

New Caney Independent School District
Dogwood Elementary School
2018-2019 Campus Improvement Plan

Mission Statement

**Dogwood Elementary School Is
Dedicated to Learning,
Empowering Leaders,
&
Success for All.**

Vision

The vision of Dogwood Elementary is to prepare each and every individual student to prepared academically for the next grade level, the next school, university, and life.

This means each child has come to understand and accept that he or she is responsibility for their life and actions.

They have accepted personal leadership for themselves.

Today and Everyday, they are a leader.

Value Statement

Dogwood Elementary believes that our students and staff must be:

Responsible Citizens
Effective Communicators
Academically Prepared
Lifelong Learners
Interpersonal Collaborators
Thinking with Innovation

A LEADER OF THEIR OWN LIFE AND OTHERS

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Key Stakeholders: Students, Staff, School, District, Parents, and Community:

As a new school, Dogwood Elementary implemented "The Leader in Me" leadership program for students, teachers, and staff this school year. The program integrates Stephen R. Covey's seven habits into regular classroom instruction and operates on the premise that every student can be a leader. Being a new school, we are still in the process of involving our district, parents and community. We have successfully identified the students who are in the following programs: G/T, Bilingual/ESL, Sped., RtI, Dyslexia). Next school year, we will be able serve all students and ensure that our staff members are prepared and equipped to do so.

Students:

Every student has the access to get to and from school on district transportation. However, this does not impact getting to and from extra school events such as; tutoring, family nights, etc. Students who do come and lead/help at these events are the students who regularly attend school and want to attend school. Our goal is to involve every family and student in all that we do. Making our families a part of our school community is important to meeting this goal. Campus incentive for families to get their students to school on a regular basis could include: "Dunkin @ Dogwood" (donuts and coffee for families who have perfect attendance for a period of time) - Gift card Giveaways, etc. Also, classroom/office attendance tracking systems that are visual to students and parents. We are currently rewarding students with our NEAT recess, but in order to improve student motivation each teacher should have a plan in place to positively reinforce the importance of attendance.

Staff Quality, Recruitment and Retention

School needs to have a structured system in which collaboration between teachers is fluid and efficient. School has the resources to implement the collaborative system, it is just a matter of putting it together and having all staff follow the guidelines of said system. School needs to come into agreement in what manner they want the curriculum to be taught. For that to happen, all staff in any given subject area must be given the same training so that all teachers are on the same page. This is also beneficial as it allows the school to measure staff quality and student achievement.

Parents and Community

Parents need to be made aware of the many opportunities available to them through LSC and EMCID that would allow them to learn vocational skills and improve their English language. Teachers and staff need to stress the importance of education so that our students will understand that they can break the cycle of poverty when they graduate high school through mastering a skill or through college.

Dogwood Demographic Data:

Total Enrollment:	702
AT Risk	587
LEP	509
Eco. Disadv.	622
Special Edu.	54
GT	58
Hispanic	566
American Indian	85
Asian	1
AA	5
White	589
Other	22

Demographics Strengths

Dogwood Elementary implemented the Leader in Me in 2017-2018 and will continue this implementation of the program and its processes as part of the regular school functions. The teachers and staff have good relationships with the students and the students are happy to be at Dogwood and look forward to coming to school. Even though there are academic, attendance, and family involvement concerns the continued implementation of the program will eventually close these gaps.

Problem Statements Identifying Demographics Needs

Problem Statement 1: This 2017-2018 school year, Dogwood focused on developing a culture of leadership with our students and staff. Different committees were created to help in this process. Even though we did have several parent nights, we need to increase the involvement with our district, parents, and community. This is vital for the full implementation of the Leader In Me leadership program. **Root Cause:** Before being able to fully implement the program and involving all key stakeholders, the majority of our staff members need to have buy in. This means that not just TLIM lighthouse coordinators being responsible, but all staff members, including action team leaders, committee members and the rest of the staff. Everyone needs to take part in implementing the program in order for it to be effective

Problem Statement 2: Student attendance is an evident problem. Student attendance is often affected by circumstances outside of student control. According to data, student attendance was especially low in the Winter months this academic school year. **Root Cause:** Many families have 0-1 vehicles available for transportation to and from school. Academic motivation is not always thought of as top priority or of greatest need/concern. After conferencing with teachers and students from different grade levels, we have found that many students are given the option of whether or not to attend on occasion.

Problem Statement 3: Staff are not sharing and collaborating with each other the exemplar lessons and/or strategies within our school. **Root Cause:** There is not a set tool or template or guideline for how staff are to share lessons with each other.

Problem Statement 4: An economically disadvantaged population of 85% in the school indicates that many of our students' families expect their children to enter the workforce at the earliest opportunity. Many of our parents are immigrants with little personal education. Only 68% of the parents responding to the district survey strongly agreed with the statement "I make school attendance a priority for my child." **Root Cause:** The majority of our parents did not attend college or have formal training in a skill. Those items are not viewed as a necessity for success by the majority of our parents. Parents do not have the education and/or language skills necessary to help many of the students that attend our school

Student Academic Achievement

Student Academic Achievement Summary

Dogwood has a relatively young staff as well as a new campus. Teachers are working to improve student performance through ongoing professional development. Kindergarten through second grade reading performance can significantly improve through the implementation of explicit phonics instruction and consistent guided reading with all students.

Classroom instruction can impact student performance through planning with TEKS that provide more specificity. This will provide teachers with examples of activities that are necessary for students to develop skills necessary to meet expectations.

STAARS SCORES BY GRADE LEVEL AND LANGUAGE FOR 2017-2018 (detailed data will be added upon availability.

3rd Grade Reading:

Approaches: English 74% Spanish 71% Total 73%

Meets: English 36% Spanish 38%

Masters: English 17% Spanish 15%

3rd Grade Math:

Approaches: English 77% Spanish 57% Total 71%

Meets: English 35% Spanish 11%

Masters: English 13% Spanish 6%

4th Grade Reading:

Approaches: English 50% Spanish 48% Total 50%

Meets: English 27% Spanish 4%

Masters: English 15% Spanish 0%

4th Grade Math:

Approaches: English 69% Spanish 67% Total 68%

Meets: English 41% Spanish 14%

Masters: English 26% Spanish 0%

4th Grade Writing:

Approaches: English 45% Spanish 35% Total 43%

Meets: English 20% Spanish 0%

Masters: English 2% Spanish 0%

5th Grade Reading:

Approaches: English 73% Spanish 87% Total 76%

Meets: English 35% Spanish 47%

Masters: English 17% Spanish 13%

5th Grade Math

Approaches: English 77% Spanish 69% Total 77%

Meets: English 32% Spanish 8%

Masters: English 9% Spanish 0%

5th Grade Science

Approaches: English 69% Spanish 0% Total 65%

Meets: English 27%

Masters: English 15%

Student Academic Achievement Data 5th Grade

5th Grade Report for CIP 2018

Data Sources Reviewed:

MOCK Data (5th Grade Reading & Math)

STAAR Data (5th Grade Reading & Math)

MATH:

Which groups did NOT meet Satisfactory (Grade Level - GL) Performance?

Hispanic, 31.82% or 32% only meeting Satisfactory

White, 35%

Female 30.43% or 30%

Male 32.81% or 33%

LEP 22.95% or 23%

Dogwood Elem.	Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Date Taken
Black/African American	1	7	1343	19%	0%	0%	0%	04/01/18
Hispanic	88	20.24	1557.11	56.20%	68.18%	31.82%	9.09%	04/01/18
Two or More Races	1	6	1321	17%	0%	0%	0%	04/01/18
White	20	22.45	1598.4	62.45%	80%	35%	10%	04/01/18
Female	46	20	1547.87	55.57%	69.57%	30.43%	6.52%	04/01/18
Male	64	20.67	1569.63	57.42%	68.75%	32.81%	10.94%	04/01/18
First Year of Monitoring	2	24	1605.5	66.50%	100%	50%	0%	04/01/18
LEP	61	18.67	1525.43	51.84%	63.93%	22.95%	3.28%	04/01/18
Second Year of Monitoring	3	22	1578.67	61%	66.67%	66.67%	0%	04/01/18
Special Ed Indicator	10	14.4	1454.9	39.90%	30%	20%	0%	04/01/18

Which groups MET Satisfactory (GL) Performance?

Groups with 50% or more of students meeting Satisfactory Performance include:

Second Year of Monitoring at 66.67% or 67%

First Year of Monitoring 50%

Is there a SIGNIFICANT DIFFERENCE between the performances of student groups?

Yes; Students in their Second Year of Monitoring more than doubled the percentage of most other groups in meeting Satisfactory Performance.

Note: We are not able to compare data from grade-to-grade within DES. Data analysis of this type will be valid beginning in 2019. We can compare 4th Grade STAAR Test scores from Tavola for 2016-17 to 5th Grade DES STAAR scores from DES, but there are significant known variables that make a comparison lack scientific validity.

Trends/Patterns Noted Comparing Tavola 4th 2017 STAAR to DES 5th 2018 STAAR:

The percentage of students Approaching Satisfactory Performance (GL) grew 11% from 4th Grade to 5th Grade. About 8% more students made Satisfactory Performance in 5th Grade than in 4th Grade. Among Hispanic students, about 15% more students met Approaching Grade Level Performance and about 10% more students met Satisfactory (GL) Performance.

Growth Measures Summary:

There is no significant difference between the percentage of students who met Growth Measures between Dual and Non-Dual classes in 5th Grade. In summary, about 57% of DES 5th grade students showed growth over previous 4th grade STAAR scores. I do not have access on Eduphoria to see the Growth Measures by subgroups.

What are the areas of lowest performance?

