedness & Belonging | 3.40 | 3.40 | 3.30 | 3.30 | 3.40 | 3.30 | 3.35 |
| Staff-Student Relationships | 3.70 | 3.60 | 3.60 | 3.50 | 3.60 | 3.50 | 3.58 |
| Peer Relationships/Prosocial Behavior | 3.30 | 3.10 | 3.00 | 2.90 | 3.10 | 3.00 | 3.07 |
| Family Involvement/ Engagement | 3.60 | 3.60 | 3.50 | 3.60 | 3.40 | 3.70 | 3.57 |
| Academic Culture and Learning Environment | 3.70 | 3.70 | 3.70 | 3.60 | 3.60 | 3.60 | 3.65 |
| Discipline and Behavioral Expectations | 3.30 | 3.20 | 3.30 | 3.10 | 3.10 | 3.20 | 3.20 |
| School Safety | 3.60 | 3.50 | 3.60 | 3.50 | 3.50 | 3.50 | 3.53 |
| Peer Conflict/Bullying | 2.80 | 2.50 | 2.60 | 2.50 | 2.60 | 2.50 | 2.58 |
| | | | 1-1.9 | 2-2.9 | 3-3.59 | | |
| Elementary Staff Survey | | | | | | | |
| | BCE (42) | CES (46) | GES & CES (116) | DDE (15) | JDE (50) | | District Average |
| Climate Total | 3.20 | 3.30 | 3.40 | 3.50 | 3.40 | | 3.36 |
| Staff Connectedness & Morale | 3.20 | 3.30 | 3.40 | 3.60 | 3.50 | | 3.40 |
| Administrative Support | 2.90 | 3.30 | 3.30 | 3.40 | 3.50 | | 3.28 |
| Staff-Student Relationships | 3.30 | 3.30 | 3.40 | 3.70 | 3.50 | | 3.44 |
| Peer relationships/prosocial | 3.20 | 3.20 | 3.20 | 3.50 | 3.30 | | 3.28 |
| Staff-Family Relationships | 3.30 | 3.40 | 3.50 | 3.40 | 3.60 | | 3.44 |
| Family Involvement/Engagement | 3.20 | 3.20 | 3.40 | 3.10 | 3.40 | | 3.26 |
| Physical Environment | 3.10 | 3.20 | 3.50 | 3.40 | 3.30 | | 3.30 |
| Academic Culture/Learning Environment | 3.20 | 3.30 | 3.40 | 3.40 | 3.30 | | 3.32 |
| Discipline & Behavioral Expectations | 2.80 | 3.20 | 3.30 | 3.40 | 3.30 | | 3.20 |
| School Safety | 3.20 | 3.40 | 3.50 | 3.60 | 3.50 | | 3.44 |
| Peer Conflict & Bullying | 3.20 | 3.30 | 3.20 | 3.50 | 3.40 | | 3.32 |
| Substance Use | 3.60 | 3.30 | 3.60 | 3.80 | 3.70 | | 3.60 |
| Elementary Family Survey | | | | | | | |
| | BCE (7) | CES (52) | GES (19) | RES (60) | DDE (13) | JDE (80) | District Average |
| Climate Total | 3.20 | 3.30 | 3.60 | 3.50 | 3.50 | 3.60 | 3.45 |
| School Connectedness & Belonging | 3.50 | 3.40 | 3.50 | 3.60 | 3.70 | 3.50 | 3.53 |
| Staff-Student Relationships | 3.20 | 3.20 | 3.50 | 3.30 | 3.60 | 3.70 | 3.42 |
| Parent-staff Relationships | 3.10 | 3.20 | 3.50 | 3.30 | 3.40 | 3.50 | 3.33 |
| Family Involvement/ Engagement | 3.50 | 3.40 | 3.60 | 3.60 | 3.60 | 3.60 | 3.55 |
| Physical Environment | 2.80 | 3.50 | 3.90 | 3.70 | 3.70 | 3.70 | 3.55 |
| Academic Culture & Learning Environment | 3.40 | 3.50 | 3.70 | 3.50 | 3.70 | 3.70 | 3.58 |
| Discipline and Behavioral Expectations | 2.70 | 3.30 | 3.50 | 3.40 | 3.60 | 3.60 | 3.35 |
| School Safety | 3.30 | 3.50 | 3.70 | 3.60 | 3.70 | 3.70 | 3.58 |
| Peer Conflict/Bullying | 2.70 | 3.50 | 3.20 | 3.20 | 3.00 | 3.20 | 3.13 |
| Substance Use | 3.40 | 2.70 | 3.60 | 3.60 | 3.20 | 3.70 | 3.37 |
| | | 1-1.9 | 2-2.9 | 3-3.59 | | | |

Problem Statements Identifying Perceptions Needs

| | Problem Statement | Root Cause |
|--------|--|--|
| 1 ★ | Lack of Discipline program or timely consequences | It is difficult not having a second administrator to handle discipline immediately |
| 2 ★ | We continue to have low community and parent involvement | Parents continue to lack the time to provide assistance to the schools |
| 3 ★ | There is minimal support from the police officer at DDE | Our previous Police Officer was offered a PO position elsewhere. |
| 4 ★ | Parents make negative comments as to their dislike of the area in which the school is built and the distance | Although DDE is one of the buildings with less issues, the location is not aesthetically pleasing to many. |

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Continued academic support for students is needed

Lack of academic support given from guardians at home

2
★

There is minimal parental support for academics

We continue to experience an influx of students with high mobility who withdraw and return to DDE with larger academic gaps.

3
★

Students are being placed in the next grade level without meeting current grade level

Lack of interventionists and targeted support

4
★

PK-2nd graders do not have common assessments that provide quick timely feedback

BOY, MOY, EOY assessments are lengthy and take a substantial amount of time to obtain and may be inaccurate.

5
★

New Teachers find it hard to navigate through all resources at CISD, Curriculum and expectations

Every campus has different programs and processes that New Educators may need to become accustomed to and trained in (i.e. TEAMS, StemScopes, Eduphoria, etc.)

6
★

Lack of funding for additional teachers makes it difficult to schedule all students for their interventions.

Students continue to have academic gaps when enrolling in school and lack of funding makes it difficult to help all students in a timely manner (PK_2nd)

7
★

PLTW requires many items to be purchased and refurbished with limited budget.

