

Waxahachie Independent School District
Dunaway Elementary
2024-2025 Campus Improvement Plan

Mission Statement

At Dunaway, our mission is to empower every child every day to become a confident learner, to use their voice, and to reach their full potential as a valued member within their community.

Vision

At Dunaway Elementary, we strive to be a campus where innovation thrives and growth is limitless.

Value Statement

We believe in the Core Values set by the district:

We value:

- **Choices:** We value choices because they make us unique and are critical to learning.
 - As a campus, we commit to hold high expectations for student achievement and character, and will guide students to make responsible choices for their lives and learning.
- **Collaboration:** We value a collaborative culture that honors and supports all who positively impact the lives of our students.
 - As a campus, we commit to work collaboratively and take collective responsibility for the success of each student.
- **Belonging:** We value an environment of belonging that respects individual differences and ensures equality for all.
 - As a campus, we commit to create a sense of belonging by welcoming, celebrating, and respecting individual differences within our school community.
- **Community:** We value relationships that broaden learning experiences and enrich our community.
 - As a campus we commit to provide families with resources, strategies, and information to keep them engaged in their child's education.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dunaway Elementary opened its doors in August 1987 as a kindergarten through fifth grade campus. Currently Dunaway Elementary serves 527 students and 72 total staff members. The campus was named in honor of the Dunaway family who were pioneers to Texas and arrived in Waxahachie in 1853. The campus is designated as a Dual Language school of choice, where students can learn Spanish through immersion in a classroom setting. We strive to teach all students that they are CHIEFS every day by showing Character, Honesty, Integrity, Excellence, Fairness, and Success. Our demographic breakdown for Dunaway Elementary consists of 64.52% Hispanic, 27.89% White, and 4.74% African American. Our current program statuses are as follows: Emergent Bilingual - 34.35%, Gifted & Talented - 6.26%, and Special Education - 17.84%. Our economically disadvantaged student percentage is 68.12%. At Dunaway our staff includes 42.5 professional staff including 37 teachers, 3 professional staff (counselor, librarian, and nurse), 12 paraprofessionals, 2 administrators, and 1.5 speech language pathologists. At Dunaway, 62% of teachers have 11+ years of teaching experience.

Student attendance decreased by 0.1% to 95.7% from the previous school year. The highest attendance percentage was the first six-week with 96.8% attendance and the lowest attendance percentage was the fourth six-weeks with 94.2% attendance.

Our campus engages in cultural diversity on many levels. As a Dual Language campus, we participate in many of the same celebrations and holidays as the Hispanic culture. As a campus we work to include our parents and community members in many campus events such as Literacy Night, Hispanic Heritage Showcase, Trunk-Or-Treat, Dia de los Muertos, STEAM night, Folklorico Dance Club, Fine Arts Night, and Winter Festival.

Demographics Strengths

Dunaway offers numerous opportunities for family interaction afterschool. We have the most after school clubs such as: Writing Club, Chess Club, Percussion Club, Choir, Media Club, Garden Club, Student Council, Flag Crew, Destination Imagination, Ballet Folklorico, UIL, Lady Dribblers, and Dunaway 5th Grade Book Club. Disciplinary action decreased by 0.28 to 2.85% from the previous year. Additionally, 62.1% of teachers have 11 or more years of teaching experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Dunaway student attendance decreased when compared to previous school year. **Root Cause:** Inconsistent expectation school wide and attendance incentives were given inconsistently.

Problem Statement 2 (Prioritized): Parent support and PTO parent support has decreased. **Root Cause:** The switch from parent communication platform, language barriers for some parents, or possibly lack of transportation.

Student Learning

Student Learning Summary

Our students are assessed for academic growth throughout the school year with multiple assessments. District and state required assessment data is used to monitor student growth: in Grades K-5, the assessments used are NWEA MAP Growth for Math & Reading, DRA/EDL, for K-5 Emergent bilinguals TELPAS, in Grades 3- 5, MAP Growth Science in Grades 3-5, TxKEA at Kindergarten, STAAR Reading and Math at Grades 3-5, and STAAR Science for Grade 5. The data below is from the Fall and Spring MAP Growth data.