5.4B- Represent & solve multi-step problems involving 4 operations with whole numbers using equations with a letter standing for unknown quantity

5.5A- Classify 2-D figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties

5.3G - Solve for quotients of decimals to the hundredths, up to 4-digit dividends and 2-digit whole number divisors, using strategies and algorithms, including standard algorithms

5.3L - Divide whole numbers by unit fractions and unit fractions by whole numbers

4th Grade Student Achievement Committee Results

Data Sources Reviewed:

- CBA Data (4th Grade Reading & Math)
- MOCK Data (4th Grade Reading & Math)

68. How did each student group score on the latest state assessment?

	ENGLISH Grade 4 Mock MATH Test_2017-18							
	Total Students	Raw Score	Percent Score	2018 NCISD Approaches	Meets Grade Level	Masters Grade Level	Date Taken	
Dogwood Elementary	82	19.78	58.13%	62.2%	26.83%	12.2%	03/22/18	
American Indian/Alaskan Native	1	24	71%	100%	0%	0%	03/26/18	
Asian	1	31	91%	100%	100%	100%	03/26/18	
Hispanic	58	19.79	58.17%	62.07%	27.59%	12.07%	03/22/18	
Two or More Races	1	12	35%	0%	0%	0%	03/26/18	
White	21	19.38	56.95%	61.9%	23.81%	9.52%	03/22/18	
Female	39	18.41	54.10%	53.85%	17.95%	5.13%	03/22/18	
Male	43	21.02	61.79%	69.77%	34.88%	18.6%	03/22/18	
First Year of Monitoring	4	28.75	84.50%	100%	75%	50%	03/22/18	
LEP	43	19.86	58.42%	62.79%	25.58%	9.3%	03/26/18	
Special Ed Indicator	6	11.17	32.67%	16.67%	0%	0%	03/26/18	

	SPANISH Grade 4 Mock MATH Test_2017-18						
	Total Students	Raw Score	Percent Score	2018 NCISD Approaches	Meets Grade Level	Masters Grade Level	Date Taken
Dogwood Elementary	22	16.27	47.86%	54.55%	0%	0%	03/26/18
Hispanic	22	16.27	47.86%	54.55%	0%	0%	03/26/18
Female	11	17	50%	63.64%	0%	0%	03/26/18
Male	11	15.55	45.73%	45.45%	0%	0%	03/26/18
LEP	22	16.27	47.86%	54.55%	0%	0%	03/26/18
Special Ed Indicator	1	11	32%	0%	0%	0%	03/26/18
	ENGLISH_Grade 4 _MOCK READING TEST_ 2017-2018 (April 2015 released assessment)						
	Total Students	Raw Score	Percent Score	2018 NCISD Approaches	Meets Grade Level	Masters Grade Level	Date Taken
Dogwood Elementary	75	25.28	57.40%	52%	26.67%	13.33%	03/22/18
American Indian/Alaskan Native	1	34	77%	100%	100%	0%	03/26/18
Asian	1	37	84%	100%	100%	0%	03/26/18
Hispanic	53	24.21	54.96%	50.94%	18.87%	11.32%	03/22/18
Two or More Races	1	16	36%	0%	0%	0%	03/26/18
White	19	27.68	62.89%	52.63%	42.11%	21.05%	03/22/18
Female	38	24.16	54.87%	47.37%	21.05%	10.53%	03/22/18
Male	37	26.43	60%	56.76%	32.43%	16.22%	03/22/18
First Year of Monitoring	5	38	86.40%	100%	100%	60%	03/22/18
LEP	39	23.31	52.92%	51.28%	10.26%	5.13%	03/26/18
Special Ed Indicator	3	11.33	25.67%	0%	0%	0%	03/26/18

	SPANISH_Grade 4 _MOCK READING TEST_ 2017-2018 (April 2015 released assessment)						
	Total Students	Raw Score	Percent Score	2018 NCISD Approaches	Meets Grade Level	Masters Grade Level	Date Taken
Dogwood Elementary	23	22.96	52.35%	43.48%	0%	0%	03/27/18
Hispanic	23	22.96	52.35%	43.48%	0%	0%	03/27/18
Female	12	23.08	52.58%	41.67%	0%	0%	03/27/18
Male	11	22.82	52.09%	45.45%	0%	0%	03/27/18
LEP	23	22.96	52.35%	43.48%	0%	0%	03/27/18
Special Ed Indicator	1	24	55%	0%	0%	0%	03/27/18

- Which groups did not meet satisfactory performance? Why?

4th Grade English Math 26.83%: (Hispanic: 72% did NOT MEET GL, White: 76% did NOT MEET GL, LEP: 74% did NOT MEET GL, and SPED: 100% did NOT Meet GL)

4th Grade Spanish Math 0%: (NONE of the groups MET GL)

4th Grade English Reading 26.67%: (Hispanic: 81% did NOT MEET GL, White: 58% did NOT MEET GL, LEP: 89% did NOT MEET GL, SPED: 100% did NOT MEET GL)

4th Grade Spanish Reading 0%: NONE of the groups MET GL

- Which groups met satisfactory performance? Why?

4th Grade English Math: (HISPANIC: 28%, WHITE: 24%, LEP: 26%, SPED: 0%)

4th Grade Spanish Math: (Mock: 0 % of the groups Met Grade Level performance)

4th Grade English Reading: (American Indian 100%, Asian: 100%, Hispanic 19%, White: 42%, LEP: 10%, SPED: 0%)

4th Grade Spanish Reading: NONE of the groups MET GL

- Is there a significant difference between the performances of different student groups? Why?

15% more LEP students did NOT MEET Satisfactory Performance in Reading compared to Math.

18% more White students did NOT MEET Satisfactory Performance in Math compared to Reading.

69. Which student groups did not meet growth expectations? Why? Which groups met growth expectations? Why? Is there a significant difference between the performances of different student groups? Why?

We cannot measure growth from CBA to CBA because different TEKS were being tested in both reading and math.

70. Which student groups exceeded growth expectations toward Level III Advanced? Why?

4th Grade English Math Mock: Asian: 100%, Hispanic: 12.07%, White: 9.52%, LEP: 9.3%, Female: 5.13%, Male: 18.6%

4th Grade English Reading: Hispanic: 11.32%, White: 21.05%, LEP: 5.13%, Female: 10.53%, Male: 16.22%

71. Which student groups that meet the minimum size requirements have performance results that fall below the System

Safeguards standard? How will the performance rate, participation rate and/or low graduation rate be addressed for each qualifying student group?

74. What are the areas of lowest performance? What does the data look like for the past three years?

We do not have data from previous years since the students were at Tavola Elementary. However, in math, the 4th graders going to 5th grade next year are still scoring below a 60% in most readiness TEKS as shown below based on their MOCK scores. In reading, the students are only scoring below 60% in 4.2B (context clues), Fig. 19E (summarize), and Fig. 19F (make connections).

4th Grade – (Math CBA’S & Mock)

The TEKS below are tested throughout the year. Results from CBAS 1 & 2 and MOCK are shown below. CBA 3 included only measurement and geometry. Depending on the TEKS, some had more questions than others.

TEKS	Learning Standard	CBA 1 (ENG/SPAN)	CBA 2 (ENG/SPAN)	MOCK (ENG/SPAN)
4.2A (S)	Interpret the value of each place-value position as 10 times the position to the right and as the one-tenth of the value of the place to its left.	19%/ 17%	NT	53%/ 22%
4.2B (R)	Represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals.	51%/ 65%	NT	71%/ 61%
4.4A (R)	Add and subtract whole numbers and decimals to the hundredths place using the standard algorithm	19%/ 9%	48%/ 46%	54%/ 45%
4.4H (R)	Solve with fluency one-and two-step problems involving multiplication and division, including interpreting remainders.	46%/ 35%	30%/ 26%	43%/ 25%

4.5A (R)	Represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity.	53%/ 43%	55%/ 43%	51%/ 59%
4.5D (R)	Solve problems related to perimeter and area of rectangles where dimensions are whole numbers.	76%/ 78%	52%/ 43%	49%/ 43%
4.8C (R)	Solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate.	52%/ 46%	32%/ 22%	57%/ 39%

4th Grade - (READING CBA's & MOCK)

The TEKS below were tested throughout the year and percentages are from the students who are going to Dogwood. Results from first 2 CBA's and MOCK are shown below.

TEKS	Learning Standard	CBA 1 (ENG./SPN.)	CBA 2 (ENG./SPN.)	MOCK (ENG./SPN.)
4.2B S	Use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words.	NT	81% / 80%	50% / 56%
4.6A R	Sequence and summarize the plot's main events and explain their influence on future events.	47%/ NT	NT	64% / 63%
4.6B R	Describe the interaction of characters including their relationships and the changes they undergo.	46% / 62%	NT	65% / 43%
Fig.19D R	Make inferences about text and use textual evidence to support understanding.	53% / 61%	61% / 51%	60% / 58%

Fig.19E	Summarize information in text, maintaining meaning and logical order.	37% / 56%	NT / 57%	55% / 33%
Fig.19F	Make connections between literary and informational texts with similar ideas and provide textual evidence	NT	NT	52% / 57%

Student Academic Achievement Strengths

Dogwood Elementary students strengths based upon the results of the 2018 STAAR test reside in the area of Math. Math scores in all three grade levels at 65% in 4th grade, 71% in 3rd grade and 77% in 5th grade. Dogwood will utilize these gains from the 2017 to 2018 students to motivate student to continue to grow not only in math, but in Reading and Science as well. Third and fifth grade also demonstrated growth in Reading with 3rd grade scoring 73% and 5th grade scoring 76%. Fourth grade scores lagged far behind the 3rd and 5th grade scores and will become an area of focus for this school year in Reading and Writing.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students are entering each grade level reading significantly below expectations. The inability to read on level has an impact in instruction in all core areas and is directly impacting scores on local and state assessments and classroom performance. **Root Cause:** Students lack the skills to decode/tackle complex texts. Students also lack academic experience and vocabulary necessary to comprehend reading material and understand tasks/skills required at grade level. There is also a lack of continuity and alignment of instruction horizontally and vertically. Instruction at the level of rigor necessary to accelerate student learning is not consistent from c

School Processes & Programs

School Processes & Programs Summary

Campus-wide strategies for teaching math and reading need to set and implemented. Teachers need to use administered assessments such as DRA's and Benchmarks to keep running records and small group instruction.