Consumables for PLTW kits need to be consistently and continuously replaced in order to complete the hands on activities.

8
★

Although attendance is better this year than last, attendance continues to be an issue.

Parents do not have an understanding on how detrimental absences are to the students education

9
★

Behavior in the lower grades is repetitive due to few consequences that can be given.

Discipline Code does not allow for ISS for students in Pre-k and Kinder.

10
★

There is a need for more individualized interventions for students at risk of failing.

Lack of funding for additional academic tutors

11
★

Students are not identified with special needs in a timely manner

The amount of students being referred thru MTSS outnumberes the SPED staff. We have students who have been waiting for a comprehensive test for over a year.

12
★

Our curriculum: Wonders, StemScopes and Savvas have many resources that teachers are finally implementing but still need time to implement with fidelity.

Continued assistance and follow-up trainings are needed in order to ensure educators are proficient in all areas of the curriculum (that is a non-negotiable). Teachers, in the past, were able to utilize curriculum and instruction as they wanted, and not fully trained to use them to their entirety or full functionality.

13



EOP cannot be implemented entirely. Radios, go-buckets and snacks are not consistently replenished.

Funding for these items is not sufficient to purchase two-way radios and replenish items for the go-buckets.

14



Teacher leaders need to continue to train teachers on differentiated instruction

Expectations for students is becoming more demanding due to the curriculum. As educators, more training is needed in order to utilize the different acceptable interventions available.

15



Lack of Discipline program or timely consequences

It is difficult not having a second administrator to handle discipline immediately

16



We continue to have low community and parent involvement

Parents continue to lack the time to provide assistance to the schools

17



There is minimal support from the police officer at DDE

Our previous Police Officer was offered a PO position elsewhere.

18



Parents make negative comments as to their dislike of the area in which the school is built and the distance

Although DDE is one of the buildings with less issues, the location is not aesthetically pleasing to many.

19



Students continue to struggle with Reading and Math in Pk-2nd and subsequently in 3rd-5th when critical thinking is necessary to be successful in STAAR

Lack of early childhood success, motivation, independence and academic instruction trickles to failure on standardized tests.

20



Technology that was purchased during Covid cannot be updated and minimal funds are available to refurbish and acquire new ones.

Lack of technology funds to acquire new updated laptops, google chromes and ipads.

 = Priority



Goals

Goal 1

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

Performance Objective 1 High Priority HB3 Goal

Students in Kindergarten to 2nd grade will increase 5 percentage points over EOY 2026 results or reach 80% or higher in End of Year HQIM Assessments (TX-KEA - TPRI/Tejas LEE).

Evaluation Data Source: Use of HQI Materials, MOY and EOY assessments

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to implement HQIM materials and monitor MOY and EOY assessment data in K-2 in order to see growth

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Monitor through BOY, MOY and EOY Data

Strategy's Expected Result/Impact: Students should increase their performance at least 5% by EOY

Staff Responsible for Monitoring: Teacher, IC and Principal

Problem Statements: Demographics 1, 2 - Student Learning 1, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 2

Use of HQIM with fidelity to ensure consistent instruction, interventions and acceleration is being provided to all students.

Strategy's Expected Result/Impact: Students will increase their reading vocabulary, letter names, spelling, decoding and letter sounds by at least 5% point by end of year.

Staff Responsible for Monitoring: Teacher, IC and Principal

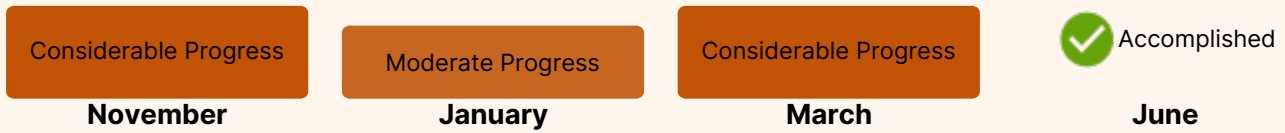
Problem Statements: Demographics 2, 3, 4 - Student Learning 1, 2, 6 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Performance Objective 1 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|--|
| 1 | Although attendance is better this year than last, attendance continues to be an issue. | Parents do not have an understanding on how detrimental absences are to the students education |
| 2 | Continued academic support for students is needed | Lack of academic support given from guardians at home |
| 3 | There is minimal parental support for academics | We continue to experience an influx of students with high mobility who withdraw and return to DDE with larger academic gaps. |
| 4 | Behavior in the lower grades is repetitive due to few consequences that can be given. | Discipline Code does not allow for ISS for students in Pre-k and Kinder. |

Performance Objective 1 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|--|--|
| 1 | There is a need for more individualized interventions for students at risk of failing. | Lack of funding for additional academic tutors |
| 2 | Students are being placed in the next grade level without meeting current grade level | Lack of interventionists and targeted support |

3

PK-2nd graders do not have common assessments that provide quick timely feedback

BOY, MOY, EOY assessments are lengthy and take a substantial amount of time to obtain and may be inaccurate.

6

Students continue to struggle with Reading and Math in Pk-2nd and subsequently in 3rd-5th when critical thinking is necessary to be successful in STAAR

Lack of early childhood success, motivation, independence and academic instruction trickles to failure on standardized tests.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

New Teachers find it hard to navigate through all resources at CISD, Curriculum and expectations

Every campus has different programs and processes that New Educators may need to become accustomed to and trained in (i.e. TEAMS, StemScopes, Eduphoria, etc.)

Performance Objective 2 **High Priority** **HB3 Goal**

In 2025-2026, 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.

Evaluation Data Source: Interim Assessments, Benchmarks, BOY, MOY and EOY data. 2025 STAAR Data

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Our students made gains towards the goal set for meets and mastery. We will continue to use data to drive instruction and provide scaffolding as needed.

Strategy 1

Common assessments will be utilized and monitored to analyze student progress towards mastery of standards and to implement specific instructional strategies to meet targeted scores.

Strategy's Expected Result/Impact: Effective 1st teach and research of concepts students are not mastering at an 85% level.

