

# **Waxahachie Independent School District**

## **Dunaway Elementary**

### **2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**

#### **Distinction Designations:**

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

**Board Approval Date:** November 12, 2018

**Public Presentation Date:** November 12, 2018

# Mission Statement

Continuing our tradition of "Excellence in Education," the mission of the Waxahachie Independent School District is to develop through a cooperative effort with the home and community, well-educated, responsible citizens who can excel in a complex world.

# Vision

Waxahachie ISD will support and empower our community of learners for success in the 21st century.

# Value Statement

We believe...

In the worth and dignity of each individual, both student and staff. We will constantly strive to assure the right of each student to receive the best education possible in a warm and caring atmosphere.

Every child can learn, although not always at the same speed and in the same manner, and we are dedicated to providing the best possible education for every child in this district.

Involved parents and community, a focused mission, strong instructional leadership, high expectations for students and staff, a safe and orderly environment, and effective evaluations of district progress in these areas are necessary to ensure educational growth.

Training is an essential benefit. We are committed to staff development that provides opportunities for our staff to continually grow and learn. It is critical that campus plans include the staff development and training time needed to make the transitions and changes desired.

All programs can improve, and we are committed to success for all students. We are committed to constant improvement and the effective planning for that improvement. We will provide the resources and time necessary to ensure that appropriate planning takes place. We believe that stressing quality and

accountability is the one true method to achieve that end.

The function of the Board of Trustees is to set goals and expectations, and that the means to achieve these goals must be developed by the professional staff of this district with the aid and support of the community.

All decisions should be based on thorough research, all programs should be tracked, and that status reports should be provided on a regular basis.

Great school systems are built and maintained because of qualified and caring staff in all areas.

Teachers are not just responsible for dispensing information, but also for ensuring that students are actually learning and the central focus of the learning experience.

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# Comprehensive Needs Assessment

Revised/Approved: July 10, 2018

## Demographics

### Demographics Summary

Dunaway Elementary is one of fifteen campuses in Waxahachie ISD and is a Title I schoolwide campus. Demographics refer to the characteristics or make-up of the students of the school district and help staff members understand who the district is currently working with and how to best implement strategies, initiatives, programs and services to meet their needs.

Dunaway Total Student Enrollment:

- 582

Ethnic Distribution:

- African American: 23 (4%)
- Hispanic: 337 (58%)
- White: 209 (36%)
- American Indian: 9 (1.7%)
- Asian: 0 (0%)
- Pacific Islander: 0 (0%)
- Two or More Races: 4 (.7%)

Student Groups:

- Economically Disadvantaged: 401 (69%)
- Limited English Proficient (LEP): 198 (33%)
- Bilingual/ESL: 162 (28%)
- Students w/Disciplinary Placements: 5 (1%)
- At-Risk: 355 (61%)
- Special Education: 80 (13.9%)

- Gifted and Talented Education: 13 (3%)
- Mobility (2015 - 2016): 75 (13%)

### **Demographics Strengths**

- Low Student/Teacher Ratio 14:1
- 27.2% of our teachers have a Master's Degree
- Backpack Program
- Family Information Night
- Number of Bilingual Teaching Staff/Student Ratios

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Attendance rate is below 97%. **Root Cause:** All students (and families) do not have a great sense of urgency when it comes to school attendance.

# Student Academic Achievement

## Student Academic Achievement Summary

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

For this section, raw data from the 2017 STAAR test has been used.

Percentages of students in grades 3 - 5 passing standard on the STAAR:

- Third grade mathematics: 81%
- Third grade reading: 75%
- Fourth grade mathematics: 87%
- Fourth grade reading: 76%
- Fourth grade writing: 63%
- Fifth grade mathematics: 95%
- Fifth grade reading: 82%
- Fifth grade science: 89%

## Student Academic Achievement Strengths

- 2017 STAAR Student Progress Distinction earned
- 2017 STAAR Closing Performance Gap Distinction earned
- Improved Attendance - first semester
- Early Grade Intervention
- 100% State Testing Participation
- 4th grade Math STAAR Scores, 5th grade STAAR Scores
- 100% General Education 5th grade math passed STAAR

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Below district and state averages in writing at 60%. **Root Cause:** Not as much emphasis in writing in other grade levels



**Problem Statement 2:** There is a problem with a group of students with chronic absenteeism. **Root Cause:** Lack of urgency with students and families regarding the importance of school attendance.

**Problem Statement 3:** SPED students on all grade levels have consistently scored way below grade level on STAAR. **Root Cause:** SPED instruction has lacked depth and complexity and rigor.