On the MAP Growth Math, our 1-5 students as a whole were in the 56th percentile for growth and increased in achievement from the 48th percentile (Fall 2023) to the 52nd percentile (Spring 2024). In Grade 1, student achievement increased from the 39th percentile (Fall 2023) to the 49th percentile (Spring 2024); Grade 2, student achievement increased from the 42nd percentile (Fall 2023) to the 43rd percentile (Spring 2024); Grade 3 student achievement increased from the 46th percentile (Fall 2023) to the 63rd percentile (Spring 2024); Grade 4 student achievement decreased from the 61st percentile (Fall 2023) to the 59th percentile (Spring 2024); and Grade 5 student achievement increased from the 55th percentile (Fall 2023) to the 58th percentile (Spring 2024).

On the MAP Growth Reading, our K-5 students as a whole were in the 52nd percentile for growth and increased in achievement from the 51st percentile (Fall 2023) to the 54th percentile (Spring 2024). In Kindergarten, student achievement decreased from the 50th percentile to the 31st (Winter 2023-Spring 2024). In Grade 1 student achievement increased from the 40th percentile (Fall 2023) to the 46th percentile (Spring 2024); Grade 2 student achievement increased from the 51st percentile (Fall 2023) to the 60th percentile (Spring 2024); Grade 3 student achievement increased from the 50th percentile (Fall 2022) to the 52nd percentile (Spring 2023); and Grade 4 student achievement decreased from the 57th percentile (Fall 2022) to the 53rd percentile (Spring 2023), and Grade 5 student achievement decreased from the 57th percentile (Fall 2022) to the 55th percentile (Spring 2023).

On the MAP Growth Spanish Reading, our K-5 students as a whole were in the 38th percentile for growth and in achievement there was a decrease from the 63rd percentile (Fall 2023) to the 55th percentile (Spring 2024).. In Grade 1 student achievement decreased from the 63rd percentile (Fall 2023) to the 44th percentile (Spring 2024); Grade 2 student achievement decreased from the 43rd percentile (Fall 2023) to the 31st percentile (Spring 2024); Grade 3 student achievement increased from the 67th percentile (Fall 2023) to the 68th percentile (Spring 2024); Grade 4 student achievement stayed the same at 66th percentile from Fall 2023 to Spring 2024, and Grade 5 student achievement decreased from the 44th percentile (Fall 2023) to the 24th percentile (Spring 2024).

On MAP Growth Science, our Grades 3-5 students as a whole were in the 65th percentile for growth and in achievement there was an increase from the 67th percentile (Fall 2023) to the 69th percentile (Spring 2024). In Grade 3 students achievement decreased from 65th (Fall 2023)to 64th percentile (Spring

2024). In Grade 4 students achievement increased from the 66th percentile (Fall 2023) to the 72nd percentile (Spring 2024) and in Grade 5 increased from the 75th percentile (Fall 2023) to the 81st percentile (Spring 2024).

Student Learning Strengths

Student Learning Strengths

On MAP Growth reading, students in Grades 1, 2, and 3, showed improvement in achievement from the Fall test to the Spring test. Our greatest increase in achievement on MAP Growth Reading was in Grades 2 where overall student achievement showed an average improvement of 9 percentile points having growth in the 63rd percentile. On MAP Growth Reading Spanish, students in Grades 1-2 and 4-5 showed an increase in achievement. Additionally, Grades 3 and 4, showed growth in the 67th percentile (Grade 3) and 64th percentile (Grade 4).

On MAP Growth Math, Grades K-3 and 5th, showed improvement from the Fall test to the Spring test. Our greatest increase in achievement was in Grade 3, where student achievement overall increased 17 percentile points from the Fall to Spring, making it growth in the 73rd percentile..

On MAP Growth Science, overall Grades 3-5 grew in the 65th percentile. Grade 5 students showed growth in the 75th percentile and 4th Grade showed growth in the 69th percentile. Grade 5 students performing in the 80th percentile or greater improved from 42nd percentile to the 50th percentile.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR Reading Approaches level has decreased from the previous school year in all grade levels. **Root Cause:** Limited opportunities for students to practice independent reading to build stamina and comprehension. Limited opportunities for students to practice writing across all content areas.

Problem Statement 2 (Prioritized): MAP Oral reading fluency data shows that the number of students "below expectations" on Oral reading rate increased from the Winter to Spring administration. **Root Cause:** Limited reading oral reading time and need for repeated readings to build fluency.

Problem Statement 3 (Prioritized): The Student Survey reported, 72% of students feel that either sometimes or never get a chance to explain their ideas. **Root Cause:** Teachers may routinely choose the same students who want to answer to stay on pacing with the lesson.