In order to lessen the workload for administration and to alleviate confusion, we suggest a directory/roster that can be distributed campus-wide, on the school website, and to parents.

It is recommended that a survey requesting feedback concerning teacher and parent interest/availability in before/after school programs.

Technology is in abundance in our building but the focus needs to be on finding ways to inform and teach teachers how to integrate technology in their classroom in a way that will enrich their teaching.

Parents would benefit from a technology class offered after school to help them learn how to use the various recommended websites to help their children. Also a list of good websites posted on the Dogwood Webpage would be helpful. Parent accessible webinars and a community computer lab were requested by parents.

School Processes & Programs Strengths

Dogwood is has a young but dedicated faculty and staff that is adapting and learning as they go. Each staff member is highly qualified and cares deeply for their students and families. The staff is willing to do what is necessary to enable the students to be successful and empower them in their own lives. Usign the Leader In Me framework, the campus is able to develop the needed systems to overcome the obstacles presented in their path.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Problem Statement: The data from the STAAR Test and other assessment shows that students are not reaching mastery level on the Readiness standards which prepares them for the next grade level. Teachers understanding of how to take use data from assessments and adjust planning and grouping to bridge the gaps is low. **Root Cause:** Teachers do not have enough grade-level appropriate resources to fill academic gaps. Trainings are needed with modeling of appropriate grade level lessons needed for teachers throughout the year. Teachers are going to different trainings but information is not

aligning with what they are teaching

Problem Statement 2: Staff and faculty are often confused about who is in charge of specific services, programs, committees, etc. **Root Cause:** This is due to the new school environment which includes several employees that are new to the district.

Problem Statement 3: The school provides limited programs before and after school. **Root Cause:** Due to being a brand new campus, staff availability (before/after school) and materials are limited.

Problem Statement 4: Technology changes fast and teachers fall behind on professional development to learn new techniques and websites in order to integrate technology in a way that will enhance their teaching. **Root Cause:** Teachers do not have time to attend professional development or are unaware of the many great sessions available through the district or the ESC.

Problem Statement 5: Parents do not use technology at home to enhance their child's/children's learning. **Root Cause:** This is due economic factors and lack of knowledge of useful sites.

Perceptions

Perceptions Summary

Parents expressed they do feel welcome when on campus, and would like more opportunities to provide their input on campus committees. They appreciate the updates on social media, as well as the flyers and newsletters being sent home in English and Spanish. Dogwood must continue to provide opportunities for family and community engagement. Examples of this will include:

- Monthly Family Nights
- Dual Language Parent Meetings
- Dual Language Showcase / Festival
- Winter Festival
- GT Showcase
- Parent Conferences
- Parenting Partners Training
- Regular Parent Phone Calls & Correspondence / Thursday Folders

Administration needs to provide guidelines for expectations and communicate them a timely manner appropriate to the scope of the task.

A school wide discipline rubric that is equally enforced by staff and administration that is appropriate to the offense.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers and staff must continue to build positive relationships with students and parents. Some parents expressed there was a lack of communication from teachers. They would like more information on how their children are doing throughout the school year, and would like to be more involved in campus activities. **Root Cause:** Several of our families do not have access to internet, email, or reliable phone service. Students do not take home Thursday folders regularly. Teachers are not assigning homework on a daily basis. Parents are unable to support student learning because they are unaware of what students are working on in class. Parents are not receiving enough feedback from teachers about student grades and expect

Problem Statement 2: Staff members do not have a clear understanding of expectations provided by administration in academic and classroom discipline procedures. **Root Cause:** Administrative expectations have not been communicated clearly and concisely enough.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) 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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

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
- Economically Disadvantaged / Non-economically disadvantaged 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.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: September 17, 2018

Goal 1: Dogwood Elementary fourth and fifth grade students will each meet their progress measure based for the 2019 STAAR test in April and June. All other Dogwood students will grow by at least one academic grade level in Reading and Math by May 25, 2019

Performance Objective 1: Based upon grade level standards as identified by the state of Texas, 75% of Dogwood 3rd, 4th, and 5th Grade students will achieve the met standard for STAAR and 100% of 4th and 5th grade students will meet their progress measure on the STAAR:


Reading - 3rd 75%, 4th 77%, 5th 76%





Math - 3rd 76%, 4th 73%, 5th 72%




Science - 5th 80%; Writing - 4th 69%






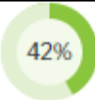


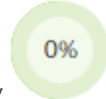

Evaluation Data Source(s) 1: Disaggregated data from the STAAR tests will show the percentage of students for each grade level, as identified in the Performance Objective, achieving the "Meets Grade Level" standard for STAAR or meeting the individual progress measure for each child.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Professional Development will be provided for faculty and staff on Balanced Literacy, Balanced Numeracy, Origo Math, Aligning Academics through the Leader in Me, Empowering Writers, Neuhaus Reading, etc..... These sessions will provide teachers with greater skills and tools to meet the individual academic needs of students, as well as increasing student responsibility and accountability for their own learning.		Principal, Assistant Principal, RtI Specialist, Teachers, Instructional Coach	Increased Literacy and score performance on DRAs, Curriculum Based Assessments (CBA), Mock STAAR, and STAAR.				
Problem Statements: Demographics 3 - Student Academic Achievement 1 Funding Sources: Title I - 0.00, Local - 0.00							

<p>2) Provide staff with all necessary supplemental instructional materials needed in core content academic areas to enhance learning opportunities for all students on STAAR, DRA, Istation, CBA's, TXKEA, and other assessments. This includes STAAR Test Prep Materials, Mentoring Minds, myON, Happy Numbers, Library Books, Empowering Writers, Guided Reading Libraries, etc...</p>	<p>Principal, Assistant Principals, School Secretary, Team Leads</p>	<p>Improvement in CBA's, Mock STAAR, and STAAR scores across the board and Reading levels on DRA, TXKEA, and Math levels on Origo and Happy Numbers.</p>				
<p>Problem Statements: School Processes & Programs 3 Funding Sources: Title I - 0.00, Local - 0.00</p>						
<p>3) Tiered RtI will be implemented with continual monitoring of all identified RtI students, especially Tier II and III students.</p>	<p>Principal, Assistant Principal, RtI Specialist, Teachers, Counselor, Instructional Coach</p>	<p>Improved results of Tiered students on STAAR, Istation, DRA, CBAs, Mock STAAR and other assessments.</p>				
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: State Compensatory Ed - 0.00, Title I - 0.00, Local - 0.00</p>						
<p>4) Increase rigor and instruction in all classrooms through rigorously aligned instruction based upon on grade level TEKS. Alignment will occur through The Leader in Me Academic Alignment training, grade level and subject multi-grade level collaboration, as well as grade level Instructional Bundles prepared by District Math and Reading Specialist.</p>	<p>Principal, Assistant Principal, RtI Specialist, District Math and Reading Specialist, Instructional Coach</p>	<p>Improvement in student achievement scores based upon STAAR, CBAs and DRA.</p>				
<p>Problem Statements: Demographics 3 - Student Academic Achievement 1 - School Processes & Programs 1, 4 Funding Sources: Local - 0.00, Title I - 0.00</p>						
<p>5) Implement small group differentiated instruction in Reading and Math through Guided Reading and Guided Math utilizing RtI Logs and running records to document student progress.</p>	<p>Principal, Assistant Principal, RtI Specialist, Teachers, Counselor, ELL Specialists, Dyslexia Specialist, Instructional Coach</p>	<p>Improvement in student achievement scores and results based upon the STAAR, CBAs and DRA assessment.</p>				
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: Local - 0.00, Title I - 0.00</p>						

<p>6) After School Intervention will be implemented for K - 2 identified students in the spring semester for 6 weeks.</p> <p>After School Intervention for 5th grade will begin in January for identified students in need of assistance for STAAR. The interventions will last 6 - 8 weeks, twice a week.</p> <p>After School Intervention for identified 3rd and 4th graders will begin after the spring Mock test administered by the district and run until the administration of the STAAR in May.</p>	Principal, Assistant Principal, RtI Specialist, Teachers, Counselor, ELL Specialists, Dyslexia Specialist, Instructional Coach, all staff.	Improvement in student achievement scores and results based upon the STAAR, Mock STAAR, CBAs and DRA assessment.				
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1, 3</p> <p>Funding Sources: Title I - 0.00, Local - 0.00</p>						
<p>7) Bi-weekly PLCs will be held to review student progress, learning, and instruction, as well as to promote collaboration among teachers.</p>	Principal, Assistant Principal, RtI Specialist, Instructional Coach, Counselor	Meeting agendas, sign in sheets, and assessment results: STAAR, Mock STAAR, CBAs, DRA				
<p>Problem Statements: Demographics 3 - Perceptions 2</p> <p>Funding Sources: Local - 0.00</p>						
<p>8) RtI, ELL, and Dyslexia Specialists will be utilized to provide additional small group pull out instruction for students in need, including homeless students.. Specialist will focus on individualized learning plans and differentiated instruction to meet the needs of individual students.</p>	Principal, Assistant Principal, RtI Specialist, ELL Specialist, Dyslexia Specialist, Classroom Teachers, Instructional Coach	Improvement in student achievement scores and results based upon the STAAR, Mock STAAR, CBAs and DRA assessment.				
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1</p> <p>Funding Sources: State Compensatory Ed - 0.00, Title I - 0.00</p>						
<p>9) Special Education Teachers, Instructional Paraprofessionals, and Dyslexia Specialist, will utilize the Individualize Education Plans and 504 Individualized Learning Plans to address individual student needs during in school pullouts and after school interventions.</p>	Principal, Assistant Principal, RtI Specialist, ELL Specialist, Dyslexia Specialist, Classroom Teachers	Students meeting goals and expectations on IEP"s, 504 plans, and student achievement assessments.				
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1</p> <p>Funding Sources: Local - 0.00, State Sped - 0.00, Title III - 0.00</p>						