# School Processes & Programs

## School Processes & Programs Summary

- TRS - YAG, Vertical Alignment, Scope and Sequence
- IStation / Education Galaxy; other Web-based assessment data
- DRA / EDL; First Steps
- Gomez and Gomez Dual Language Program
- Daily Intervention Time across the campus
- T-TESS goal setting and observations
- District Pacing Guide (K - 5) and District Common Assessments (2 - 5)

## School Processes & Programs Strengths

- DL and STEM providing more opportunities for 21st Century Skills
- Dedicated Intervention time campus wide
- Weekly Professional Learning Community meetings with administration
- Data meetings with district curriculum representatives
- Dual Language classrooms, smaller teacher/student ratio in STAAR grades
- All teachers trained and utilize G & G Best Practices
- SST Meetings throughout the year to address RTI

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Teachers want more alignment with district adopted resources. **Root Cause:** Many initiatives have been pushed out, but are not consistently followed up.

**Problem Statement 2:** Teachers Consistent Promotion of HOTS, Critical Thinking, Problem Solving and 21st Century Skills; involving opportunities throughout the building, educating parents, involve community members. **Root Cause:** More training is needed in promoting Higher level thinking and extension in the classroom.

**Problem Statement 3:** Lesson plans are not consistent among teachers and grade levels. **Root Cause:** Lack of guidance with lesson plan expectations.

**Problem Statement 4:** Teachers feel that district professional development is not aligned with needs and expectations. **Root Cause:** Professional

Development is not planned intentionally and with teachers' needs and wants in mind.

# Perceptions

## Perceptions Summary

Dunaway has enjoyed positive perceptions from staff, students, and parents. The school is 30 years old and rich in tradition. We have high attendance in family nights, great community support, and PTO has improved its presence over the last 2 years.

Teachers feel supported at Dunaway. Students generally feel safe and secure at school, and feel that Dunaway is a positive place to be.

## Perceptions Strengths

- 91% of students enjoy coming to school by "yes" or "maybe"
- 100% of staff members agree or strongly agree that the principal is highly visible to the student body and faculty
- 97% of staff members agree or strongly agree that adults exhibit a high level of respect for one another - a 25% increase from last year
- Our attendance rate is the highest in three years
- 97% of staff members agree or strongly agree that they work at Dunaway because they enjoy the work environment
- Our school encourages all families to be part of school activities - 100% of staff members agree or strongly agree
- 90% of parents feel welcomed on campus

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Teasing and bullying programming staff and students needs to be continuous year round. **Root Cause:** The main program on these topics is given once a year (even though reminders are given throughout the year.)

**Problem Statement 2:** A few teachers feel that the building could be more safe and secure. **Root Cause:** The building is 30 years old, and even though there have been security updates, there are still some improvements that can be made.

**Problem Statement 3:** 45% parents indicated that only hear about positive things about their child less 0 - 4 times a year. **Root Cause:** Teachers are not as intentional in positive communication as they are as compared to communicating concerns.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

## Goal 1: Dunaway Elementary will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

**Performance Objective 1:** During the 201 - 2019 school year Dunaway will continue to implement a consistent and collaborative communication model that includes everyone who has a vested interest in the success of Dunaway students.

**Evaluation Data Source(s) 1:** Campus annual surveys, Campus Advisory Team feedback, parent feedback, teacher input

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 3 CSF 5  1) Campus will send a weekly email to keep parents abreast of the upcoming events at Dunaway.	Principal, Assistant Principal	Improvement in communication across stakeholders.				
<b>Problem Statements:</b> Parent and Community Engagement 4						
<b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6  2) Update campus website to include current and pertinent information for all stakeholders.	Principal, Assistant Principal	Increased percentages in public-perception of the campus.				

### Performance Objective 1 Problem Statements:


Parent and Community Engagement
<b>Problem Statement 4:</b> The same volunteers serve at most events. <b>Root Cause 4:</b> Lack of effective communication about specific volunteer needs.

**Goal 1:** Dunaway Elementary will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

**Performance Objective 2:** Dunaway will increase collaboration with students and families to ensure that available information and resources are available to stakeholders.