Problem Statement 4: Students are using technology daily, but the use of technology is limited. **Root Cause:** There are limited devices in Grades K-1.

Problem Statement 5 (Prioritized): Overall K-5 MAP Growth Math and Reading did not improve from previous school year. **Root Cause:** Focus on helping students close gaps. Limited opportunities for students to extend their learning when they demonstrate a mastery of grade level standards.

School Processes & Programs

School Processes & Programs Summary

Dunaway Elementary has many programs and processes in place to help students grow and reach their limitless potential. Through processes and programs offered on campus, students are supported in a variety of ways at all grade levels. Direct, small group, Tier 3 reading intervention is offered for students at all grade levels in need of support through our two reading specialists. In addition, Tier 2 support in both math and reading is offered weekly by our two campus instructional aides. They offer support in the classrooms to students in small group settings. For our Dual Language classrooms, there are three bilingual aides that support through small group Tier 2 intervention and a bilingual interventionist that pulls students for Tier 3 Direct small group setting outside of the classroom. Students that are part of the Special Education program receive individual, specific services of support from our Special Education staff which includes 2 Special Education teachers, 3 paraprofessionals, and two Speech Therapists. For our students with Dyslexia services, those are supported by 2 Dyslexia therapists on campus at this time.

Students in need of extra support through Tier 2 or Tier 3, are identified through a variety of assessments and teacher data. Grade levels address the needs in their Grade Level MTSS meeting. If students are in need of more intervention, then the campus MTSS committee meets to discuss any students in need of these Tier 3 supports and develop strategies to assist student learning and progress.

This committee works together to decide next steps for students as they progress in their learning.

Our staff meets weekly in PLC to dig deeper into their upcoming units by utilizing the 4 guiding questions of PLC. They work as teams to develop lessons that are collaborative and high quality for student learning.

Programs and other clubs that operate at Dunaway Elementary are the Dual Language program where both emergent bilingual students and Spanish immersion students learn simultaneously to become bilingual and biliterate. Our after school clubs that are offered are Garden club, FLAG Crew, Choir, Percussion, Chess Club, Writing Club, Ballet Folklorico, Basketball Camp, Media Club, and Student Council for 5th grade. We also offer DI (Destination Imagination) and UIL events both through morning and afternoon times.

School Processes & Programs Strengths

The success and strengths of our programs and processes lie within the staff that provides them. With 2 reading specialists, 2 instructional aides, 3 bilingual aides, and 1 bilingual interventionist, students can receive Tier 2 and Tier 3 instruction and support daily in the areas of math and reading. The MTSS committee meets both at the grade level and the campus level to discuss strategies and supports needed to help students be successful. Processes have been put into place through an MTSS flowchart that guides teachers through the process of helping students be successful.

Our Dual Language program prepares the students within the program to become bilingual and biliterate by 5th grade. This program works through the help of our Dual Language department at the district level and the bilingual coordinators that support the classrooms and teachers. Students in Kinder are in a full Spanish Immersion classroom where 90% of their day is taught in Spanish. Grades 2-5 are a split 50/50 model where 2 core content areas are taught in English and 2 core content areas are taught in Spanish. This year there were five 5th graders in Dual Language who earned Spanish I High School credit on the CBE exams due to their participation in the Dual Language Program.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Vertical alignment teams have not met consistently throughout the school year to strengthen instruction across the grade levels. **Root Cause:** Limited time for teachers to meet across grade levels.

Problem Statement 2 (Prioritized): Lack of consistency in lesson delivery and structure across grade level, despite weekly PLC times in reading and mathematics. **Root Cause:** Implementation of lessons may be different due to the difference of instructional strategies used in Dual Language classrooms that focused on language development. Inconsistency in student work expectations.

Problem Statement 3: Students are using technology daily, but the use of technology is limited. **Root Cause:** There are limited devices in Grades K-1.

Problem Statement 4: On staff survey, 77% staff felt they were recognized for good work. **Root Cause:** Staff recognition is done through staff nominations.

Problem Statement 5 (Prioritized): The Student Survey reported, 72% of students feel that either sometimes or never get a chance to explain their ideas. **Root Cause:** Teachers may routinely choose the same students who want to answer to stay on pacing with the lesson.