<p>10) Professional Development for contracted services will be provided to enhance small group differentiated instruction in Reading/Language Arts, Math, and Science.</p> <p>Training may be provided by the Teacher's Teacher, Region 6, or District Curriculum Specialist, as well as campus Instructional Coach.</p>		Principal, Assistant Principal, Instructional Leadership / Site Based Leadership team, Instructional Coach	Improvement in student achievement scores and results based upon the STAAR, Mock STAAR, CBAs and DRA assessment. Observation of improvement of instruction by campus leadership.				
<p>Problem Statements: Demographics 3 - Student Academic Achievement 1 - School Processes & Programs 1, 4</p> <p>Funding Sources: Title I - 0.00, Local - 0.00</p>							
<p>11) Professional Development from Frog Street for PreK and Kinder teachers that integrates instruction across developmental domains and early disciplines, which used differentiated instruction and social and emotional development.</p>		Principal, Assistant Principal, PK/K teachers, Instructional Coach	Successful student transition to the next grade level.				
<p>Problem Statements: Demographics 3 - Student Academic Achievement 1 - School Processes & Programs 4</p> <p>Funding Sources: Title I - 0.00, PreK Grant - 0.00, Local - 0.00</p>							
<p>12) Instructional Coach will assist teachers through Professional Development, lesson modeling, co-teaching, micro-teaching through the use of IPADs and Swivels to record lessons and observation utilized to give feedback.</p>		Principal, Assistant Principal, Instructional Coaches, Media Specialist	Observation of improvement in teacher instruction. Increase in state or standardized scores from DRA, CBAs, STAAR, etc...				
<p>Problem Statements: Demographics 3 - Student Academic Achievement 1 - School Processes & Programs 1</p> <p>Funding Sources: Title I - 5600.00</p>							
<p>13) Dogwood Elementary will implement The Leader in Me Program throughout all grades and phases of the school and campus to facilitate acquisition of personal leadership, responsibility and accountability in all students for their own academic learning, behavior, attendance, and progress.</p>		Campus Administration and Campus Lighthouse Committee charged with implementation of the program, as well as all staff members.	Improvement in student achievement scores on state test, school benchmarks, teacher observations, etc....				
<p>Problem Statements: Demographics 1, 2, 3, 4 - Student Academic Achievement 1 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Title I - 0.00, Local - 0.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: This 2017-2018 school year, Dogwood focused on developing a culture of leadership with our students and staff. Different committees were created to help in this process. Even though we did have several parent nights, we need to increase the involvement with our district, parents, and community. This is vital for the full implementation of the Leader In Me leadership program. **Root Cause 1:** Before being able to fully implement the program and involving all key stakeholders, the majority of our staff members need to have buy in. This means that not just TLIM lighthouse coordinators being responsible, but all staff members, including action team leaders, committee members and the rest of the staff. Everyone needs to take part in implementing the program in order for it to be effective

Problem Statement 2: Student attendance is an evident problem. Student attendance is often affected by circumstances outside of student control. According to data, student attendance was especially low in the Winter months this academic school year. **Root Cause 2:** Many families have 0-1 vehicles available for transportation to and from school. Academic motivation is not always thought of as top priority or of greatest need/concern. After conferencing with teachers and students from different grade levels, we have found that many students are given the option of whether or not to attend on occasion.

Problem Statement 3: Staff are not sharing and collaborating with each other the exemplar lessons and/or strategies within our school. **Root Cause 3:** There is not a set tool or template or guideline for how staff are to share lessons with each other.

Problem Statement 4: An economically disadvantaged population of 85% in the school indicates that many of our students' families expect their children to enter the workforce at the earliest opportunity. Many of our parents are immigrants with little personal education. Only 68% of the parents responding to the district survey strongly agreed with the statement "I make school attendance a priority for my child." **Root Cause 4:** The majority of our parents did not attend college or have formal training in a skill. Those items are not viewed as a necessity for success by the majority of our parents. Parents do not have the education and/or language skills necessary to help many of the students that attend our school

Student Academic Achievement

Problem Statement 1: Students are entering each grade level reading significantly below expectations. The inability to read on level has an impact in instruction in all core areas and is directly impacting scores on local and state assessments and classroom performance. **Root Cause 1:** Students lack the skills to decode/tackle complex texts. Students also lack academic experience and vocabulary necessary to comprehend reading material and understand tasks/skills required at grade level. There is also a lack of continuity and alignment of instruction horizontally and vertically. Instruction at the level of rigor necessary to accelerate student learning is not consistent from c

School Processes & Programs

Problem Statement 1: Problem Statement: The data from the STAAR Test and other assessment shows that students are not reaching mastery level on the Readiness standards which prepares them for the next grade level. Teachers understanding of how to take use data from assessments and adjust planning and grouping to bridge the gaps is low. **Root Cause 1:** Teachers do not have enough grade-level appropriate resources to fill academic gaps. Trainings are needed with modeling of appropriate grade level lessons needed for teachers throughout the year. Teachers are going to different trainings but information is not aligning with what they are teaching

Problem Statement 3: The school provides limited programs before and after school. **Root Cause 3:** Due to being a brand new campus, staff availability (before/after school) and materials are limited.

Problem Statement 4: Technology changes fast and teachers fall behind on professional development to learn new techniques and websites in order to integrate technology in a way that will enhance their teaching. **Root Cause 4:** Teachers do not have time to attend professional development or are unaware of the many great sessions available through the district or the ESC.

Perceptions

Problem Statement 1: Teachers and staff must continue to build positive relationships with students and parents. Some parents expressed there was a lack of communication from teachers. They would like more information on how their children are doing throughout the school year, and would like to be more involved in campus activities. **Root Cause 1:** Several of our families do not have access to internet, email, or reliable phone service. Students do not take home Thursday folders regularly. Teachers are not assigning homework on a daily basis. Parents are unable to support student learning because they are unaware of what students are working on in class. Parents are not receiving enough feedback from teachers about student grades and expect



Problem Statement 2: Staff members do not have a clear understanding of expectations provided by administration in academic and classroom discipline procedures. **Root Cause 2:** Administrative expectations have not been communicated clearly and concisely enough.





Goal 1: Dogwood Elementary fourth and fifth grade students will each meet their progress measure based for the 2019 STAAR test in April and June. All other Dogwood students will grow by at least one academic grade level in Reading and Math by May 25, 2019








Performance Objective 2: 75% of students identified with disabilities, "at risk" and/or limited English proficiency will pass the appropriate state test(s) or meet the "required improvement" as established for each student by the state.

Evaluation Data Source(s) 2: All tests results (All forms of STAAR, TELPAS, Observation Protocol, TXKEA, etc...) will be disaggregated by special programs and will identify any gaps between student groups/programs. All special programs will make Federal Accountability System Safeguard Measures and Targets .

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Special Education Teachers, Instructional Paraprofessionals, and Dyslexia Specialist, will utilize the Individualize Education Plans and 504 Individualized Learning Plans to address individual student needs during in school pullouts and after school interventions.		Principal, Assistant Principal, RtI Specialist, ELL Specialist, Dyslexia Specialist, Classroom Teachers, Instructional Coach	Students meeting goals and expectations on IEP"s, 504 plans, and student achievement assessments.				
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: Local - 0.00, State Compensatory Ed - 0.00, Title I - 0.00						
2) RtI, ELL, and Dyslexia Specialists will be utilized to provide additional small group pull out instruction for ELL students, immigrant, migrant, and homeless students in need. Specialist will focus on individualized learning plans and differentiated instruction to meet the needs of each student.		Principal, Assistant Principal, RtI Specialist, ELL Specialist, Dyslexia Specialist, Classroom Teachers, Instructional Coach	Improvement in student achievement scores and results based upon the STAAR, Mock STAAR, CBAs and DRA assessment.				
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: Title I - 0.00, State BIL/ESL - 0.00, State Compensatory Ed - 0.00						

<p>3) SIOP and other Professional Development provided by the campus and district will be provided to all staff members in order to meet the needs of each individual student.</p>		<p>Principal, Assistant Principals, ELL Specialist, Dual Language Team Leader</p>	<p>Improvement in student achievement scores and results based upon the STAAR, Mock STAAR, CBAs and DRA assessment.</p> <p>Observation of improved instruction by campus leadership.</p>				
<p>Problem Statements: Demographics 3 - Student Academic Achievement 1 - School Processes & Programs 1</p> <p>Funding Sources: Title III - 0.00</p>							
<p>4) ELL Instructional Paraprofessionals will assist ELL and RtI specialist with small group pull out and instruction.</p>		<p>Principal, Assistant Principals, ELL Specialist</p>	<p>Improvement in student achievement scores and results based upon the STAAR, Mock STAAR, CBAs and DRA assessment.</p> <p>Observation of improved instruction by campus leadership</p>				
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1</p> <p>Funding Sources: Title I - 0.00</p>							
<p>5) After School Intervention will be implemented for K - 2 identified students in the spring semester for a 6 weeks.</p> <p>After School Intervention for 5th grade will begin in January for identified students in need of assistance for STAAR. The interventions will last 6 - 8 weeks, twice a week.</p> <p>After School Intervention for identified 3rd and 4th graders will begin after the spring Mock test administered by the district and run until the administration of the STAAR in May.</p> <p>All interventions will include Special Education, ELL, Immigrant, Migrant, and Homeless students.</p>		<p>Principal, Assistant Principal, RtI Specialist, Teachers, Counselor, ELL Specialists, Dyslexia Specialist, Instructional Coach, School Secretary, all staff.</p>	<p>Improvement in student achievement scores and results based upon the STAAR, Mock STAAR, CBAs and DRA assessment.</p>				
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1</p> <p>Funding Sources: Title I - 0.00, Title III - 0.00, State Compensatory Ed - 0.00</p>							