Staff Responsible for Monitoring: IC Principal and Teachers

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 6, 7 - School Processes & Programs 1, 2, 3

Funding Sources: Accelerate Learning- STEMSCOPES 185-State Compensatory Education, \$2,633.4, Curipod 211-Title I-Part A, \$999

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

Strategy 2

Students struggling in the core subjects will receive additional support through FIT (Falcon Intervention Time), Accelerated Instruction (readiness enrichment and development) and Guided Reading, Math and Science Instruction

Strategy's Expected Result/Impact: An increase in student academic success.

Staff Responsible for Monitoring: IC

Admiin

Problem Statements: Demographics 1, 2 - Student Learning 1, 3, 4 - School Processes & Programs 1

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Although attendance is better this year than last, attendance continues to be an issue.

Parents do not have an understanding on how detrimental absences are to the students education

2

Continued academic support for students is needed

Lack of academic support given from guardians at home

3

There is minimal parental support for academics

We continue to experience an influx of students with high mobility who withdraw and return to DDE with larger academic gaps.

Performance Objective 2 Problem Statements Identifying Student Learning

| Problem Statement | Root Cause |
|---|--|
| <p>1 There is a need for more individualized interventions for students at risk of failing.</p> | <p>Lack of funding for additional academic tutors</p> |
| <p>3 PK-2nd graders do not have common assessments that provide quick timely feedback</p> | <p>BOY, MOY, EOY assessments are lengthy and take a substantial amount of time to obtain and may be inaccurate.</p> |
| <p>4 Students are not identified with special needs in a timely manner</p> | <p>The amount of students being referred thru MTSS outnumbers the SPED staff. We have students who have been waiting for a comprehensive test for over a year.</p> |
| <p>6 Students continue to struggle with Reading and Math in Pk-2nd and subsequently in 3rd-5th when critical thinking is necessary to be successful in STAAR</p> | <p>Lack of early childhood success, motivation, independence and academic instruction trickles to failure on standardized tests.</p> |
| <p>7 Technology that was purchased during Covid cannot be updated and minimal funds are available to refurbish and acquire new ones.</p> | <p>Lack of technology funds to acquire new updated laptops, google chromes and ipads.</p> |

Performance Objective 2 Problem Statements Identifying School Processes & Programs

| Problem Statement | Root Cause |
|---|---|
| <p>1 New Teachers find it hard to navigate through all resources at CISD, Curriculum and expectations</p> | <p>Every campus has different programs and processes that New Educators may need to become accustomed to and trained in (i.e. TEAMS, StemScopes, Eduphoria, etc.)</p> |
| <p>2 Our curriculum: Wonders, StemScopes and Savvas have many resources that teachers are finally implementing but still need time to implement with fidelity.</p> | <p>Continued assistance and follow-up trainings are needed in order to ensure educators are proficient in all areas of the curriculum (that is a non-negotiable). Teachers, in the past, were able to utilize curriculum and instruction as they wanted, and not fully trained to use them to their entirety or full functionality.</p> |

3

Lack of funding for additional teachers makes it difficult to schedule all students for their interventions.

Students continue to have academic gaps when enrolling in school and lack of funding makes it difficult to help all students in a timely manner (PK_2nd)

Performance Objective 3  **High Priority**  **HB3 Goal**

By June 2026, 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.

Evaluation Data Source: 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.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: ContinueBy using HQIM materials, we made significant gains and met the goal of 65% of approaches in all tested areas except 3rd Grade Math English and our Spanish testers did not meet the goal either. Continue using HQIM in order to see growth.

Strategy 1

100% of the students in PK-5th grade will receive instruction through Guided Reading and Guided Math to close the learning gaps.

Strategy's Expected Result/Impact: Closing the gap due to learning loss due to informal instruction and lack of structured instruction during COVID and distance learning.

Staff Responsible for Monitoring: Educator, IC and Principal

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

Funding Sources: SCE personnel- At-Risk teacher & aide 185-State Compensatory Education, \$99,047, Project Lead The Way- PLTW 185-State Compensatory Education, \$950, Title 1 personnel- Instructional Coach & parent Liaison 211-Title I-Part A, \$118,753

ESF Levers: Lever 5: Effective Instruction

Formative Reviews


No Progress
November

Some Progress

January

Moderate Progress

March

 Accomplished

June

Strategy 2

Students receiving Special Education services will receive individualized interventions based on their IEP's.

Strategy's Expected Result/Impact: Students will continue to close the gaps in their learning and continue to show growth in their State Assessments.

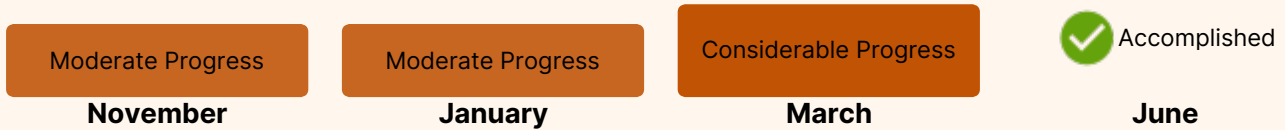
Staff Responsible for Monitoring: Teachers, SPED Educators & Aides, IC and Principal

Problem Statements: Demographics 2 - Student Learning 3, 4 - School Processes & Programs 1, 3, 5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 3 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|--|
| 2 | Continued academic support for students is needed | Lack of academic support given from guardians at home |
| 3 | There is minimal parental support for academics | We continue to experience an influx of students with high mobility who withdraw and return to DDE with larger academic gaps. |

Performance Objective 3 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|--|--|
| 1 | There is a need for more individualized interventions for students at risk of failing. | Lack of funding for additional academic tutors |
| 2 | Students are being placed in the next grade level without meeting current grade level | Lack of interventionists and targeted support |
| 3 | PK-2nd graders do not have common assessments that provide quick timely feedback | BOY, MOY, EOY assessments are lengthy and take a substantial amount of time to obtain and may be inaccurate. |

4

Students are not identified with special needs in a timely manner

The amount of students being referred thru MTSS outnumbers the SPED staff. We have students who have been waiting for a comprehensive test for over a year.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

New Teachers find it hard to navigate through all resources at CISD, Curriculum and expectations

Every campus has different programs and processes that New Educators may need to become accustomed to and trained in (i.e. TEAMS, StemScopes, Eduphoria, etc.)

2

Our curriculum: Wonders, StemScopes and Savvas have many resources that teachers are finally implementing but still need time to implement with fidelity.