Perceptions

Perceptions Summary

According to surveys, Dunaway has a family atmosphere and our staff pour into our students daily. The relationships that staff build with their students are genuine. According to recent surveys, students feel our teachers want them to do their best and that they learn a lot in class. Students also feel like they belong in the school community and feel safe. Parents are satisfied with the quality of education at Dunaway and parents feel that their child has every opportunity to be successful. Parents that the school is a safe environment.

Many of our students' families and community members have attended events during and after school, such as Fall Festival, Literacy & STEM night, Hispanic Heritage night, DEAR Day, Fine Arts night, Cinco de Mayo Downtown and our Music programs.

Dunaway has expanded our afterschool clubs to include UIL, Writing Club, Chess Club, Ballet Folklorico, Percussion, Choir, Garden Club, Lady Dribblers, and Flag Crew. Dunaway has community partnerships with HEB, Remedy & Bethel Church, Amerigrafix, Clearwater Pools, and ECHO (Ellis County Hispanic Organization) etc. Dunaway is also supported by other Waxahachie businesses who regularly donate prizes and snacks for students and staff members.

Perceptions Strengths

According to recent surveys, an overall 99% of students feel our teachers want them to do their best and that they learn a lot in class. 97% of our students feel like they belong in the school community. According to the parent survey results, 98% of parents are satisfied with the quality of education at Dunaway. 97% of parents feel that the school is a safe environment and that their child has every opportunity to be successful. 83% of teachers and staff felt that their direct supervisor respects them and that their leaders communicate well. 81% of staff feel that their leaders are transparent. 80% of staff felt that their leaders treat them with respect.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The Student Survey reported, 72% of students feel that either sometimes or never get a chance to explain their ideas. **Root Cause:** Teachers may routinely choose the same students who want to answer to stay on pacing with the lesson.

Problem Statement 2: Staff members feel they have multiple resources provided, but lack access to district-level professional development that would help them be successful. **Root Cause:** Lack of specific/ relevant Professional Development that is accessible due to it not being offered multiple times.

Problem Statement 3 (Prioritized): Only 77% of staff members feel they were recognized for good work. **Root Cause:** Staff recognition is done through staff nominations and most nominations were submitted by the same 9 staff members.

Priority Problem Statements

Problem Statement 1: Vertical alignment teams have not met consistently throughout the school year to strengthen instruction across the grade levels.

Root Cause 1: Limited time for teachers to meet across grade levels.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: STAAR Reading Approaches level has decreased from the previous school year in all grade levels.

Root Cause 2: Limited opportunities for students to practice independent reading to build stamina and comprehension. Limited opportunities for students to practice writing across all content areas.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The Student Survey reported, 72% of students feel that either sometimes or never get a chance to explain their ideas.

Root Cause 3: Teachers may routinely choose the same students who want to answer to stay on pacing with the lesson.

Problem Statement 3 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: MAP Oral reading fluency data shows that the number of students "below expectations" on Oral reading rate increased from the Winter to Spring administration.

Root Cause 4: Limited reading oral reading time and need for repeated readings to build fluency.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Dunaway student attendance decreased when compared to previous school year.

Root Cause 5: Inconsistent expectation school wide and attendance incentives were given inconsistently.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Overall K-5 MAP Growth Math and Reading did not improve from previous school year.

Root Cause 6: Focus on helping students close gaps. Limited opportunities for students to extend their learning when they demonstrate a mastery of grade level standards.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Lack of consistency in lesson delivery and structure across grade level, despite weekly PLC times in reading and mathematics.

Root Cause 7: Implementation of lessons may be different due to the difference of instructional strategies used in Dual Language classrooms that focused on language development. Inconsistency in student work expectations.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Only 77% of staff members feel they were recognized for good work.

Root Cause 8: Staff recognition is done through staff nominations and most nominations were submitted by the same 9 staff members.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Parent support and PTO parent support has decreased.

Root Cause 9: The switch from parent communication platform, language barriers for some parents, or possibly lack of transportation.

Problem Statement 9 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data



- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Other additional data

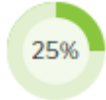


Priorities









Priority 1: Student Growth

Performance Objective 1: Every student grows academically every year in English Language Arts, Reading, Math, Science, and Social Studies.