<p>6) Dogwood Elementary will implement The Leader in Me Program throughout all grades and phases of the school and campus to facilitate acquisition of personal leadership, responsibility and accountability in all students for their own academic learning, behavior, attendance, and progress.</p>		<p>Campus Administration and Campus Lighthouse Committee charged with implementation of the program, as well as all staff members.</p>	<p>Improvement in student achievement scores on state test, school benchmarks, teacher observations, etc...</p>				
<p>Problem Statements: Demographics 1, 4 - Student Academic Achievement 1 - School Processes & Programs 1 - Perceptions 1 Funding Sources: Local - 0.00, Title I - 0.00</p>							
<p>7) Dogwood Elementary will continue to screen and provide interventions and accommodations for students with dyslexia tendencies and related disorders. (AimsWeb, Esperanza, ESC trainings) Substitutes will be provide for teachers attending intervention training.</p>	<p>2.4, 2.6</p>	<p>Principal, Assistant Principal, Dyslexia Specilist</p>	<p>Dyslexia Specialist will meet with campus administration to review the progress of students.</p>				
<p>Funding Sources: State Compensatory Ed - 0.00</p>							
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>8) Dogwood Elementary Special Education Teacher, in conjunction with classroom teachers, will develop an Intensive Program of Instruction to be used for all 4th and 5th grade students who did not score at the approaches level on STAAR.</p>	<p>2.4, 2.6</p>	<p>Principal, Assistant Principal, Special Education Teacher(s), Classroom Teachers</p>	<p>SPED students in 4th and 5th Grade taking STAAR test will meet their progress and measure and score at the approaches level.</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: This 2017-2018 school year, Dogwood focused on developing a culture of leadership with our students and staff. Different committees were created to help in this process. Even though we did have several parent nights, we need to increase the involvement with our district, parents, and community. This is vital for the full implementation of the Leader In Me leadership program. Root Cause 1: Before being able to fully implement the program and involving all key stakeholders, the majority of our staff members need to have buy in. This means that not just TLIM lighthouse coordinators being responsible, but all staff members, including action team leaders, committee members and the rest of the staff. Everyone needs to take part in implementing the program in order for it to be effectiv</p>
<p>Problem Statement 3: Staff are not sharing and collaborating with each other the exemplar lessons and/or strategies within our school. Root Cause 3: There is not a set tool or template or guideline for how staff are to share lessons with each other.</p>

Problem Statement 4: An economically disadvantaged population of 85% in the school indicates that many of our students' families expect their children to enter the workforce at the earliest opportunity. Many of our parents are immigrants with little personal education. Only 68% of the parents responding to the district survey strongly agreed with the statement "I make school attendance a priority for my child." **Root Cause 4:** The majority of our parents did not attend college or have formal training in a skill. Those items are not viewed as a necessity for success by the majority of our parents. Parents do not have the education and/or language skills necessary to help many of the students that attend our school

Student Academic Achievement

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School Processes & Programs

Problem Statement 1: Problem Statement: The data from the STAAR Test and other assessment shows that students are not reaching mastery level on the Readiness standards which prepares them for the next grade level. Teachers understanding of how to take use data from assessments and adjust planning and grouping to bridge the gaps is low. **Root Cause 1:** Teachers do not have enough grade-level appropriate resources to fill academic gaps. Trainings are needed with modeling of appropriate grade level lessons needed for teachers throughout the year. Teachers are going to different trainings but information is not aligning with what they are teaching

Perceptions

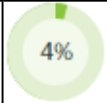


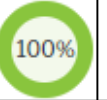
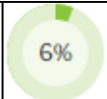

Problem Statement 1: Teachers and staff must continue to build positive relationships with students and parents. Some parents expressed there was a lack of communication from teachers. They would like more information on how their children are doing throughout the school year, and would like to be more involved in campus activities. **Root Cause 1:** Several of our families do not have access to internet, email, or reliable phone service. Students do not take home Thursday folders regularly. Teachers are not assigning homework on a daily basis. Parents are unable to support student learning because they are unaware of what students are working on in class. Parents are not receiving enough feedback from teachers about student grades and expect





Goal 1: Dogwood Elementary fourth and fifth grade students will each meet their progress measure based for the 2019 STAAR test in April and June. All other Dogwood students will grow by at least one academic grade level in Reading and Math by May 25, 2019

Performance Objective 3: Dogwood Elementary will meet a 97% student attendance rate.

Evaluation Data Source(s) 3: The TAPR Report will show Dogwood has achieved a 97% attendance rate.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Student who have perfect attendance and are not tardy every two weeks will receive an extra 15 minutes of recess every second Friday. Never Ever Absent or Tardy Recess (NEAT Recess)		Principal, Attendance Clerk, Assistant Principal, School Secretary, Teachers	Increase in attendance rate by 1%				
	Problem Statements: Demographics 2, 4 Funding Sources: Local - 0.00						
2) Daily calls will be made through the TEAMS/Skyward or AESOP system to parents of absent students.		Principal, Assistant Principal, Attendance Clerk	Increase in attendance and documentation.				
	Problem Statements: Demographics 2, 4 Funding Sources: Local - 0.00						
3) Semester Award Ceremonies will be held at the end of the fall and spring semesters to award perfect attendance certificates to students.		Principal, Attendance Clerk, Assistant Principal, School Secretary, Teachers	Increase in attendance rate by 1%				
	Problem Statements: Demographics 2, 4 Funding Sources: Local - 0.00						
4) Campus Attendance Committee will meet every two weeks to speak with parents of students who have attendance issues.		Principal, Attendance Clerk, Assistant Principal, School Secretary, Teachers	Increase in attendance rate by 1%. Documentation.				
	Problem Statements: Demographics 2, 4 Funding Sources: Local - 0.00						

<p>5) Dogwood Elementary will implement The Leader in Me Program throughout all grades and phases of the school and campus to facilitate acquisition of personal leadership, responsibility and accountability in all students for their own academic learning, behavior, attendance, and progress.</p>	<p>Campus Administration and Campus Lighthouse Committee charged with implementation of the program, as well as all staff members.</p>	<p>Improvement in student attendance by 1%.</p>				
<p>Problem Statements: Demographics 2, 4 Funding Sources: Title I - 0.00, Local - 0.00</p>						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Performance Objective 3 Problem Statements:

Demographics	
<p>Problem Statement 2: Student attendance is an evident problem. Student attendance is often affected by circumstances outside of student control. According to data, student attendance was especially low in the Winter months this academic school year. Root Cause 2: Many families have 0-1 vehicles available for transportation to and from school. Academic motivation is not always thought of as top priority or of greatest need/concern. After conferencing with teachers and students from different grade levels, we have found that many students are given the option of whether or not to attend on occasion.</p>	<p>Problem Statement 4: An economically disadvantaged population of 85% in the school indicates that many of our students’ families expect their children to enter the workforce at the earliest opportunity. Many of our parents are immigrants with little personal education. Only 68% of the parents responding to the district survey strongly agreed with the statement “I make school attendance a priority for my child.” Root Cause 4: The majority of our parents did not attend college or have formal training in a skill. Those items are not viewed as a necessity for success by the majority of our parents. Parents do not have the education and/or language skills necessary to help many of the students that attend our school</p>

Goal 1: Dogwood Elementary fourth and fifth grade students will each meet their progress measure based for the 2019 STAAR test in April and June. All other Dogwood students will grow by at least one academic grade level in Reading and Math by May 25, 2019

Performance Objective 4: Dogwood Elementary will foster the use of technology as an effective tool for instruction and classroom management.

Evaluation Data Source(s) 4: Yearly evaluation of all overall technology plan.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) As a result of needs identified during the NCISD visioning work sessions in 2012-2013, CES will support efforts such as those outlined in the ConnectED initiative of the federal government (http://m.whitehouse.gov/sites/default/files/docs/connected_fact_sheet.pdf), and the "Creating a New Vision for Public Education in Texas" initiative from Texas Association of School Administrators (TASA). This will be accomplished by providing educators with the professional development, infrastructure and tools to accelerate student learning. These efforts will primarily focus on the integration of technology use into instruction and PBL techniques.		Principal, Media Specialist, School Administration, Classroom Teachers	Records of Technology Professional Development.				
	Problem Statements: School Processes & Programs 4, 5 Funding Sources: Title I - 0.00						
2) Dogwood Elementary will implement the 1 to 1 vision plan which puts a Chromebook in the hand of every child in grades 3-5 and tablets and Chromebooks in K-2 in order to improve student achievement.		Principal, Media Specialist, School Administration, Classroom Teachers	Use of student technology in the classrooms with improvement in student achievement scores.				
	Problem Statements: School Processes & Programs 4 Funding Sources: Title I - 0.00						
3) All students will be taught Technology Applications in a weekly computer class by the classroom teacher and the Computer Technology Lab Aide.		Principal; Assistant Principal' Tech Apps Aide	Classroom Observations and rotation schedule.				
	Problem Statements: School Processes & Programs 4 Funding Sources: State Compensatory Ed - 24592.00						