Continued assistance and follow-up trainings are needed in order to ensure educators are proficient in all areas of the curriculum (that is a non-negotiable). Teachers, in the past, were able to utilize curriculum and instruction as they wanted, and not fully trained to use them to their entirety or full functionality.

3

Lack of funding for additional teachers makes it difficult to schedule all students for their interventions.

Students continue to have academic gaps when enrolling in school and lack of funding makes it difficult to help all students in a timely manner (PK_2nd)

5

Teacher leaders need to continue to train teachers on differentiated instruction

Expectations for students is becoming more demanding due to the curriculum. As educators, more training is needed in order to utilize the different acceptable interventions available.

Performance Objective 4

100% of DDE students in grades PreK-5th will participate in one PLTW modules a year.

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

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Continue funding PLTW registration fee in order to continue being a PLTW Distinguished Campus.

Strategy 1

All grade levels PreK-5th grade will participate in the PLTW program. At a minimum of one module per semester for PreK-5th grades .

Strategy's Expected Result/Impact: Improved science, technology and math instruction, which will result in higher academic success.

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Learning 5 - School Processes & Programs 1, 5

Funding Sources: Lakeshore- PLTW 211-Title I-Part A, \$465.27

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 4 Problem Statements Identifying Student Learning

| Problem Statement | Root Cause |
|--|---|
| 5 PLTW requires many items to be purchased and refurbished with limited budget. | Consumables for PLTW kits need to be consistently and continuously replaced in order to complete the hands on activities. |

Performance Objective 4 Problem Statements Identifying School Processes & Programs

| Problem Statement | Root Cause |
|---|---|
| 1 New Teachers find it hard to navigate through all resources at CISD, Curriculum and expectations | Every campus has different programs and processes that New Educators may need to become accustomed to and trained in (i.e. TEAMS, StemScopes, Eduphoria, etc.) |
| 5 Teacher leaders need to continue to train teachers on differentiated instruction | Expectations for students is becoming more demanding due to the curriculum. As educators, more training is needed in order to utilize the different acceptable interventions available. |

Performance Objective 5 High Priority

In 2025-2026, 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 Source: Academic tutor documentation, Rtl documentation, SST documentation, Common assessment data and AIP tutoring data.

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Continue with MTSS procedures to ensure struggling students are identified early.

Strategy 1

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.

Strategy's Expected Result/Impact: Provide individualized instruction to these populations and closed the achievement gap.

Staff Responsible for Monitoring: Provide individualized instruction to these populations and closed the achievement gap.

Problem Statements: Demographics 1, 2 - Student Learning 1, 4 - School Processes & Programs 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2

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.

Strategy's Expected Result/Impact: Close the academic gap

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 2 - Student Learning 2

Formative Reviews



Performance Objective 5 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|--|
| 1 | Although attendance is better this year than last, attendance continues to be an issue. | Parents do not have an understanding on how detrimental absences are to the students education |
| 2 | Continued academic support for students is needed | Lack of academic support given from guardians at home |

Performance Objective 5 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|--|--|
| 1 | There is a need for more individualized interventions for students at risk of failing. | Lack of funding for additional academic tutors |
| 2 | Students are being placed in the next grade level without meeting current grade level | Lack of interventionists and targeted support |
| 4 | Students are not identified with special needs in a timely manner | The amount of students being referred thru MTSS outnumberes the SPED staff. We have students who have been waiting for a comprehensive test for over a year. |

Performance Objective 5 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|--|--|
| 3 | Lack of funding for additional teachers makes it difficult to schedule all students for their interventions. | Students continue to have academic gaps when enrolling in school and lack of funding makes it difficult to help all students in a timely manner (PK_2nd) |

Performance Objective 6

By May 2026, DDE will attain an attendance rate of 97.5% or better to support students graduate on time.

Evaluation Data Source: Attendance data binder including meetings with parents and follow-ups on each at risk student. Incentives provided to students for attendance requirements achieved.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: We did not meet the 97.5% attendance goal, but we will continue to work towards the goal set forth.

Strategy 1

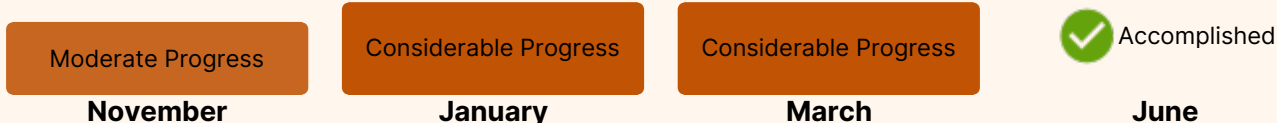
Provide classroom incentives for highest attendance based on student survey.

Strategy's Expected Result/Impact: Improve attendance and reach 97% overall attendance

Staff Responsible for Monitoring: Administration, attendance committee teachers, office staff

Problem Statements: Demographics 1, 2, 3, 4 - School Processes & Programs 2, 3, 4

Formative Reviews



Strategy 2

Attendance committee will review and monitor attendance and will meet with parents of those students that are not meeting mandatory attendance as needed.

Strategy's Expected Result/Impact: Improve attendance and reach 97% overall attendance

Staff Responsible for Monitoring: Administration, attendance committee teachers, office staff
Parent Liaison
Counselor

Problem Statements: Demographics 1, 2, 3, 4

Formative Reviews



Performance Objective 6 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|--|
| 1 | Although attendance is better this year than last, attendance continues to be an issue. | Parents do not have an understanding on how detrimental absences are to the students education |
| 2 | Continued academic support for students is needed | Lack of academic support given from guardians at home |

3

There is minimal parental support for academics

We continue to experience an influx of students with high mobility who withdraw and return to DDE with larger academic gaps.

4

Behavior in the lower grades is repetitive due to few consequences that can be given.

Discipline Code does not allow for ISS for students in Pre-k and Kinder.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Our curriculum: Wonders, StemScopes and Savvas have many resources that teachers are finally implementing but still need time to implement with fidelity.

Continued assistance and follow-up trainings are needed in order to ensure educators are proficient in all areas of the curriculum (that is a non-negotiable). Teachers, in the past, were able to utilize curriculum and instruction as they wanted, and not fully trained to use them to their entirety or full functionality.

3

Lack of funding for additional teachers makes it difficult to schedule all students for their interventions.