Evaluation Data Sources: State and local assessment data, including, MAP, STAAR, state provided Interim assessments, collaboratively developed progress measures, teacher developed common formative assessments, DRA/EDL, TELPAS and TRS Performance Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use multiple data points including MAP Growth, MAP Reading Fluency, STAAR, and GL Unit Assessments to measure academic growth and respond to individual student needs to increase student achievement.</p> <p>Strategy's Expected Result/Impact: Focus on individual student growth Close gaps Increase student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Guiding Coalition</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Classroom teachers will meet in daily PLCs and focus on the unit and lesson internalization with the use of HQIMs.</p> <p>Strategy's Expected Result/Impact: Close achievement Gaps Increased student growth in all core areas</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, All Staff</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 3 Details	Reviews			
<p>Strategy 3: All teachers embed opportunities that allow students to explain their ideas and deepen their understanding of content during lesson internalization and delivery.</p> <p>Strategy's Expected Result/Impact: Increase student engagement and accountability Bridge content from speaking to writing</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom teachers, interventionists</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 5 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Administrators will ensure fidelity of TEKS being taught and assessed through classroom instruction observation and provide feedback.</p> <p>Strategy's Expected Result/Impact: Increase instructional time on Tier 1 instruction Improvement in quality of Tier 1 instruction Increase of student achievement</p> <p>Staff Responsible for Monitoring: Principal, assistant principal</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Grade level teams will create grade level MAP Growth goals from BOY to EOY for Grades K-5 in reading and math, and Grades 4-5 in science.</p> <p>Strategy's Expected Result/Impact: Team focus on student growth Increase of student academic achievement</p> <p>Staff Responsible for Monitoring: Administrators, classroom teachers</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 5</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers and instructional staff will increase the number of students on grade level in reading and math with the use of Tier 1 instruction and supplemental materials to ensure student growth.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2, 5</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Title I funds will be used to improve the quality of educational programs and ensure students from low-income families have opportunities to meet challenging state assessment standards.</p> <p>Problem Statements: Student Learning 1, 2, 5</p> <p>Funding Sources: Scholastic Magazine - Title I (211) - \$2,781.25, Studies Weekly - Title I (211) - Bil. materials - \$180.84</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 8 Details	Reviews			
<p>Strategy 8: All students will set personal data goals reading and math and track their data a minimum of once a six weeks. In addition, Science will be tracked in Grades 4-5.</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Vertical teams will collaborate to align vocabulary, instructional strategies, and identify areas of growth.</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: STAAR Reading Approaches level has decreased from the previous school year in all grade levels. Root Cause: Limited opportunities for students to practice independent reading to build stamina and comprehension. Limited opportunities for students to practice writing across all content areas.</p>

Student Learning

Problem Statement 2: MAP Oral reading fluency data shows that the number of students "below expectations" on Oral reading rate increased from the Winter to Spring administration. **Root Cause:** Limited reading oral reading time and need for repeated readings to build fluency.

Problem Statement 3: The Student Survey reported, 72% of students feel that either sometimes or never get a chance to explain their ideas. **Root Cause:** Teachers may routinely choose the same students who want to answer to stay on pacing with the lesson.

Problem Statement 5: Overall K-5 MAP Growth Math and Reading did not improve from previous school year. **Root Cause:** Focus on helping students close gaps. Limited opportunities for students to extend their learning when they demonstrate a mastery of grade level standards.

School Processes & Programs

Problem Statement 1: Vertical alignment teams have not met consistently throughout the school year to strengthen instruction across the grade levels. **Root Cause:** Limited time for teachers to meet across grade levels.

Problem Statement 2: Lack of consistency in lesson delivery and structure across grade level, despite weekly PLC times in reading and mathematics. **Root Cause:** Implementation of lessons may be different due to the difference of instructional strategies used in Dual Language classrooms that focused on language development. Inconsistency in student work expectations.


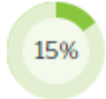
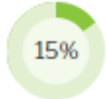
Problem Statement 5: The Student Survey reported, 72% of students feel that either sometimes or never get a chance to explain their ideas. **Root Cause:** Teachers may routinely choose the same students who want to answer to stay on pacing with the lesson.

Perceptions

Problem Statement 1: The Student Survey reported, 72% of students feel that either sometimes or never get a chance to explain their ideas. **Root Cause:** Teachers may routinely choose the same students who want to answer to stay on pacing with the lesson.

Priority 1: Student Growth

Performance Objective 2: Every student understands the expected standards of behavior in the district and feels that their safety and well-being are a priority of the district.