4) On-going training for all staff in the effective use of computers, computer programs, Chromebooks, and tablets, to provide all staff members with more effective skills to present lesson and assist students. Supplemental technology supplies as needed.	Principal; Assistant Principal; Media Specialist; Teachers; All Staff	Training agendas and Sign in sheets, classroom observations				
	Problem Statements: Demographics 3 - Student Academic Achievement 1 - School Processes & Programs 1, 4 Funding Sources: Title I - 0.00					
5) All students and teachers are trained on internet safety and cyberbullying through classroom instruction for students and Eduhero courses to prevent online harassment and bullying to meet state requirements and Title 1 CIPA requirements Parents are also involved through the district appropriate use of technology acknowledgement form, sent home at the beginning of the school year and signed by the parents.	Principal; Assistant Principal; Media Specialist; Teachers	Lesson Plans and online documentation.				
	Problem Statements: School Processes & Programs 4 Funding Sources: Title I - 0.00					
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 3: Staff are not sharing and collaborating with each other the exemplar lessons and/or strategies within our school. Root Cause 3: There is not a set tool or template or guideline for how staff are to share lessons with each other.
Student Academic Achievement
Problem Statement 1: Students are entering each grade level reading significantly below expectations. The inability to read on level has an impact in instruction in all core areas and is directly impacting scores on local and state assessments and classroom performance. Root Cause 1: Students lack the skills to decode/tackle complex texts. Students also lack academic experience and vocabulary necessary to comprehend reading material and understand tasks/skills required at grade level. There is also a lack of continuity and alignment of instruction horizontally and vertically. Instruction at the level of rigor necessary to accelerate student learning is not consistent from c
School Processes & Programs
Problem Statement 1: Problem Statement: The data from the STAAR Test and other assessment shows that students are not reaching mastery level on the Readiness standards which prepares them for the next grade level. Teachers understanding of how to take use data from assessments and adjust planning and grouping to bridge the gaps is low. Root Cause 1: Teachers do not have enough grade-level appropriate resources to fill academic gaps. Trainings are needed with modeling of appropriate grade level lessons needed for teachers throughout the year. Teachers are going to different trainings but information is not aligning with what they are teaching
Problem Statement 4: Technology changes fast and teachers fall behind on professional development to learn new techniques and websites in order to integrate technology in a way that will enhance their teaching. Root Cause 4: Teachers do not have time to attend professional development or are unaware of the many great sessions available through the district or the ESC.
Problem Statement 5: Parents do not use technology at home to enhance their child's/children's learning. Root Cause 5: This is due economic factors and lack of knowledge of useful sites.

Goal 2: Dogwood Elementary will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

Performance Objective 1: Dogwood Elementary will provide meaningful and quality professional growth opportunities for all administrators, teachers, and paraprofessionals. 100% of identified staff will participate in a minimum of 12 hours of high quality professional development activities during the year.

Evaluation Data Source(s) 1: Dogwood Elementary will collect data regarding staff participation and the effectiveness of staff development activities.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Dogwood Elementary will provide professional development training opportunities throughout the year including but not limited to the following: Reading and Literacy, science, math, writing, etc... (Substitutes available as needed) Examples: The Teacher's Teacher, KTOT, Frog Street, Empowering Writers, Big Brainz, MyON, Guided Math, Region 6 and Region 5, RRR Conference etc...		Principal; Assistant Principal; School Secretary; Teachers	Principal; Assistant Principal; School Secretary; Teachers				
	Problem Statements: Demographics 3 - Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: Title I - 0.00						
2) Dogwood Elementary administrators and staff will attend professional development training opportunities throughout the year including utilizing differentiated instruction, data disaggregation, and quality educational leadership and instruction.		Principal and Assistant Principals	Implementation of strategies in the classroom leading to improvement in student performance on CBAs, STAAR, and etc...				
	Problem Statements: Demographics 3 - Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: Title I - 0.00, Title III - 0.00						
3) Dogwood Elementary will implement The Leader in Me Program throughout all grades and phases of the school and campus to facilitate acquisition of personal leadership, responsibility and accountability in all students for their own academic learning, behavior, attendance, and progress.		Campus Administration and Campus Lighthouse Committee charged with implementation of the program, as well as all staff members.	Improvement in student achievement scores on state test, school benchmarks, teacher observations, etc...				
	Problem Statements: Demographics 1, 3 Funding Sources: Title I - 0.00						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: This 2017-2018 school year, Dogwood focused on developing a culture of leadership with our students and staff. Different committees were created to help in this process. Even though we did have several parent nights, we need to increase the involvement with our district, parents, and community. This is vital for the full implementation of the Leader In Me leadership program. **Root Cause 1:** Before being able to fully implement the program and involving all key stakeholders, the majority of our staff members need to have buy in. This means that not just TLIM lighthouse coordinators being responsible, but all staff members, including action team leaders, committee members and the rest of the staff. Everyone needs to take part in implementing the program in order for it to be effective

Problem Statement 3: Staff are not sharing and collaborating with each other the exemplar lessons and/or strategies within our school. **Root Cause 3:** There is not a set tool or template or guideline for how staff are to share lessons with each other.

Student Academic Achievement

Problem Statement 1: Students are entering each grade level reading significantly below expectations. The inability to read on level has an impact in instruction in all core areas and is directly impacting scores on local and state assessments and classroom performance. **Root Cause 1:** Students lack the skills to decode/tackle complex texts. Students also lack academic experience and vocabulary necessary to comprehend reading material and understand tasks/skills required at grade level. There is also a lack of continuity and alignment of instruction horizontally and vertically. Instruction at the level of rigor necessary to accelerate student learning is not consistent from c

School Processes & Programs

Problem Statement 1: Problem Statement: The data from the STAAR Test and other assessment shows that students are not reaching mastery level on the Readiness standards which prepares them for the next grade level. Teachers understanding of how to take use data from assessments and adjust planning and grouping to bridge the gaps is low. **Root Cause 1:** Teachers do not have enough grade-level appropriate resources to fill academic gaps. Trainings are needed with modeling of appropriate grade level lessons needed for teachers throughout the year. Teachers are going to different trainings but information is not aligning with what they are teaching





Goal 2: Dogwood Elementary will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

Performance Objective 2: All teachers and paraprofessionals will meet the ESSA standards of highly effective.

meet ESSA standards of certification and effectiveness.

Evaluation Data Source(s) 2: Dogwood Elementary staff plan will reflect 100% of teachers and paraprofessionals meet highly effective standards.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Dogwood Elementary will hire and retain highly effective teachers which meet ESSA guidelines and providing mentors for new teachers; creating time throughout the year for mentors and new teachers to meet; providing opportunities for professional growth and provide positive incentives throughout the year.		Principal; Assistant Principal; Counselor; RtI Specialist; ELL Specialist; School Secretary	Decrease in teacher/staff turnover rate.				
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: Local - 0.00						
2) Dogwood Elementary will participate in all District sponsored and related hiring activities and events, as well as attend various jobs fairs and University campus visits to attract new and Highly Qualified teachers.		School Principal	All teachers and staff hired meet Highly Qualified Standards.				
	Problem Statements: Demographics 3, 4 - Student Academic Achievement 1 Funding Sources: Local - 0.00						
3) Dogwood Elementary will implement The Leader in Me Program throughout all grades and phases of the school and campus to facilitate acquisition of personal leadership, responsibility and accountability in all students for their own academic learning, behavior, attendance, and progress.		Campus Administration and Campus Lighthouse Committee charged with implementation of the program, as well as all staff members.	Improvement in student achievement scores on state test, school benchmarks, teacher observations, etc...				
	Problem Statements: Demographics 1, 3 - Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: Title I - 0.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: This 2017-2018 school year, Dogwood focused on developing a culture of leadership with our students and staff. Different committees were created to help in this process. Even though we did have several parent nights, we need to increase the involvement with our district, parents, and community. This is vital for the full implementation of the Leader In Me leadership program. Root Cause 1: Before being able to fully implement the program and involving all key stakeholders, the majority of our staff members need to have buy in. This means that not just TLIM lighthouse coordinators being responsible, but all staff members, including action team leaders, committee members and the rest of the staff. Everyone needs to take part in implementing the program in order for it to be effective</p>
<p>Problem Statement 3: Staff are not sharing and collaborating with each other the exemplar lessons and/or strategies within our school. Root Cause 3: There is not a set tool or template or guideline for how staff are to share lessons with each other.</p>
<p>Problem Statement 4: An economically disadvantaged population of 85% in the school indicates that many of our students’ families expect their children to enter the workforce at the earliest opportunity. Many of our parents are immigrants with little personal education. Only 68% of the parents responding to the district survey strongly agreed with the statement “I make school attendance a priority for my child.” Root Cause 4: The majority of our parents did not attend college or have formal training in a skill. Those items are not viewed as a necessity for success by the majority of our parents. Parents do not have the education and/or language skills necessary to help many of the students that attend our school</p>
Student Academic Achievement
<p>Problem Statement 1: Students are entering each grade level reading significantly below expectations. The inability to read on level has an impact in instruction in all core areas and is directly impacting scores on local and state assessments and classroom performance. Root Cause 1: Students lack the skills to decode/tackle complex texts. Students also lack academic experience and vocabulary necessary to comprehend reading material and understand tasks/skills required at grade level. There is also a lack of continuity and alignment of instruction horizontally and vertically. Instruction at the level of rigor necessary to accelerate student learning is not consistent from c</p>
School Processes & Programs
<p>Problem Statement 1: Problem Statement: The data from the STAAR Test and other assessment shows that students are not reaching mastery level on the Readiness standards which prepares them for the next grade level. Teachers understanding of how to take use data from assessments and adjust planning and grouping to bridge the gaps is low. Root Cause 1: Teachers do not have enough grade-level appropriate resources to fill academic gaps. Trainings are needed with modeling of appropriate grade level lessons needed for teachers throughout the year. Teachers are going to different trainings but information is not aligning with what they are teaching</p>


Goal 2: Dogwood Elementary will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

Performance Objective 3: Dogwood Elementary will have a staff attendance of 95%.

Evaluation Data Source(s) 3: The 2017 -2018 personnel summary will show an increase in staff attendance.