Students continue to have academic gaps when enrolling in school and lack of funding makes it difficult to help all students in a timely manner (PK_2nd)

4

EOP cannot be implemented entirely. Radios, go-buckets and snacks are not consistently replenished.

Funding for these items is not sufficient to purchase two-way radios and replenish items for the go-buckets.

Performance Objective 7 High Priority

All personnel and students will be trained in Emergency Protocols in order to ensure student and campus safety. Campus will hold monthly fire drills and secure drills each semester.

Evaluation Data Source: Accurate Forms will be kept in order to ensure the drills are occurring.

Summative Evaluation: Met Performance Objective


Next Year's Recommendation: Campus staff will continue to be trained at the beginning of the school year and we will continue to conduct fire drills and containment drills.

Strategy 1


By August 2025 all campus employees will receive EOP training (Emergency Operation Planning) in emergency protocols and reunification protocols.

Problem Statements: Perceptions 1, 2, 3, 4


Formative Reviews

 Accomplished


November

 Accomplished

January

 Accomplished

March

 Accomplished

June

Performance Objective 7 Problem Statements Identifying Perceptions

| | Problem Statement | Root Cause |
|----------|--|--|
| 1 | Lack of Discipline program or timely consequences | It is difficult not having a second administrator to handle discipline immediately |
| 2 | We continue to have low community and parent involvement | Parents continue to lack the time to provide assistance to the schools |
| 3 | There is minimal support from the police officer at DDE | Our previous Police Officer was offered a PO position elsewhere. |
| 4 | Parents make negative comments as to their dislike of the area in which the school is built and the distance | Although DDE is one of the buildings with less issues, the location is not aesthetically pleasing to many. |

Performance Objective 8

During the 2025-2026 school year, the physical education department will enhance instruction by implementing a variety of activities and having access to resources that not only increase moderate to vigorous physical activity minutes, but also promote a healthy lifestyle and align and reinforce core curriculum standards within the classroom.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: The physical education department will continue to enhance instruction by implementing a variety of activities that will promote a healthy lifestyle and increase moderate to vigorous physical activity minutes.

Strategy 1

Appropriate resources and materials that only increase moderate to vigorous physical activity minutes, but also promote a healthy lifestyle and align and reinforce core curriculum standards within the classroom.

Strategy's Expected Result/Impact: increase of student achievement within classes

Staff Responsible for Monitoring: PE Educators and Principal

Problem Statements: Demographics 2 - Student Learning 1, 4 - School Processes & Programs 1 - Perceptions 3, 4

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 8 Problem Statements Identifying Demographics

| Problem Statement | Root Cause |
|--|---|
| 2 Continued academic support for students is needed | Lack of academic support given from guardians at home |

Performance Objective 8 Problem Statements Identifying Student Learning

| Problem Statement | Root Cause |
|---|---|
| 1 There is a need for more individualized interventions for students at risk of failing. | Lack of funding for additional academic tutors |
| 4 Students are not identified with special needs in a timely manner | The amount of students being referred thru MTSS outnumbers the SPED staff. We have students who have been waiting for a comprehensive test for over a year. |

Performance Objective 8 Problem Statements Identifying School Processes & Programs

| Problem Statement | Root Cause |
|---|--|
| 1 New Teachers find it hard to navigate through all resources at CISD, Curriculum and expectations | Every campus has different programs and processes that New Educators may need to become accustomed to and trained in (i.e. TEAMS, StemScopes, Eduphoria, etc.) |

Performance Objective 8 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

There is minimal support from the police officer at DDE

Our previous Police Officer was offered a PO position elsewhere.

4

Parents make negative comments as to their dislike of the area in which the school is built and the distance

Although DDE is one of the buildings with less issues, the location is not aesthetically pleasing to many.

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 2025-2026 school year.

Evaluation Data Source: Teacher absences will be monitored by administrators.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to work towards goal of teacher attendance 97.5%

Strategy 1

Teacher absences will be monitored to avoid a negative impact in the students learning and academic success. Teacher attendance will be maintained at 98%.

Strategy's Expected Result/Impact: Students will receive instruction from certified teachers 98% of the time ensuring the academic success of their students

Staff Responsible for Monitoring: Administration Teachers
HR Department

Problem Statements: Demographics 1 - Perceptions 1, 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 1 Problem Statements Identifying Demographics

| Problem Statement | Root Cause |
|---|---|
| <p>1 Although attendance is better this year than last, attendance continues to be an issue.</p> | <p>Parents do not have an understanding on how detrimental absences are to the students education</p> |

Performance Objective 1 Problem Statements Identifying Perceptions

| | Problem Statement | Root Cause |
|---|--|--|
| 1 | Lack of Discipline program or timely consequences | It is difficult not having a second administrator to handle discipline immediately |
| 2 | We continue to have low community and parent involvement | Parents continue to lack the time to provide assistance to the schools |

Performance Objective 2

During the 2025-2026 school year, 100% of the teachers, paraprofessionals, and administrators will participate in Professional Development in core subjects, PLC's and pedagogy.

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

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue

Strategy 1

Principal will accrue at least 30 hours of professional development to be able to provide guidance and leadership to teachers and other staff members.

Strategy's Expected Result/Impact: Will serve as an instructional role models for teachers as well as students.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 2 - School Processes & Programs 1, 3, 4, 5

Funding Sources: 255-Title II-Part A Teacher/Principal, 255.23.6411.00.102.24, \$2,000

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

No Progress

November

No Progress

January

Some Progress

March



Continue/Modify

June

Strategy 2

Professional development opportunities for teachers as needed in all content areas, technology, PLTW, PE and Fine Arts.

Strategy's Expected Result/Impact: Will ensure students are well rounded and college ready.

Staff Responsible for Monitoring: CIC, Instructional Coach and Principal

Problem Statements: Demographics 2 - Student Learning 6 - School Processes & Programs 2 - Perceptions 2

Funding Sources: 199-Local Funds, \$3,750

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Continued academic support for students is needed | Lack of academic support given from guardians at home |

Performance Objective 2 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 6 | Students continue to struggle with Reading and Math in Pk-2nd and subsequently in 3rd-5th when critical thinking is necessary to be successful in STAAR | Lack of early childhood success, motivation, independence and academic instruction trickles to failure on standardized tests. |

Performance Objective 2 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|--|--|
| 1 | New Teachers find it hard to navigate through all resources at CISD, Curriculum and expectations | Every campus has different programs and processes that New Educators may need to become accustomed to and trained in (i.e. TEAMS, StemScopes, Eduphoria, etc.) |

2

Our curriculum: Wonders, StemScopes and Savvas have many resources that teachers are finally implementing but still need time to implement with fidelity.