Strategy 1 Details	Reviews			
<p>Strategy 1: Redesign, implement, and utilize a school wide behavior support plan that provides clear expectations, positive feedback, and opportunities to learn social emotional strategies to improve their behavior.</p> <p>Strategy's Expected Result/Impact: Maximize instructional time Strengthen student and staff relationships Reduction in out of class placements Reduction in DAEP placements</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, PBIS team, all staff members</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Practice safety procedures for the five standard response protocol areas: Hold, Secure, Lockdown, Evacuate, Shelter.</p> <p>Strategy's Expected Result/Impact: Plan Implemented and practiced for off site evacuation Plan practiced for fire drills and lock downs Students know and understand how staff keep them safe</p> <p>Staff Responsible for Monitoring: Assistant Principal & Principal</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement Choose Love character development program teach students lifelong strategies rooted in four character values to empower them to make good behavioral choices.</p> <p>Strategy's Expected Result/Impact: Student behavior improvement, similar language across the campus, strong staff-student relationships</p> <p>Staff Responsible for Monitoring: Counselor, principal, assistant principal</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				



No Progress



Accomplished



Continue/Modify



Discontinue







Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Dunaway student attendance decreased when compared to previous school year. **Root Cause:** Inconsistent expectation school wide and attendance incentives were given inconsistently.

Priority 1: Student Growth

Performance Objective 3: Every graduate is college, career, or military ready, and CCMR numbers increase year over year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide learning opportunities throughout the year regarding college, career opportunities, and military through events such as Career Week, college days, and military support events.</p> <p>Strategy's Expected Result/Impact: Increase knowledge of post-graduation opportunities Make connections between academics and post-graduation opportunities</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.5</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide authentic opportunities for students to make real world connections to their thematic units of study.</p> <p>Strategy's Expected Result/Impact: Increase student awareness of careers related to content being learned Improve student engagement Increase opportunities for students to share connections</p> <p>Staff Responsible for Monitoring: Campus Admin.</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 3, 5 - School Processes & Programs 5 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 3: The Student Survey reported, 72% of students feel that either sometimes or never get a chance to explain their ideas. Root Cause: Teachers may routinely choose the same students who want to answer to stay on pacing with the lesson.</p>
<p>Problem Statement 5: Overall K-5 MAP Growth Math and Reading did not improve from previous school year. Root Cause: Focus on helping students close gaps. Limited opportunities for students to extend their learning when they demonstrate a mastery of grade level standards.</p>

School Processes & Programs

Problem Statement 5: The Student Survey reported, 72% of students feel that either sometimes or never get a chance to explain their ideas. **Root Cause:** Teachers may routinely choose the same students who want to answer to stay on pacing with the lesson.


Perceptions


Problem Statement 1: The Student Survey reported, 72% of students feel that either sometimes or never get a chance to explain their ideas. **Root Cause:** Teachers may routinely choose the same students who want to answer to stay on pacing with the lesson.


Priority 1: Student Growth


Performance Objective 4: Annually increase student enrichment and involvement in extracurricular, UIL, and co-curricular activities.


Evaluation Data Sources: Increased percentage of students engaged in activities, increased quartile/decile of Lone Star Cup standing, completion of guidelines and staff recruitment plan

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide and encourage additional opportunities for extracurricular activities for students (ie: Student Council, Writing Club, Media Club, UIL, DI, etc)</p> <p>Strategy's Expected Result/Impact: Exposure to activities beyond academics Encourage student interests to strengthen students' skills Improve home and school connection</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal Staff leading clubs or events</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 5 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue






Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 3: The Student Survey reported, 72% of students feel that either sometimes or never get a chance to explain their ideas. Root Cause: Teachers may routinely choose the same students who want to answer to stay on pacing with the lesson.</p>
School Processes & Programs
<p>Problem Statement 5: The Student Survey reported, 72% of students feel that either sometimes or never get a chance to explain their ideas. Root Cause: Teachers may routinely choose the same students who want to answer to stay on pacing with the lesson.</p>
Perceptions
<p>Problem Statement 1: The Student Survey reported, 72% of students feel that either sometimes or never get a chance to explain their ideas. Root Cause: Teachers may routinely choose the same students who want to answer to stay on pacing with the lesson.</p>

Priority 2: Honor and Support Staff

Performance Objective 1: Honor staff contributions and achievements.