**Evaluation Data Source(s) 2:** Campus annual surveys; CAT Team sign in sheets and minutes; direct parent, teacher, student feedback.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Develop a campus advisory team made up of parents, community members, students, and staff members to evaluate data to plan for Dunaway moving forward in the future.</p>	Principal, Assistant Principal	-Updated Campus Improvement Plan -Positive feedback from all stakeholders.				
<b>Problem Statements:</b> Parent and Community Engagement 4						
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Form positive relationships with parents in order to promote greater personal involvement in the education of their children.</p>	Principal, Assistant Principal, Counselor, teachers	-More Academic Family Nights -More volunteer sign ups -Campus parental involvement sign in sheets				
<b>Problem Statements:</b> Demographics 1 - Student Achievement 2 - Parent and Community Engagement 1, 3, 4						
<b>Funding Sources:</b> Title I (211) - 0.00						
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Revise and update campus and teacher websites to ensure parents have access to pertinent information and news.</p>	Principal, Assistant Principal, Teachers	-Increased participation at family events. -More parental involvement -positive climate surveys				
						

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Attendance rate is below 97%. <b>Root Cause 1:</b> All students (and families) do not have a great sense of urgency when it comes to school attendance.
Student Achievement
<b>Problem Statement 2:</b> There is a problem with a group of students with chronic absenteeism. <b>Root Cause 2:</b> Lack of urgency with students and families regarding the importance of school attendance.



## Parent and Community Engagement

**Problem Statement 1:** Parents still struggle with knowing what to do at home with students and school work. **Root Cause 1:** Not enough academic family nights and training opportunities for parents.

**Problem Statement 3:** Many students lose or do not maintain their reading levels over the summer. **Root Cause 3:** Not a developed summer enrichment program.


**Problem Statement 4:** The same volunteers serve at most events. **Root Cause 4:** Lack of effective communication about specific volunteer needs.

## Goal 2: Dunaway Elementary will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

**Performance Objective 1:** Create opportunities for Dunaway to receive improvements and updates to enhance existing learning environments and foster pride.

**Evaluation Data Source(s) 1:** Campus Surveys, Maintenance reviews, Campus walks

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Conduct annual maintenance walks with leaders from the maintenance department to identify areas of improvement.	Principal, Assistant Principal	-Clean, well maintained school -Teachers and students have pride in their school -Positive feedback on surveys				
<b>Problem Statements:</b> School Context and Organization 2, 3						
<b>Critical Success Factors</b> CSF 6 2) Maintain accurate PEIMS data to monitor school enrollment to maximize campus for the best use of learning spaces.	Principal, Assistant Principal, PEIMS clerk	-All campus classroom are used to most appropriate extent possible -Students have pride in their school -Positive feedback on survey				
<b>Problem Statements:</b> School Context and Organization 2, 3						
<b>Critical Success Factors</b> CSF 6 3) Develop campus Energy Management Guidelines that are aligned with district energy conservation expectations to reduce energy costs by 20%.	Principal, Assistant Principal, Teachers	-Reduced energy costs -Positive school culture -Longe range positive habits				
						

### Performance Objective 1 Problem Statements:

School Context and Organization
<b>Problem Statement 2:</b> Cars have difficulty parking, especially when we have campus wide events. <b>Root Cause 2:</b> Lack of parking lot space.
<b>Problem Statement 3:</b> Some areas of the school needs attention. <b>Root Cause 3:</b> School is 30 years old, and needs some updating, mostly cosmetic.

**Goal 2:** Dunaway Elementary will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

**Performance Objective 2:** Through providing a safe, secure, and orderly learning environment discipline referrals will decrease.

**Evaluation Data Source(s) 2:** Skyward discipline reports, TAPR report

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 3 CSF 6</p> <p>1) Continue to provide awareness education program for students regarding making good choices, violence prevention, harrassment and anti-bullying (i.e. Kelso's choices).</p>	Counselor, principal, teachers	<p>-Counselor Lesson plans -Positive Student interactions -conflict resolution -In class lessons by counselor</p> <p><b>Problem Statements:</b> School Culture and Climate 1</p>				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Provide awareness education program and training for campus staff on bullying, suicide prevention, and violence.</p>	Counselor, principal	<p>-Tools for identify bullying situations. -Lower numbers in safety reports</p> <p><b>Problem Statements:</b> School Culture and Climate 1</p>				
<p>3) Maintain a Positive Behavior Intervention Supports (PBIS) program on campus to provide incentives for positive behaviors.</p>	Counselor, Principal, Assistant Principal, PBIS team	<p>-Training sign in sheets -Campus wide discipline plan -Reduced discipline referrals -Reduced DAEP placements</p>				
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Conduct annual Safety assessments of the building. Monitor the campus continuously regarding any breaches in security.</p>	Principal, Assistant Principal, Security Guard	<p>-Safe and secure learning environment where students can be successfull.</p> <p><b>Problem Statements:</b> School Culture and Climate 3</p>				
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>5) Reduce out of class placements for all students through a behavior support plan that will provide opportunities for students to show improvement in behavior on a progressive scale of intensity.</p>	Principal, Assistant Principal, Counselor, PBIS team, Teachers	<p>-Reduction in out of class placements -Reduction in DAEP placements -Increase instructional time</p> <p><b>Problem Statements:</b> Student Achievement 1, 3 - School Culture and Climate 3</p>				