Continued assistance and follow-up trainings are needed in order to ensure educators are proficient in all areas of the curriculum (that is a non-negotiable). Teachers, in the past, were able to utilize curriculum and instruction as they wanted, and not fully trained to use them to their entirety or full functionality.

3

Lack of funding for additional teachers makes it difficult to schedule all students for their interventions.

Students continue to have academic gaps when enrolling in school and lack of funding makes it difficult to help all students in a timely manner (PK_2nd)

4

EOP cannot be implemented entirely. Radios, go-buckets and snacks are not consistently replenished.

Funding for these items is not sufficient to purchase two-way radios and replenish items for the go-buckets.

5

Teacher leaders need to continue to train teachers on differentiated instruction

Expectations for students is becoming more demanding due to the curriculum. As educators, more training is needed in order to utilize the different acceptable interventions available.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

We continue to have low community and parent involvement

Parents continue to lack the time to provide assistance to the schools

Performance Objective 3 High Priority

For the 2025-2026 School Year, DDE Staff Satisfaction will increase. As a campus, Adaptability and Goal Focus will increase and will result in more positive morale.

Evaluation Data Source: BOY survey, MOY survey, EOY survey.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to modify DDE Staff satisfaction to improve morale and assess needs.

Strategy 1

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.

Strategy's Expected Result/Impact: Students desire to be on campus and a positive learning environment established inside and outside of the classroom.

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 1, 2, 4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress
November

Some Progress
January

Considerable Progress
March

 Accomplished
June

Performance Objective 3 Problem Statements Identifying Perceptions

| | Problem Statement | Root Cause |
|----------|--|--|
| 1 | Lack of Discipline program or timely consequences | It is difficult not having a second administrator to handle discipline immediately |
| 2 | We continue to have low community and parent involvement | Parents continue to lack the time to provide assistance to the schools |
| 4 | Parents make negative comments as to their dislike of the area in which the school is built and the distance | Although DDE is one of the buildings with less issues, the location is not aesthetically pleasing to many. |

Performance Objective 4 High Priority HB3 Goal

During the 2025-2026 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, Science or Reading.

Evaluation Data Source: SLO Monitoring

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Teachers will continue to be provided with opportunities for self reflection and growth in Math, Reading and Science.

Strategy 1

100% of teachers will use their SLO's to guide their teaching and grow their practice.

Strategy's Expected Result/Impact: Growth in student academic achievement in Math, Science and Reading.

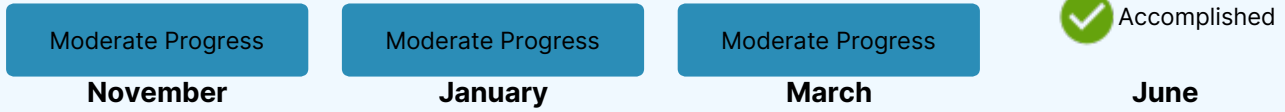
Staff Responsible for Monitoring: Teachers, IC, Principal

Problem Statements: School Processes & Programs 1, 2, 3, 5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Performance Objective 4 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|--|
| 1 | New Teachers find it hard to navigate through all resources at CISD, Curriculum and expectations | Every campus has different programs and processes that New Educators may need to become accustomed to and trained in (i.e. TEAMS, StemScopes, Eduphoria, etc.) |
| 2 | Our curriculum: Wonders, StemScopes and Savvas have many resources that teachers are finally implementing but still need time to implement with fidelity. | Continued assistance and follow-up trainings are needed in order to ensure educators are proficient in all areas of the curriculum (that is a non-negotiable). Teachers, in the past, were able to utilize curriculum and instruction as they wanted, and not fully trained to use them to their entirety or full functionality. |
| 3 | Lack of funding for additional teachers makes it difficult to schedule all students for their interventions. | Students continue to have academic gaps when enrolling in school and lack of funding makes it difficult to help all students in a timely manner (PK_2nd) |
| 5 | Teacher leaders need to continue to train teachers on differentiated instruction | Expectations for students is becoming more demanding due to the curriculum. As educators, more training is needed in order to utilize the different acceptable interventions available. |

Goal 3

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

Performance Objective 1

Throughout 25-26 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 Source: Sign-in Sheets and Agendas

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue to send out reminders to parents in order to have more parent involvement.

Strategy 1

Conduct PAC monthly meetings AM and PM and facilitate communication between school (and other agencies) and families in which parents can receive and provide information and feedback on their children's instructional, health and safety needs.

Strategy's Expected Result/Impact: Increase parent participation in the education of their children.

Staff Responsible for Monitoring: Parent Liaison, campus Administration and Executive Director for Student Support Division

Problem Statements: School Processes & Programs 3, 4, 5 - Perceptions 1, 2, 3, 4

Formative Reviews

Some Progress

November

Some Progress

January

Moderate Progress

March



Accomplished

June

Strategy 2

Campus will hold Title I meetings to maintain parents informed about the campus entitlements and to receive and provide feedback to them.

Strategy's Expected Result/Impact: Inform parents and community about the different Entitlements and how funding is used to educate and provide opportunities to their children.

Staff Responsible for Monitoring: Parent Liaison, campus Administration and Executive Director for Student Support Division

Problem Statements: Perceptions 2

Formative Reviews

Some Progress

November



Accomplished

January



Accomplished

March



Accomplished

June

Strategy 3

Parents will be invited to meetings with all teachers to share strategies to help students be academically successful.

Strategy's Expected Result/Impact: To engage parents in assisting their children to improve their academic performance.

Staff Responsible for Monitoring: Teachers

Parent Liaison

IC

Administration

Problem Statements: Demographics 1, 2, 3 - Perceptions 2, 4

TEA Priorities: Build a foundation of reading and math

Formative Reviews

No Progress

November

Some Progress

January

Moderate Progress

March



Accomplished

June

Strategy 4

Parent Liaison will increase parent engagement and parent leadership by recruiting parents to participate in CISD district activities, volunteer, Campus CIC, Campus LPAC, SHAC, and other campus committees.