Evaluation Data Sources: Staff evaluation data

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff nominations will be utilized to recognize staff members weekly or monthly through Staff of the Week or Hero of the Month. Parent nominations will be used to recognize one staff member each month.</p> <p>Strategy's Expected Result/Impact: Honor staff for their contributions Increase staff morale</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				






Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 3: Only 77% of staff members feel they were recognized for good work. Root Cause: Staff recognition is done through staff nominations and most nominations were submitted by the same 9 staff members.</p>

Priority 2: Honor and Support Staff

Performance Objective 2: Annually increase faculty and staff satisfaction and engagement.

Evaluation Data Sources: Staff evaluation data and other data related in increased staff engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborate with community partners to celebrate staff through monthly small tokens or treats to show appreciation.</p> <p>Strategy's Expected Result/Impact: Increased staff morale Strengthen community collaboration</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, PTO</p> <p>Problem Statements: Demographics 2 - Perceptions 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
	 40%			
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a staff survey to receive feedback on campus climate.</p> <p>Strategy's Expected Result/Impact: Staff share areas working well or areas support is needed Promote a positive campus culture Maintain communication amongst staff and administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue				








Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: Parent support and PTO parent support has decreased. Root Cause: The switch from parent communication platform, language barriers for some parents, or possibly lack of transportation.</p>
Perceptions
<p>Problem Statement 3: Only 77% of staff members feel they were recognized for good work. Root Cause: Staff recognition is done through staff nominations and most nominations were submitted by the same 9 staff members.</p>

Priority 2: Honor and Support Staff

Performance Objective 3: Promote a collaborative culture by engaging instructional staff in the practices of a Professional Learning Community.

Evaluation Data Sources: Staff evaluation data, meeting documentation, and other data related in increased staff engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom teachers will utilize common lesson plans across grade levels in order to create a PLC mindset and combine Dual Language and General Education classroom planning effectively.</p> <p>Strategy's Expected Result/Impact: Efficiency in planning Effective team work in sharing the load Increase content knowledge and expertise</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Leadership Team</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Core Content teams will have collaborative team planning and data discussion time once per week outside of their conference time for deeper data digs and content planning.</p> <p>Strategy's Expected Result/Impact: Differentiation based on the needs of students as shown by CFA data Continued team work to grow all students Increase content knowledge and expertise in instructional strategies</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Leadership team</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Vertical alignment teams will be created for Reading, Math, and Science and meet throughout the year to discuss alignment opportunities across grade levels.</p> <p>Strategy's Expected Result/Impact: Vertical alignment of key concepts Collaborate to ensure appropriate level of depth and rigor at each grade level</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Core Content Staff, Special Education Staff</p> <p>Title I: 2.4</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 5: Overall K-5 MAP Growth Math and Reading did not improve from previous school year. **Root Cause:** Focus on helping students close gaps. Limited opportunities for students to extend their learning when they demonstrate a mastery of grade level standards.





School Processes & Programs

Problem Statement 2: Lack of consistency in lesson delivery and structure across grade level, despite weekly PLC times in reading and mathematics. **Root Cause:** Implementation of lessons may be different due to the difference of instructional strategies used in Dual Language classrooms that focused on language development. Inconsistency in student work expectations.

Priority 2: Honor and Support Staff

Performance Objective 4: Invest in staff growth through professional learning/specialized training.

Evaluation Data Sources: Goal setting conference data

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Development opportunities will be available throughout the year based specifically on the needs of grade level teams or vertical alignment discussion.</p> <p>Strategy's Expected Result/Impact: Alignment of instructional strategies across grade levels or campus More effective use of staff development time</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff receives content planning time through the half day planning opportunities provided with district Deep Dive Days. This specific time is dedicated to deeper development of content knowledge on upcoming units.</p> <p>Strategy's Expected Result/Impact: increased understanding of content knowledge and expertise on units to be covered increased opportunity in development of team knowledge of student needs through data discussions increased and equalized standard of mastery between all teachers of a specific content/grade level</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, leadership team</p> <p>Problem Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Vertical alignment teams have not met consistently throughout the school year to strengthen instruction across the grade levels. Root Cause: Limited time for teachers to meet across grade levels.</p>



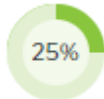
School Processes & Programs


Problem Statement 2: Lack of consistency in lesson delivery and structure across grade level, despite weekly PLC times in reading and mathematics. **Root Cause:** Implementation of lessons may be different due to the difference of instructional strategies used in Dual Language classrooms that focused on language development. Inconsistency in student work expectations.


Priority 3: Community and Stakeholder Relationships


Performance Objective 1: Annually increase satisfaction and engagement of students and families.