<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>6) Implement behavior Response to Intervention Plan as a layered model of interventions for students not demonstrating success in the classroom/school environment. Use the district's tiered intervention model of strategies, contracts, timelines, and data collection methods that prove if the action plan is effective.</p>	Principal, Counselor, Assistant Principal, teachers	-Improved student behavior -Increased instructional time -More restorative discipline -More Positive Behavior Intervention				
	<p><b>Problem Statements:</b> School Culture and Climate 1, 3</p>					
<p><b>Critical Success Factors</b> CSF 6</p> <p>7) Continue to monitor the implementation of the coordinated school health program in grades K-5, including: CATCH Texas Program, Fitness Gram, Health TEKS, Body Changes (gr. 5), and Physical Hygiene (gr. 4).</p>	Principal, Assistant Principal, Counselor, Teachers	-Lesson plans with Health TEKS -Positive Body Image -Healthier students				

**Performance Objective 2 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> Below district and state averages in writing at 60%. <b>Root Cause 1:</b> Two new teachers to 4th grade writing (lack of experience).
<b>Problem Statement 3:</b> SPED students on all grade levels have consistently scored way below grade level on STAAR. <b>Root Cause 3:</b> SPED instruction has lacked depth and complexity and rigor.
<b>School Culture and Climate</b>
<b>Problem Statement 1:</b> There are still a few students and teachers who feel bullying and teasing are problems at Dunaway. <b>Root Cause 1:</b> Programming can be more inclusive and needs to be revisited throughout the year.
<b>Problem Statement 3:</b> 9% of staff members feel the building is not safe and secure. <b>Root Cause 3:</b> Lack of training and information about drills, safety expectations, etc.

**Goal 2:** Dunaway Elementary will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

**Performance Objective 3:** During the 2018 - 2019 school year, Dunaway will increase the attendance rate to 98% or above.

**Evaluation Data Source(s) 3:** Skyward (PEIMS) attendance reports, Discipline referrals, TAPR report

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Following state legislative requirements for truancy, students and parents will be notified according to the WISD Attendance Guidelines once tardies or absences have exceeded recommended amount.</p>	Attendance Clerk, Assistant Principal, Principal.	-Reduction in unexcused absences -Increased daily attendance rate -Increased state funding based on ADA. -Decrease tardies and early check outs.				
<b>Problem Statements:</b> Demographics 1 - Student Achievement 2						
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) Offer incentives for students with perfect attendance at various times throughout the year.</p>	Attendance clerk, Assistant Principal, Principal	-Improve daily attendance -Reduction un unexcused absences -Increased state funding based on ADA				
<b>Problem Statements:</b> Demographics 1 - Student Achievement 2						

**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Attendance rate is below 97%. <b>Root Cause 1:</b> All students (and families) do not have a great sense of urgency when it comes to school attendance.
Student Achievement
<b>Problem Statement 2:</b> There is a problem with a group of students with chronic absenteeism. <b>Root Cause 2:</b> Lack of urgency with students and families regarding the importance of school attendance.

# Goal 3: Dunaway Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

**Performance Objective 1:** Increase student performance to 75% or higher on all state assessments by ensuring vertical alignment (K-5) in which classroom teachers are developing instruction through TRS and applying research-based instructional practices in all content areas.

**Evaluation Data Source(s) 1:** State Index Calculation Reports and Summary Tables, STAAR Scores, DCA data points, lesson plans

## Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Provide continued support and training for teachers based on needs of teachers and data from various assessments.</p>	Principals, Assistant Principal	<ul style="list-style-type: none"> <li>-Improved instruction</li> <li>-Improved test scores</li> <li>-Positive feedback from campus surveys</li> <li>-Intentional Professional Development</li> </ul>				
<b>Problem Statements:</b> Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 2, 4, 5						
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) In Professional Learning Communities (campus and district wide), provide teachers with current assessment data during campus data meetings.</p>	Principal, Assistant Principal, GLLs	<ul style="list-style-type: none"> <li>-Improved planning times</li> <li>-Improved lesson planning and classroom instruction</li> <li>-Positive Collegial relationships</li> <li>-Collegial conversations regarding instruction and student achievement</li> </ul>				
<b>Problem Statements:</b> Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 4, 5						
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Continue to strengthen Response to Intervention (RtI) layered model of support by utilizing various tools of intervention to increase student achievement.</p>	Principal, Assistant Principal, teachers	<ul style="list-style-type: none"> <li>-Improved student achievement</li> <li>-Closing achievement gaps</li> <li>-Increased student usage of iStation and Education Galaxy</li> <li>-Reduce number of SPED referrals.</li> </ul>				
<b>Problem Statements:</b> Student Achievement 1, 3						
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 4 CSF 7</p> <p>4) Provide varied staff development opportunities focused on alignment and integration of various district resources with TRS.</p>	Principal, Assistant Principal	<ul style="list-style-type: none"> <li>-Improved instruction</li> <li>-Improved student achievement</li> <li>-Increased STAAR scores</li> <li>-Positive feedback on campus surveys</li> </ul>				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2, 3						