Strategy's Expected Result/Impact: Provide helpful information to parents and community and engage community to participate in the decision making..

Staff Responsible for Monitoring: Parent Liaison & Principal

Problem Statements: Perceptions 2, 4

Formative Reviews

Some Progress

November

Some Progress

January

Some Progress

March



Continue/Modify

June

Performance Objective 1 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|--|
| 1 | Although attendance is better this year than last, attendance continues to be an issue. | Parents do not have an understanding on how detrimental absences are to the students education |
| 2 | Continued academic support for students is needed | Lack of academic support given from guardians at home |
| 3 | There is minimal parental support for academics | We continue to experience an influx of students with high mobility who withdraw and return to DDE with larger academic gaps. |

Performance Objective 1 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|--|---|
| 3 | Lack of funding for additional teachers makes it difficult to schedule all students for their interventions. | Students continue to have academic gaps when enrolling in school and lack of funding makes it difficult to help all students in a timely manner (PK_2nd) |
| 4 | EOP cannot be implemented entirely. Radios, go-buckets and snacks are not consistently replenished. | Funding for these items is not sufficient to purchase two-way radios and replenish items for the go-buckets. |
| 5 | Teacher leaders need to continue to train teachers on differentiated instruction | Expectations for students is becoming more demanding due to the curriculum. As educators, more training is needed in order to utilize the different acceptable interventions available. |

Performance Objective 1 Problem Statements Identifying Perceptions

| | Problem Statement | Root Cause |
|---|--|--|
| 1 | Lack of Discipline program or timely consequences | It is difficult not having a second administrator to handle discipline immediately |
| 2 | We continue to have low community and parent involvement | Parents continue to lack the time to provide assistance to the schools |

3

There is minimal support from the police officer at DDE

Our previous Police Officer was offered a PO position elsewhere.

4

Parents make negative comments as to their dislike of the area in which the school is built and the distance

Although DDE is one of the buildings with less issues, the location is not aesthetically pleasing to many.

Performance Objective 2

100% of objectives and activities described in the DDE Parenting Component of the School Support Division Action Plan (Parent Compact) will be completed by May 2026.

Evaluation Data Source: Acknowledgment signing sheets

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue with the requirements set forth by Student Support Services.

Strategy 1

Parents will receive and acknowledge the Campus Parent Compact and Parent Policy during the first semester.

Strategy's Expected Result/Impact: Inform parents about educational opportunities

Staff Responsible for Monitoring: Parent Liaison
Principal

Problem Statements: Demographics 1, 2 - Perceptions 2

Formative Reviews

Considerable Progress

November

Considerable Progress

January



Accomplished

March



Accomplished

June

Strategy 2

DDE will increase community participation to include parents, grandparents, legal guardians and other family members to become involved in the education of DDE students.

Strategy's Expected Result/Impact: Attendance sign-in sheets.

Staff Responsible for Monitoring: Parent Liaison & Principal

Problem Statements: Demographics 1

Formative Reviews

Some Progress

November

Moderate Progress

January

Moderate Progress

March



Accomplished

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Although attendance is better this year than last, attendance continues to be an issue.

Parents do not have an understanding on how detrimental absences are to the students education

2

Continued academic support for students is needed

Lack of academic support given from guardians at home

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

We continue to have low community and parent involvement

Parents continue to lack the time to provide assistance to the schools

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 Source: Documentation on all Career Awareness events and activities.

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Continue to provide opportunities for students to learn about all post-secondary options available to them.

Strategy 1

Students will be provided information on different Universities monthly to obtain data and interesting facts about the universities. This will provide information for students on the different options throughout the U.S.

Strategy's Expected Result/Impact: To prepare students to pursue education beyond their K-12th educational experience.

Staff Responsible for Monitoring: Counselor Teachers

Problem Statements: Demographics 1

TEA Priorities: Connect high school to career and college

Formative Reviews

Some Progress

November

Some Progress

January

Moderate Progress

March



Accomplished

June

Strategy 2

To prepare students for success beyond their K-5th experience by providing them with career awareness presentations by a variety of speakers and career paths.

Strategy's Expected Result/Impact: To prepare students for success beyond their K-5th experience through activities around career exploration.

Staff Responsible for Monitoring: Counselor
Teachers

Problem Statements: Perceptions 2

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Although attendance is better this year than last, attendance continues to be an issue.

Parents do not have an understanding on how detrimental absences are to the students education

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

We continue to have low community and parent involvement

Parents continue to lack the time to provide assistance to the schools

Goal 4

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

Performance Objective 1

By December 2025 all campus employees will receive EOP training (Emergency Operation Planning) in emergency protocols and reunification protocols.

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

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Continue to provide training to our campus personnel for their safety and the safety of all students.

Strategy 1

Update the Emergency Operations Plan and provide training as needed.

Strategy's Expected Result/Impact: Planning team ensures processes and procedures for safety

Staff Responsible for Monitoring: Office Manager & Principal

Problem Statements: School Processes & Programs 4

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March



Accomplished

June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

4

EOP cannot be implemented entirely. Radios, go-buckets and snacks are not consistently replenished.

Funding for these items is not sufficient to purchase two-way radios and replenish items for the go-buckets.

Performance Objective 2

During the 2025-2026 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 Source: TEAMS data for student referrals

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: MTSS was followed with fidelity and students were tracked throughout the year for academics and behavior.

Strategy 1

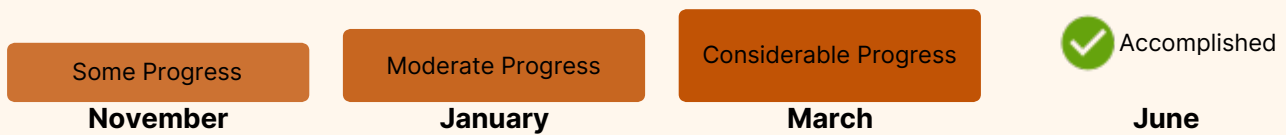
MTSS/PBIS team will meet on a monthly basis to conduct needs assessment, analyze data, identify, and target campus needs through the implementation of research-based practices such as No Place for Hate, SEL and Character Counts.