Evaluation Data Sources: Analyze and respond appropriately to student and family survey data, Superintendent's Student Advisory Board, Town Hall meeting for families

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide multiple opportunities throughout the year for family/staff engagement through Literacy Night, Hispanic Heritage Night, Winter Festival, and Spring STEAM Fling.</p> <p>Strategy's Expected Result/Impact: Increase in parent/family involvement Strengthen home and school connection</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Amazon - Title I Parental Involvement - \$298.80</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide weekly family/parent updates from both campus and grade levels to ensure stakeholders are aware of pertinent information and events at Dunaway.</p> <p>Strategy's Expected Result/Impact: Strengthen collaboration between families and school Increase family involvement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I: 4.2</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Staff will communicate with parents to share student success (academic, SEL, or behavioral) once per six weeks.</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:





Demographics

Problem Statement 2: Parent support and PTO parent support has decreased. **Root Cause:** The switch from parent communication platform, language barriers for some parents, or possibly lack of transportation.

Priority 3: Community and Stakeholder Relationships

Performance Objective 2: Annually increase engagement of community and stakeholders.

Evaluation Data Sources: Analyze and respond appropriately to parent survey data, increased community and stakeholder satisfaction and engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to deepen relationship with PTO to provide student or family/parent engagement opportunities. Strategy's Expected Result/Impact: Build community collaboration Increase parental involvement Staff Responsible for Monitoring: Principal, Assistant Principal, teachers</p> <p>Title I: 4.1, 4.2 Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Collaborate with community stakeholders and increase community involvement on campus.</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				








Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: Parent support and PTO parent support has decreased. Root Cause: The switch from parent communication platform, language barriers for some parents, or possibly lack of transportation.</p>

Priority 4: Financial Integrity

Performance Objective 1: Ensure financial stewardship and transparency.






Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all policies, guidelines, and laws are being followed when any federal or state funds are being used to service students or implement new programs.</p> <p>Strategy's Expected Result/Impact: District guidelines for federal and state funds are followed to effectively use campus funds</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Evaluate existing programs for all departments based on effectiveness relating to student achievement vs. costs. The Campus Educational Improvement Committee and Guiding Coalition will prioritize purchases and programs based on student needs.</p> <p>Strategy's Expected Result/Impact: Follow federal and state fund guidelines to effectively utilize campus funds</p> <p>Staff Responsible for Monitoring: Principal, CEIC, Guiding Coalition</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Title I funds will be used to cover payroll for intervention staff to provide additional instructional for at-risk students. Funds will also provide extra duty pay for staff tutoring beyond the school day.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Salaries - Title I (211) - \$66,093</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 4: Financial Integrity

Performance Objective 2: Develop and deploy coherent facility management processes to address student growth.

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain routine communication with maintenance department to ensure building maintenance needs are addressed in a timely manner.</p> <p>Strategy's Expected Result/Impact: Building maintenance is completed to provide a safe school for students</p> <p>Staff Responsible for Monitoring: Principal, principal secretary</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Asharian Frazier	Paraprofessional	Title I	1
Stephine Cornejo	Paraprofessional	Title I	1.

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Cindy Delgado	3rd Grade teacher
Classroom Teacher	Greta Pruitt	1st Grade teacher
Classroom Techer	Erica Pritchett	Kindergarten teacher
Classroom Teacher	Megan Pacheco	2nd Grade Teacher
Counselor	Michelle Anderson	Counselor
Classroom Teacher	Leeon Juarez	4th Grade
Classroom Teacher	Brenda Alvarez	5th Dual Language
Non-classroom Professional	Karla Jones	Music teacher
Non-classroom Professional	Pamela Moore	Teacher
District-level Professional	Barbara Mikulecky	District Representative
Paraprofessional	Laura Villarreal	Paraprofessional
Parent	Cherish Wood	Parent Representative
Business Representative	LaToya Bryant-Contreras	Business Representative
Community Representative	Susan Howard	Community Representative
Administrator	Samatha Morgan	Assistant Principal
Administrator	Ginger Aleman	Principal

Campus Funding Summary

Title I (211)					
Priority	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Studies Weekly	Bil. materials	\$180.84
1	1	7	Scholastic Magazine		\$2,781.25
4	1	3	Salaries		\$66,093.00
Sub-Total					\$69,055.09
Title I Parental Involvement					
Priority	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Amazon		\$298.80
Sub-Total					\$298.80