Not applicable this school year

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Dogwood Elementary will provide incentives and acknowledgement for Teachers with "0" absences each month, each semester, and for the year.		Principal School Secretary Assistant Principal(s)	Staff attendance will be reviewed on a monthly basis through AESOP and the TEAMS system.				
	Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1 - Perceptions 1 Funding Sources: Local - 0.00						
2) Dogwood Elementary will implement The Leader in Me Program throughout all grades and phases of the school and campus to facilitate acquisition of personal leadership, responsibility and accountability in all students for their own academic learning, behavior, attendance, and progress.		Campus Administration and Campus Lighthouse Committee charged with implementation of the program, as well as all staff members.	Improvement in staff attendance.				
	Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: Title I - 0.00						
							

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: This 2017-2018 school year, Dogwood focused on developing a culture of leadership with our students and staff. Different committees were created to help in this process. Even though we did have several parent nights, we need to increase the involvement with our district, parents, and community. This is vital for the full implementation of the Leader In Me leadership program. **Root Cause 1:** Before being able to fully implement the program and involving all key stakeholders, the majority of our staff members need to have buy in. This means that not just TLIM lighthouse coordinators being responsible, but all staff members, including action team leaders, committee members and the rest of the staff. Everyone needs to take part in implementing the program in order for it to be effective

Student Academic Achievement

Problem Statement 1: Students are entering each grade level reading significantly below expectations. The inability to read on level has an impact in instruction in all core areas and is directly impacting scores on local and state assessments and classroom performance. **Root Cause 1:** Students lack the skills to decode/tackle complex texts. Students also lack academic experience and vocabulary necessary to comprehend reading material and understand tasks/skills required at grade level. There is also a lack of continuity and alignment of instruction horizontally and vertically. Instruction at the level of rigor necessary to accelerate student learning is not consistent from c

School Processes & Programs

Problem Statement 1: Problem Statement: The data from the STAAR Test and other assessment shows that students are not reaching mastery level on the Readiness standards which prepares them for the next grade level. Teachers understanding of how to take use data from assessments and adjust planning and grouping to bridge the gaps is low. **Root Cause 1:** Teachers do not have enough grade-level appropriate resources to fill academic gaps. Trainings are needed with modeling of appropriate grade level lessons needed for teachers throughout the year. Teachers are going to different trainings but information is not aligning with what they are teaching

Perceptions

Problem Statement 1: Teachers and staff must continue to build positive relationships with students and parents. Some parents expressed there was a lack of communication from teachers. They would like more information on how their children are doing throughout the school year, and would like to be more involved in campus activities. **Root Cause 1:** Several of our families do not have access to internet, email, or reliable phone service. Students do not take home Thursday folders regularly. Teachers are not assigning homework on a daily basis. Parents are unable to support student learning because they are unaware of what students are working on in class. Parents are not receiving enough feedback from teachers about student grades and expect

Goal 2: Dogwood Elementary will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

Performance Objective 4: Dogwood Elementary will develop an effective and efficient transition program to enroll 4 four year olds into the Pre-Kinder program.

Evaluation Data Source(s) 4: Students enrollment and attendance will be 97%.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Dogwood Elementary will work with the district to publicize, communicate, and then hold a Pre-K roundup in the spring of the school year. Early and late hours will be staffed so that the varying schedule needs of working parents will be met.		Principal Assistant Principals ELL, RtI Specialist Counselor, Office Support Staff	Registration on these two days will help smoothly and enrollment will reach 90%.				
	Problem Statements: Demographics 1, 4 - School Processes & Programs 1 - Perceptions 1 Funding Sources: Local - 0.00						
2) Dogwood Elementary will hold early enrollment in August for new PK students who did not register during PK Round up of the year.		Principal Assistant Principals ELL, RtI Specialist Counselor, Office Support Staff	Registration on these two days will be efficient and enrollment numbers high.				
	Problem Statements: Demographics 1, 2, 4 - School Processes & Programs 1 - Perceptions 1 Funding Sources: Local - 0.00						
3) Dogwood Elementary will hold Meet the Teacher night the week before school starts to introduce students and parents to their child's teacher before starting school.		Principal Assistant Principals ELL, RtI Specialist Counselor, Office Support Staff Teachers	90% of parents will attend with their child.				
	Problem Statements: Demographics 1, 2, 4 - School Processes & Programs 5 - Perceptions 1 Funding Sources: Local - 0.00						

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: This 2017-2018 school year, Dogwood focused on developing a culture of leadership with our students and staff. Different committees were created to help in this process. Even though we did have several parent nights, we need to increase the involvement with our district, parents, and community. This is vital for the full implementation of the Leader In Me leadership program. **Root Cause 1:** Before being able to fully implement the program and involving all key stakeholders, the majority of our staff members need to have buy in. This means that not just TLIM lighthouse coordinators being responsible, but all staff members, including action team leaders, committee members and the rest of the staff. Everyone needs to take part in implementing the program in order for it to be effective

Problem Statement 2: Student attendance is an evident problem. Student attendance is often affected by circumstances outside of student control. According to data, student attendance was especially low in the Winter months this academic school year. **Root Cause 2:** Many families have 0-1 vehicles available for transportation to and from school. Academic motivation is not always thought of as top priority or of greatest need/concern. After conferencing with teachers and students from different grade levels, we have found that many students are given the option of whether or not to attend on occasion.

Problem Statement 4: An economically disadvantaged population of 85% in the school indicates that many of our students' families expect their children to enter the workforce at the earliest opportunity. Many of our parents are immigrants with little personal education. Only 68% of the parents responding to the district survey strongly agreed with the statement "I make school attendance a priority for my child." **Root Cause 4:** The majority of our parents did not attend college or have formal training in a skill. Those items are not viewed as a necessity for success by the majority of our parents. Parents do not have the education and/or language skills necessary to help many of the students that attend our school

School Processes & Programs

Problem Statement 1: Problem Statement: The data from the STAAR Test and other assessment shows that students are not reaching mastery level on the Readiness standards which prepares them for the next grade level. Teachers understanding of how to take use data from assessments and adjust planning and grouping to bridge the gaps is low. **Root Cause 1:** Teachers do not have enough grade-level appropriate resources to fill academic gaps. Trainings are needed with modeling of appropriate grade level lessons needed for teachers throughout the year. Teachers are going to different trainings but information is not aligning with what they are teaching

Problem Statement 5: Parents do not use technology at home to enhance their child's/children's learning. **Root Cause 5:** This is due economic factors and lack of knowledge of useful sites.

Perceptions


Problem Statement 1: Teachers and staff must continue to build positive relationships with students and parents. Some parents expressed there was a lack of communication from teachers. They would like more information on how their children are doing throughout the school year, and would like to be more involved in campus activities. **Root Cause 1:** Several of our families do not have access to internet, email, or reliable phone service. Students do not take home Thursday folders regularly. Teachers are not assigning homework on a daily basis. Parents are unable to support student learning because they are unaware of what students are working on in class. Parents are not receiving enough feedback from teachers about student grades and expect

Goal 2: Dogwood Elementary will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

Performance Objective 5: Dogwood Elementary will develop an effective and efficient transition program with the local middle schools to ensure a smooth transition of 5th grade students to the sixth grade.

Evaluation Data Source(s) 5: 95% of fifth graders will complete their class schedules for the next school year by the end of May.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Dogwood Elementary will work with the middles school to schedule a visit for all 5th graders to the middle school campus.		Principal, Counselor, Grade Level Teachers	Field Trip forms of visit and students completing schedule forms.				
	Problem Statements: Demographics 1, 2, 4 - Perceptions 1 Funding Sources: Local - 0.00						
2) Dogwood Elementary will work with the middle schools and the middle school counselors to have students complete course selection forms in the spring of the school year.		Principal, Counselor, Grade Level Teachers.	Completion of student course selection forms.				
	Problem Statements: Demographics 1, 2 - Perceptions 1 Funding Sources: Local - 0.00						
3) Dogwood Elementary will implement The Leader in Me Program throughout all grades and phases of the school and campus to facilitate acquisition of personal leadership, responsibility and accountability in all students for their own academic learning, behavior, attendance, and progress.		Campus Administration and Campus Lighthouse Committee charged with implementation of the program, as well as all staff members.	Smooth completion of student middle school schedules of electives and courses with the middle school counselor.				
	Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: Title I - 0.00						
							

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: This 2017-2018 school year, Dogwood focused on developing a culture of leadership with our students and staff. Different committees were created to help in this process. Even though we did have several parent nights, we need to increase the involvement with our district, parents, and community. This is vital for the full implementation of the Leader In Me leadership program. **Root Cause 1:** Before being able to fully implement the program and involving all key stakeholders, the majority of our staff members need to have buy in. This means that not just TLIM lighthouse coordinators being responsible, but all staff members, including action team leaders, committee members and the rest of the staff. Everyone needs to take part in implementing the program in order for it to be effective.

Problem Statement 2: Student attendance is an evident problem. Student attendance is often affected by circumstances outside of student control. According to data, student attendance was especially low in the Winter months this academic school year. **Root Cause 2:** Many families have 0-1 vehicles available for transportation to and from school. Academic motivation is not always thought of as top priority or of greatest need/concern. After conferencing with teachers and students from different grade levels, we have found that many students are given the option of whether or not to attend on occasion.

Problem Statement 4: An economically disadvantaged population of 85% in the school indicates that many of our students' families expect their children to enter the workforce at the earliest opportunity. Many of our parents are immigrants with little personal education. Only 68% of the parents responding to the district survey strongly agreed with the statement "I make school attendance a priority for my child." **Root Cause 4:** The majority of our parents did not attend college or have formal training in a skill. Those items are not viewed as a necessity for success by the majority of our parents. Parents do not have the education and/or language skills necessary to help many of the students that attend our school.

Perceptions

Problem Statement 1: Teachers and staff must continue to build positive relationships with students and parents. Some parents expressed there was a lack of communication from teachers. They would like more information on how their children are doing throughout the school year, and would like to be more involved in campus activities. **Root Cause 1:** Several of our families do not have access to internet, email, or reliable phone service. Students do not take home Thursday folders regularly. Teachers are not assigning homework on a daily basis. Parents are unable to support student learning because they are unaware of what students are working on in class. Parents are not receiving enough feedback from teachers about student grades and expect





Goal 3: Dogwood Elementary will provide a safe and orderly environment that promotes student learning for all students.