Strategy's Expected Result/Impact: Improved Behavior and Attendance at DDE.

Staff Responsible for Monitoring: Principal
Counselor
PBIS Committee

Problem Statements: Student Learning 4

Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Learning

| Problem Statement | Root Cause |
|---|--|
| <p>4 Students are not identified with special needs in a timely manner</p> | <p>The amount of students being referred thru MTSS outnumbers the SPED staff. We have students who have been waiting for a comprehensive test for over a year.</p> |

Performance Objective 3 High Priority HB3 Goal

In 2025-2026, 100% of students at Deanna Davenport Elementary will receive SEL (Social Emotional Learning) instruction and support from classroom instruction and counselor support.

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

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Counselor will continue to provide lessons to educators, give lessons and provide small group counseling and restorative circles to our students.

Strategy 1

Counselor will provide SEL lessons to all grade levels and will provide resources for teachers to implement SEL activities in the classroom.

Strategy's Expected Result/Impact: Students will feel emotionally supported and they will perform academically at higher levels.

Staff Responsible for Monitoring: Counselor

Problem Statements: Student Learning 4

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

Students are not identified with special needs in a timely manner

The amount of students being referred thru MTSS outnumbers the SPED staff. We have students who have been waiting for a comprehensive test for over a year.

Performance Objective 4 High Priority

During the 2025-2026 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 Source: Monthly Budget Reports

Summative Evaluation: Met Performance Objective

Next Year's Recommendation:

Continue to monitor funds in order to provide a quality education to all of our at-risk and economically disadvantaged students.

Strategy 1

On a monthly basis administration in conjunction with the office manager will monitor the usage of any state comp funds and title I funds.

Strategy's Expected Result/Impact: 100% usage of funds received to be used for strategic planning to assist students who are at risk.

Staff Responsible for Monitoring: Principal and Office Manager

Problem Statements: Student Learning 1, 7

Formative Reviews

Some Progress
November

Moderate Progress
January

Moderate Progress
March

 Accomplished
June

Performance Objective 4 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|----------|---|--|
| 1 | There is a need for more individualized interventions for students at risk of failing. | Lack of funding for additional academic tutors |
| 7 | Technology that was purchased during Covid cannot be updated and minimal funds are available to refurbish and acquire new ones. | Lack of technology funds to acquire new updated laptops, google chromes and ipads. |

Goal 5

TECHNOLOGY RESOURCES: * Apple Refresh 1:1 * Wireless access/Testing * Infrastructure/Safety * Community Connectivity

Performance Objective 1

By September 2025 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 2025-26 school year.

Evaluation Data Source: Check - Out system

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue to work to create a seamless process in which students receive items needed to be successful.

Strategy 1

Students will integrate their learning with technology to continue to stay up to date with online curriculum.

Strategy's Expected Result/Impact: Enhanced productivity and learning. Students will also become more proficient at online test-taking skill.

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Learning 7

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November

Considerable Progress

January



Accomplished

March



Accomplished

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

7

Technology that was purchased during Covid cannot be updated and minimal funds are available to refurbish and acquire new ones.

Lack of technology funds to acquire new updated laptops, google chromes and ipads.



Goal Tables

Targeted Support Strategies

| Goal | Performance Objective | Strategy | Description |
|------|-----------------------|----------|---------------------------------------|
| 1 | 1 | 1 | Monitor through BOY, MOY and EOY Data |

Additional Targeted Support Strategies

| Goal | Performance Objective | Strategy | Description |
|------|-----------------------|----------|---------------------------------------|
| 1 | 1 | 1 | Monitor through BOY, MOY and EOY Data |



State Compensatory Education

State Compensatory

Budget for Deanna Davenport Elementary School

Total SCE Funds: \$111,024.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Personnel for Deanna Davenport Elementary School

| Name | Position | FTE |
|--------------------|-----------------|-----|
| Araceli Sotelo | At-Risk Aide | 1 |
| Viviana Delgadillo | At Risk Teacher | 1 |



Title I Summary

Title I Personnel

| Name | Position | Program | FTE |
|-------------------|---------------------|-------------------|------------|
| Alma Ramos | Instructional Coach | Instructional | 1 |
| Genesis Rodriguez | Parent Liaison | Parent Engagement | 1 |



Funding Summary

Funding Summary

211-Title I-Part A

| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
|------------------------------------|-----------------------|----------|---|--------------|-------------------|
| 1 | 2 | 1 | Curipod | -- | \$999.00 |
| 1 | 3 | 1 | Title 1 personnel- Instructional Coach & parent Liaison | -- | \$118,753.00 |
| 1 | 4 | 1 | Lakeshore- PLTW | -- | \$465.27 |
| Sub-Total | | | | | \$120,217.27 |
| Budgeted Fund Source Amount | | | | | \$128,582.00 |
| +/- Difference | | | | | \$8,364.73 |

255-Title II-Part A Teacher/Principal

| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
|------------------------------------|-----------------------|----------|------------------|-------------------------------|------------|
| 2 | 2 | 1 | | 255.23.6 411.00.1 02.24 | \$2,000.00 |
| Sub-Total | | | | | \$2,000.00 |
| Budgeted Fund Source Amount | | | | | \$2,000.00 |
| +/- Difference | | | | | \$0.00 |

185-State Compensatory Education

| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
|------------------------------------|-----------------------|----------|---------------------------------------|--------------|-------------------|
| 1 | 2 | 1 | Accelerate Learning- STEMSCOPES | -- | \$2,633.40 |
| 1 | 3 | 1 | SCE personnel- At-Risk teacher & aide | -- | \$99,047.00 |
| 1 | 3 | 1 | Project Lead The Way- PLTW | -- | \$950.00 |
| Sub-Total | | | | | \$102,630.40 |
| Budgeted Fund Source Amount | | | | | \$105,035.00 |
| +/- Difference | | | | | \$2,404.60 |

199-Local Funds

| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------------------|----------|------------------|------------------------------------|--------------------|
| 2 | 2 | 2 | | -- | \$3,750.00 |
| | | | | Sub-Total | \$3,750.00 |
| | | | | Budgeted Fund Source Amount | \$40,777.00 |
| | | | | +/- Difference | \$37,027.00 |