<b>Critical Success Factors</b> CSF 1 CSF 6  5) Provide and encourage additional opportunities for extracurricular activities for students (i.e. Robotics, Math Pentathlon, UIL, etc.)	Principal, Assistant Principal	-Increased attendance -Increased student achievement -Positive campus climate surveys				
	<b>Problem Statements:</b> Demographics 1 - School Context and Organization 1					
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7  6) Increase the number of ESL certified teachers.	Principal, Assistant Principal	-Improved STAAR scores among LEP students. -Improved classroom instruction -Increased # of teachers SIOP and ELPS trained				
	<b>Problem Statements:</b> Student Achievement 1					

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Attendance rate is below 97%. <b>Root Cause 1:</b> All students (and families) do not have a great sense of urgency when it comes to school attendance.
<b>Student Achievement</b>
<b>Problem Statement 1:</b> Below district and state averages in writing at 60%. <b>Root Cause 1:</b> Two new teachers to 4th grade writing (lack of experience).
<b>Problem Statement 3:</b> SPED students on all grade levels have consistently scored way below grade level on STAAR. <b>Root Cause 3:</b> SPED instruction has lacked depth and complexity and rigor.
<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 2:</b> Lack of resources that align with TRS. <b>Root Cause 2:</b> Curriculum Resources do not always match TRS.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> DL teachers and PTLW teachers are not aligned with pacing calendars all the time. <b>Root Cause 1:</b> Pacing Calendars are not always aligned with PLTW and DL Needs.
<b>Problem Statement 2:</b> Teachers want more alignment with district adopted resources. <b>Root Cause 2:</b> Teachers feel that TRS is not always aligned with District Adopted Resources.
<b>Problem Statement 3:</b> Lesson plans are not consistent among teachers and grade levels. <b>Root Cause 3:</b> There is not a consistent Lesson Plan Format and Expectations.
<b>Problem Statement 4:</b> Teachers Consistent Promotion of HOTS, Critical Thinking, Problem Solving and 21st Century Skills; involving opportunities throughout the building, educating parents, involve community members. <b>Root Cause 4:</b> Teachers have lack of training and continuous support on these items.
<b>Problem Statement 5:</b> Teachers feel isolated in planning at times. <b>Root Cause 5:</b> Lack of Opportunities for Colleague Collaboration - Strategies, Make and Take's, Interventions, Trends
<b>School Context and Organization</b>
<b>Problem Statement 1:</b> Lack of participation of UIL and other academic competitions. <b>Root Cause 1:</b> Teachers must do a better job at recruiting students for UIL and science fair.

**Goal 3:** Dunaway Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

**Performance Objective 2:** Decrease by 5% or more the achievement gap on the STAAR state assessments between the student groups: All students, African Americans, Hispanic, Special Education, Bilingual, ESL, and Economic Disadvantaged in all subject areas.

**Evaluation Data Source(s) 2:** STAAR Results, State Index Calculation Reports and Summary Tables, State Accountability Summary

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 4</p> <p>1) Increase the percentage of LEP students earning Advanced High proficiency rating on TELPAS.</p>	Principal, DL/ESL Teachers, Assistant Principal	-Increased student achievement among LEP students -Increased STAAR scores for LEP students				
<b>Problem Statements:</b> Student Achievement 1						
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 4 CSF 7</p> <p>2) Provide increase opportunities for intervention times, spiraling, small group reading/math instruction for all struggling students.</p>	Principal, Assistant Principal, Classroom teachers, interventionists.	-Increase STAAR Scores among all students -Increased scores in monitored sub-pops -Increased student achievement -More enriching lesson plans				
<b>Problem Statements:</b> Student Achievement 1, 3						
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 3 CSF 4</p> <p>3) Continue to use "Best Practices" training across all grade levels and content.</p>	Principal, teachers	-Increased student achievement -Increased STAAR Scores -Improvement in DCA scores				
<b>Problem Statements:</b> Student Achievement 1, 3						
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1</p> <p>4) Increase the percentage of LEP and SPED students who approaches and meets grade level on STAAR through a program called "Read Naturally."</p>	Principal, Assistant Principal, interventionist, sped teachers	-Increased STAAR scores for LEP and SPED students -Higher English proficiency in LEP students.				
<b>Problem Statements:</b> Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> Title I (211) - 1000.00						