Performance Objective 1: Dogwood Elementary will ensure and improve campus safety by reducing the number of number of discipline referrals including bullying, harassment, fighting, chronic classroom disruption, disrupting the educational process by 5%.

Evaluation Data Source(s) 1: Dogwood Elementary will review the PEIMS 425 discipline records and will conduct a climate survey of students, parents, and staff to determine if discipline referrals have decreased.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) 1) Guidance classes will be conducted at appropriate grade levels to address anger management, conflict resolution strategies, and bullying.		Counselor; Principal; Assistant Principal; Teachers	Counselor's documentation; reduction of discipline referrals.				
	Problem Statements: Demographics 1, 4 - School Processes & Programs 5 - Perceptions 1 Funding Sources: Local - 0.00						
2) 2) All students and teachers will participate in Drug Awareness Week activities for students to become aware of the dangers of drugs, for teachers to be aware and recognize possible signs of drug use in the home.		Counselor; Principal; Assistant Principal; Teachers; Staff	Students aware of dangers for drugs; reduction in discipline referrals.				
	Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: Local - 0.00						
3) 3) All students identified in Guidance classes will be referred to small groups and work with counselors. Small group counseling groups will be provided to address specific student needs.		Counselor; Principal; Assistant Principal; Teachers	Reduction in number of referrals.				
	Problem Statements: Demographics 1, 4 - Perceptions 1 Funding Sources: Local - 0.00						
4) Dogwood Elementary will establish a campus safety and security committee comprised of Teachers, Staff, Parents, and students to insure district safety guidelines are followed and to review campus safety and security procedures. The committee will meet once a month.		Counselor; Principal; Assistant Principal; Teachers	ES #10 will review campus drills and practice at the end of the year to evaluate campus efficiency and conduct a climate survey of students, staff, and parents to determine level of satisfaction and feeling of safety and security of all stakeholders				
	Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: Local - 0.00						

<p>5) Dogwood Elementary will implement The Leader in Me Program throughout all grades and phases of the school and campus to facilitate acquisition of personal leadership, responsibility and accountability in all students for their own academic learning, behavior, attendance, and progress, as well as increase Family and Community Engagement.</p>	<p>Campus Administration and Campus Lighthouse Committee charged with implementation of the program, as well as all staff members.</p>	<p>Decrease in student referrals to the office and classroom disruptions. Measured through office referrals and through student and staff surveys.</p>				
<p>Problem Statements: Demographics 1, 2, 4 - Perceptions 1 Funding Sources: Title I - 0.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 1 Problem Statements:

<p>Demographics</p>	
<p>Problem Statement 1: This 2017-2018 school year, Dogwood focused on developing a culture of leadership with our students and staff. Different committees were created to help in this process. Even though we did have several parent nights, we need to increase the involvement with our district, parents, and community. This is vital for the full implementation of the Leader In Me leadership program. Root Cause 1: Before being able to fully implement the program and involving all key stakeholders, the majority of our staff members need to have buy in. This means that not just TLIM lighthouse coordinators being responsible, but all staff members, including action team leaders, committee members and the rest of the staff. Everyone needs to take part in implementing the program in order for it to be effective</p>	
<p>Problem Statement 2: Student attendance is an evident problem. Student attendance is often affected by circumstances outside of student control. According to data, student attendance was especially low in the Winter months this academic school year. Root Cause 2: Many families have 0-1 vehicles available for transportation to and from school. Academic motivation is not always thought of as top priority or of greatest need/concern. After conferencing with teachers and students from different grade levels, we have found that many students are given the option of whether or not to attend on occasion.</p>	
<p>Problem Statement 4: An economically disadvantaged population of 85% in the school indicates that many of our students’ families expect their children to enter the workforce at the earliest opportunity. Many of our parents are immigrants with little personal education. Only 68% of the parents responding to the district survey strongly agreed with the statement “I make school attendance a priority for my child.” Root Cause 4: The majority of our parents did not attend college or have formal training in a skill. Those items are not viewed as a necessity for success by the majority of our parents. Parents do not have the education and/or language skills necessary to to help many of the students that attend our school</p>	
<p>School Processes & Programs</p>	
<p>Problem Statement 5: Parents do not use technology at home to enhance their child’s/children’s learning. Root Cause 5: This is due economic factors and lack of knowledge of useful sites.</p>	
<p>Perceptions</p>	
<p>Problem Statement 1: Teachers and staff must continue to build positive relationships with students and parents. Some parents expressed there was a lack of communication from teachers. They would like more information on how their children are doing throughout the school year, and would like to be more involved in campus activities. Root Cause 1: Several of our families do not have access to internet, email, or reliable phone service. Students do not take home Thursday folders regularly. Teachers are not assigning homework on a daily basis. Parents are unable to support student learning because they are unaware of what students are working on in class. Parents are not receiving enough feedback from teachers about student grades and expect</p>	


Goal 4: Dogwood Elementary will increase opportunities for parent/community involvement in all educational processes of the school.

Performance Objective 1: Dogwood Elementary family and community will be provided various options for involvement in the education of their children.

Evaluation Data Source(s) 1: Dogwood Elementary will document family and community involvement and attendance at various campus and department activities and events.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Sept	Dec	Mar	June
1) Dogwood Elementary will hold monthly family night meetings and events focused and lead by students on academics, safety and security, student performance's, and special events.		Principal Assistant Principals Teachers Staff	Sign in sheets will be maintained documenting parent attendance at all events.				
	Problem Statements: Demographics 1, 2, 4 - School Processes & Programs 5 - Perceptions 1 Funding Sources: Local - 0.00						
2) A winter festival will be held for all Dogwood Elementary students, families and community.		Principal and all staff.	Programs, booths, and video of participation.				
	Problem Statements: Demographics 1, 2, 4 - Perceptions 1						
3) The families and community of Dogwood will be provided with a variety of opportunities to be involved in their children's education through the coordination of information of Dual Language, LEP, and GT programs including integration into family nights, as well as separate program events.		Principal, Administration, ELL Specialist, GT Coordination, Classroom Teachers.	Sign in sheets will be maintained to monitor parent involvement in these programs.				
4) Dogwood Elementary will implement The Leader in Me Program throughout all grades and phases of the school and campus to facilitate acquisition of personal leadership, responsibility and accountability in all students for their own academic learning, behavior, attendance, and progress.		Campus Administration and Campus Lighthouse Committee charged with implementation of the program, as well as all staff members.	Increase in parental involvement as documented through the office and teacher volunteer list.				
	Problem Statements: Demographics 1, 2, 4 - Perceptions 1 Funding Sources: Title I - 0.00						

5) Dogwood Elementary will implement the Parenting Partners Program to increase family and community involvement in the campus and educate parents on how to talk and work with their children to improve their academic performance, behavior, and attendance.	Principal, Assistant Principals, Counselor, Teachers, Staff	Parental involvement will increase throughout the year and more parents are trained and become involved, as indicated by parent involvement sign in sheets.				
	Problem Statements: Demographics 1, 2, 4 - Perceptions 1 Funding Sources: Title I - 3960.00					
6) Dogwood Elementary will provide opportunities for parent involvement and education through day or evening adult ESL, Technology, or Seven Habits training.	Principal Assistant Principal Family Learning Action Team Teachers EL Specialist	Parent survey administered by the district, as well as campus conversations with parents will reflect changes in parents attitudes and needs throughout the year.				
	Problem Statements: Demographics 1, 2, 4 - School Processes & Programs 5 - Perceptions 1 Funding Sources: Title I - 0.00					
						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: This 2017-2018 school year, Dogwood focused on developing a culture of leadership with our students and staff. Different committees were created to help in this process. Even though we did have several parent nights, we need to increase the involvement with our district, parents, and community. This is vital for the full implementation of the Leader In Me leadership program. Root Cause 1: Before being able to fully implement the program and involving all key stakeholders, the majority of our staff members need to have buy in. This means that not just TLIM lighthouse coordinators being responsible, but all staff members, including action team leaders, committee members and the rest of the staff. Everyone needs to take part in implementing the program in order for it to be effective
Problem Statement 2: Student attendance is an evident problem. Student attendance is often affected by circumstances outside of student control. According to data, student attendance was especially low in the Winter months this academic school year. Root Cause 2: Many families have 0-1 vehicles available for transportation to and from school. Academic motivation is not always thought of as top priority or of greatest need/concern. After conferencing with teachers and students from different grade levels, we have found that many students are given the option of whether or not to attend on occasion.
Problem Statement 4: An economically disadvantaged population of 85% in the school indicates that many of our students' families expect their children to enter the workforce at the earliest opportunity. Many of our parents are immigrants with little personal education. Only 68% of the parents responding to the district survey strongly agreed with the statement "I make school attendance a priority for my child." Root Cause 4: The majority of our parents did not attend college or have formal training in a skill. Those items are not viewed as a necessity for success by the majority of our parents. Parents do not have the education and/or language skills necessary to help many of the students that attend our school
School Processes & Programs
Problem Statement 5: Parents do not use technology at home to enhance their child's/children's learning. Root Cause 5: This is due economic factors and lack of knowledge of useful sites.
Perceptions

Problem Statement 1: Teachers and staff must continue to build positive relationships with students and parents. Some parents expressed there was a lack of communication from teachers. They would like more information on how their children are doing throughout the school year, and would like to be more involved in campus activities. **Root Cause 1:** Several of our families do not have access to internet, email, or reliable phone service. Students do not take home Thursday folders regularly. Teachers are not assigning homework on a daily basis. Parents are unable to support student learning because they are unaware of what students are working on in class. Parents are not receiving enough feedback from teachers about student grades and expect