**Performance Objective 2 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> Below district and state averages in writing at 60%. <b>Root Cause 1:</b> Two new teachers to 4th grade writing (lack of experience).
<b>Problem Statement 3:</b> SPED students on all grade levels have consistently scored way below grade level on STAAR. <b>Root Cause 3:</b> SPED instruction has lacked depth and complexity and rigor.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> DL teachers and PTLW teachers are not aligned with pacing calendars all the time. <b>Root Cause 1:</b> Pacing Calendars are not always aligned with PLTW and DL Needs.

**Goal 3:** Dunaway Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

**Performance Objective 3:** Increase the percent of students achieving "Masters Grade Level" performance standard on the STAAR test.

**Evaluation Data Source(s) 3:** Campus STAAR Data, DCA data, Benchmark data, Eduphoria Notes

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>1) Provide opportunities for specific intervention and spiraling of low achieving TEKS as assessed through DCAs and Benchmark testing.</p>	Teacher, Principal, Assistant Principal	-Improved student achievement -Improved STAAR Scores				
<b>Problem Statements:</b> Student Achievement 1, 3						
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>2) Provide more opportunities for extension and higher order thinking questions/activities in the classroom.</p>	Teacher, Principal, Assistant Principal	-Improved "Masters Grade Level" performances on STAAR -More opportunities to address different learning styles				
<b>Problem Statements:</b> Student Achievement 1, 3 - School Culture and Climate 2 - Curriculum, Instruction, and Assessment 4						

**Performance Objective 3 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> Below district and state averages in writing at 60%. <b>Root Cause 1:</b> Two new teachers to 4th grade writing (lack of experience).
<b>Problem Statement 3:</b> SPED students on all grade levels have consistently scored way below grade level on STAAR. <b>Root Cause 3:</b> SPED instruction has lacked depth and complexity and rigor.
School Culture and Climate
<b>Problem Statement 2:</b> 25% of the students feel their work is not challenging. <b>Root Cause 2:</b> Lack of training/PD for teachers on Rigor, depth, and complexity of lessons.
Curriculum, Instruction, and Assessment
<b>Problem Statement 4:</b> Teachers Consistent Promotion of HOTS, Critical Thinking, Problem Solving and 21st Century Skills; involving opportunities throughout the building, educating parents, involve community members. <b>Root Cause 4:</b> Teachers have lack of training and continuous support on these items.

**Goal 3:** Dunaway Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

**Performance Objective 4:** Dunaway students will be exposed to robust college and career day opportunities.

**Evaluation Data Source(s) 4:** College Knowledge planning guides, Career Day agenda

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 CSF 6  1) Provide an annual career day for the entire campus to enjoy.	Principal, Counselor, Assistant Principal	-College and career ready students				
<b>Problem Statements:</b> Parent and Community Engagement 2						
<b>Critical Success Factors</b> CSF 1 CSF 6  2) Provide Monthly College Knowledge Days for students (wear college shirts and have a mini lesson regarding higher learning).	Principal, Assistant Principal, Counselor	-College and career ready students -Increased student achievement				

**Performance Objective 4 Problem Statements:**

Parent and Community Engagement
<b>Problem Statement 2:</b> We do not a campus wide career day. <b>Root Cause 2:</b> District Career Day is focused for 5th grade.

# Goal 4: Dunaway Elementary will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.

**Performance Objective 1:** 100% of all professional and paraprofessional hired will be Highly Qualified. Support systems and training measures will be implemented to facilitate recruiting and retention of effective employees.

**Evaluation Data Source(s) 1:** HR reports, SBEC certification records, Staff surveys

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Provide professional development that supports needs in student performance as evident through state assessment, DCA, and classroom assessment data.</p>	Principal, Assistant Principal	-Improved classroom instruction -Better opportunities for intentional professional development. -Increased student achievement				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 4, 5						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>2) Improve the positive work culture supportive of collegial and collaborative teamwork through Professional Learning Communities.</p>	Principal, Assistant Principal	-Increased collaboration among colleagues. -Positive work environment -Increased student achievement				
<b>Problem Statements:</b> Student Achievement 1, 3 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 5						
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>3) Provide beginning teachers relative in-service and mentoring (GUIDE program) to all new hires.</p>	GUIDE mentor teacher, principal, assistant principal	-Teacher retention -Positive teacher surveys -Improved instruction for new teachers				
<b>Problem Statements:</b> Student Achievement 1 - Curriculum, Instruction, and Assessment 4, 5						
<p>4) Train and Evaluate each teacher annually with the T-TESS evaluation tool.</p>	Principal, Assistant Principal	-Improved instruction -Identification of teachers' goals, reinforcements, and refinements.				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>5) Dunaway will recruit highly qualified teachers and staff through various measures of recruitment.</p>	Principal, Assistant Principal	-HQ teachers -Improved student achievement				

<b>Critical Success Factors</b> CSF 1 CSF 7  6) Provide 21st century technology tools and training for teachers and staff as expressed in survey data and through district and campus comprehensive needs assessments.	Principal, Assistant Principal	-improved instruction -positive survey results -blended learning opportunities for students -more STEM activities for students				
	<b>Problem Statements:</b> Technology 3					

**Performance Objective 1 Problem Statements:**


<b>Student Achievement</b>
<b>Problem Statement 1:</b> Below district and state averages in writing at 60%. <b>Root Cause 1:</b> Two new teachers to 4th grade writing (lack of experience).
<b>Problem Statement 3:</b> SPED students on all grade levels have consistently scored way below grade level on STAAR. <b>Root Cause 3:</b> SPED instruction has lacked depth and complexity and rigor.
<b>School Culture and Climate</b>
<b>Problem Statement 2:</b> 25% of the students feel their work is not challenging. <b>Root Cause 2:</b> Lack of training/PD for teachers on Rigor, depth, and complexity of lessons.
<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> K-2 teachers feel that they need more meaningful purposeful planning and PD. <b>Root Cause 1:</b> PD did not feel grade level specific or need specific.
<b>Problem Statement 2:</b> Lack of resources that align with TRS. <b>Root Cause 2:</b> Curriculum Resources do not always match TRS.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 4:</b> Teachers Consistent Promotion of HOTS, Critical Thinking, Problem Solving and 21st Century Skills; involving opportunities throughout the building, educating parents, involve community members. <b>Root Cause 4:</b> Teachers have lack of training and continuous support on these items.
<b>Problem Statement 5:</b> Teachers feel isolated in planning at times. <b>Root Cause 5:</b> Lack of Opportunities for Colleague Collaboration - Strategies, Make and Take's, Interventions, Trends
<b>Technology</b>
<b>Problem Statement 3:</b> Not all teachers are comfortable with technology. <b>Root Cause 3:</b> Lack of tech training for staff.

# Goal 5: Dunaway Elementary will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.

**Performance Objective 1:** Increase the number of devices on the campus to improve student accessibility to iStation and Education Galaxy, and to improve blended learning opportunities in the classroom.

**Evaluation Data Source(s) 1:** -Device report  
 -Reports from iStation and Education Galaxy  
 -Teacher Tech Badges

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7  1) Secure funding for the purchase of a minimum of 10 Chromebooks for the 2018 - 2019 school year.	Principal, Assistant Principal	-Increased accessibility of online intervention programs. -Increased blended learning opportunities.				
<b>Problem Statements:</b> Technology 1						
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7  2) Teachers will be become more proficient with their technology use in the classroom.	Principal, Assistant Principal	-Greater use of technology in the classroom -More Blended Learning opportunity -Increased usage of online intervention programs -Increased number of Tech Badges earned on campus				
<b>Problem Statements:</b> Technology 2, 3						
						

**Performance Objective 1 Problem Statements:**

Technology
<b>Problem Statement 1:</b> We need more devices for each classroom to get closer to a 1:1 ratio. <b>Root Cause 1:</b> Lack of funding to support technology measures.
<b>Problem Statement 2:</b> We have outdated technology curriculum. <b>Root Cause 2:</b> Our computer class curriculum needs to be updated or revamped to include new technology and real world experiences.
<b>Problem Statement 3:</b> Not all teachers are comfortable with technology. <b>Root Cause 3:</b> Lack of tech training for staff.

# Goal 6: Dunaway Elementary will allocate resources to ensure that students, parents, and the community receive optimal educational services.

**Performance Objective 1:** Dunaway will conservatively utilize their resources while maintaining programs, services, and facilities at maximum efficiency.

**Evaluation Data Source(s) 1:** Skyward financial reports, campus budget, Title I budget

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 3 CSF 6  1) Ensure all policies, guidelines, and laws are being followed when any federal or state funds are being used to service students or implement new programs.	Principal, Campus Secretary, Assistant Principal	-Better usage of campus funding -Financial conservation with regard to funds -Finances being utilized for campus/student needs.				
<b>Problem Statements:</b> School Context and Organization 3						

**Performance Objective 1 Problem Statements:**

School Context and Organization
<b>Problem Statement 3:</b> Some areas of the school needs attention. <b>Root Cause 3:</b> School is 30 years old, and needs some updating, mostly cosmetic.

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	2	5	Reduce out of class placements for all students through a behavior support plan that will provide opportunities for students to show improvement in behavior on a progressive scale of intensity.
3	1	1	Provide continued support and training for teachers based on needs of teachers and data from various assessments.
3	1	2	In Professional Learning Communities (campus and district wide), provide teachers with current assessment data during campus data meetings.
3	1	3	Continue to strengthen Response to Intervention (RtI) layered model of support by utilizing various tools of intervention to increase student achievement.
3	1	4	Provide varied staff development opportunities focused on alignment and integration of various district resources with TRS.
3	1	6	Increase the number of ESL certified teachers.
3	2	1	Increase the percentage of LEP students earning Advanced High proficiency rating on TELPAS.
3	2	2	Provide increase opportunities for intervention times, spiraling, small group reading/math instruction for all struggling students.
3	2	3	Continue to use "Best Practices" training across all grade levels and content.
3	2	4	Increase the percentage of LEP and SPED students who approaches and meets grade level on STAAR through a program called "Read Naturally."
3	3	2	Provide more opportunities for extension and higher order thinking questions/activities in the classroom.
4	1	1	Provide professional development that supports needs in student performance as evident through state assessment, DCA, and classroom assessment data.



# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

CNA initial training - February 22, 2018

CNA meeting - April 26, 2018

CNA meeting to develop CNA - May 29, 2018

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

List all committee members and title:

Principal - Emily Camarena

Assistant Principal - Tammy Hill

Counselor - Jennifer Wilson

District Representative - Viana Armstrong

Teachers - Angie Grimes, Karen Butner, Jessica Hinds, Megan Pacheco, Leon Juarez, Misty Stephens, Lori Murphy, Pam Moore, Dani Moore

Parent Representatives - Maria Schoonveld, Sarah Lopez, Jennifer Paige

Business Representatives - April Lee, Sharon Loosier

Community Representatives - Margaret Butner, Xochitl Vasquez

### 2.2: Regular monitoring and revision

Revision Dates and Updates:

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

CIP Developed - May 29, 2018

CIP will be posted to the website.

CIP is in English and translation will be made available to parents upon request.

### **2.4: Opportunities for all children to meet State standards**

Opportunities will be provided for all children to meet state standards by:

- using effective instructional strategies that are scientific research based
- using effective instructional strategies to meet the needs of eco dis studnets, students from major racial and ethnic groups, children with disabilities and English learners.

### **2.5: Increased learning time and well-rounded education**

\*After school tutoring will be provided to increase learning time.

\*Extra curricular activities and programs will be introduced to provide a well rounded education.

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

Dunaway Elementary will work with the curriculum coordinators to evaluate data, identify student needs, and develop teacher instructional strategies to promote growth and success for all students with an emphasis of at risk students.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Parent and Family Engagement Policy will be posted to the campus website.

Parent and Family Engagement will be in English and Spanish.

### **3.2: Offer flexible number of parent involvement meetings**

List Parent Meeting dates:

# Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Adams	Intervention Teacher	Title I	1.0
Joanne Campbell	Title I Aide	Title I	1.0
Rebecca Tesei-Hill	Reading Recovery Teacher	Title I/Reading Recovery	1.0

# Campus Advisory Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Emily Camarena	Principal
Administrator	Tammy Hill	Assistant Principal
Non-classroom Professional	Jennifer Wilson	Counselor
District-level Professional	Viana Armstrong	Bilingual/ESL Coordinator
Classroom Teacher	Teresa Bravo	teacher
Classroom Teacher	Karen Butner	teacher
Classroom Teacher	Paula Gonzalez	teacher
Classroom Teacher	Megan Pacheco	teacher
Classroom Teacher	Amanda Grammer	teacher
Classroom Teacher	Brenda Alvarez	teacher
Classroom Teacher	Pam Moore	teacher
Paraprofessional	Lori Murphy	technology teacher
Parent	Sarah Lopez	parent
Parent	LaToya Contreras	parent
Business Representative	April Lee	business owner
Business Representative	Sharon Loosier	business owner
Community Representative	Margarett Butner	community representative
Parent	Heather Bastel	Parent

# Campus Funding Summary

<b>Title I (211)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	2	Academic Night Materials and snacks.		\$0.00
3	2	4	Read Naturally Program		\$1,000.00
<b>Sub-Total</b>					\$1,000.00
<b>Grand Total</b>					\$1,000.00