

# **Canutillo Independent School District**

## **Jose H. Damian Elementary**

### **2024-2025 Goals/Performance Objectives/Strategies**



# Mission Statement

**Jose H. Damian Elementary will nurture our scholars so that they are healthy, feel safe, are engaged, feel supported, and are challenged through culturally responsive teaching and learning.**

## Vision

**Our Vision at Jose H. Damian Elementary is to inspire all students to become inquisitive thinkers, who confidently and respectfully embrace the global challenges of the future.**

## Canutillo Ethics

***Trustworthiness in Stewardship***

***Scholar Centered***

through the 5 Pillars of teaching the WHOLE CHILD -

1. Healthy; 2. Safe; 3. Engaged; 4. Supported; 5. Challenged

7 Strengths of A Firebird:

Belonging, Curiosity, Friendship, Kindness, Confidence, Courage, and Hope

***Commitment to Service***

***Equity in Attitude***

***Honor in Conduct***

***Integrity of Character***

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# Goals





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





**Performance Objective 1:** By May 2025, the Standard Response Protocol PK-12, Emergency Operation Plan and the Behavior Threat Assessment and crisis response will be fully integrated and implemented through Multi-Tiered Systems of Supports (MTSS)

**Evaluation Data Sources:** Office Discipline Referrals  
Counselor Referrals to include Behavior Threat Assessments and suicide protocol  
Training sign in sheets  
Aliviane Schedule  
Emergency Drill Forms

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The counselor will deliver a minimum of two campus wide targeted anti-bullying lessons and a minimum of two social emotional lessons. Awareness of SEL will be integrated as part MTSS framework. <b>Strategy's Expected Result/Impact:</b> Decrease in bullying incidents as indicated by data Decrease in office referrals Align MTSS framework to effectively support student well being <b>Staff Responsible for Monitoring:</b> Teachers, Counselor, Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 2, 3 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Accomplished	 Accomplished	 Accomplished

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Faculty and Staff will receive training on Standard Response Protocol PK-12, Emergency Operations Plan, Suicide Outcry, Bullying, Cyberbullyng (David's Law), Sexual Harassment, Child Protective Services and Human Trafficking to potimize and develop the most efficient and effective protocols aligned with current data based on national and state trends.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and staff preparedness in case of emergencies</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Administration Teachers CISD Police Department MTSS Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2, 3 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Faulty and staff will comply with School Safety Bill 168 and conduct active shooter excersises, fire drills, lockdowns, secure, shelter in place and evacuations as required by Teas Education Code SS 37.1141. Parents will be familiar with safety and security protocols.</p> <p><b>Strategy's Expected Result/Impact:</b> Faculty and Staff awareness of drills to effectively respond to threats and or emergency crisis</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration CISD Police Department HR</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Accomplished

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> School administration and the counselor will conduct professional development to faculty and staff on PBIS, SEL, and discipline at least twice per year, and will monitor thorough implementation throughout the school year by all stakeholders by MTSS in order to decrease office referrals by at least 10%- from 111 to 100. <b>Strategy's Expected Result/Impact:</b> School-wide implementation of PBIS, SEL, and discipline protocols. Data tracker though MTSS Tier Trackers Lower student discipline issues. Lower bullying incidents. Increase capacity of faculty and staff as it pertains to PBIS, SEL and discipline. <b>Staff Responsible for Monitoring:</b> Administration Counselor Teachers MTSS Team BTAT- Behavior Threat Assessment Team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3 - School Processes & Programs 2, 3 - Perceptions 2		Formative			Summative
		Nov	Jan	Mar	June
		 Considerable	 Considerable	 Considerable	 Accomplished

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 3:</b> Our student enrollment has been decreasing. In 2022-2023 we had 515 students enrolled and currently we have 484 (2023-2024) students enrolled. <b>Root Cause:</b> Parents do not feel that their children are exposed to opportunities such as field trips or extracurricular activities. Parents are not aware of all the benefits of students coming to our school/district. Facilities have not been updated and we are at a deficit.
School Processes & Programs
<b>Problem Statement 2:</b> The campus is seeing an increase in referrals and PBIS reflection forms to include discipline ad Counselor referrals. <b>Root Cause:</b> Teachers need more strategies, training, and professional development that address certain behaviors and social emotional behaviors and how to manage them in the classroom.
<b>Problem Statement 3:</b> The morale is low among faculty and staff as shown in the OHI for 2022-2023 and teacher surveys provided by Transcend. <b>Root Cause:</b> Although we have various strategies and activities that address the social emotional wellness of our students, we need to do the same for faculty and staff and provide team building and social emotional support.

## Perceptions

**Problem Statement 2:** We need more strategies for the lower grades to better target the behavioral issues that our students are facing. It would be beneficial to have effective PD strictly directed toward using strategies for our students in need. **Root Cause:** There have been several instances of escalated behaviors, physical aggression, and threats made against students and staff.

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

**Performance Objective 2:** By May 2025, STAAR Performance levels will increase by a minimum of 2% in masters level, 8% in meets, and 8% in approaches.

Masters:

Math from 16%-18%

Reading- 16% to 18%

Science- 8% to 10%

Meets:

Math from 32%-40%

Reading- 34% to 42%

Science- 16% to 24%

Approaches:









Math from 30%-38%













Reading- 29% to 37%

Science- 39% to 47%

**Evaluation Data Sources:** STAAR Data



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> JDE will identify, screen and plan for target intervention and enrichment to include but not limited to child find. 100% of students who are showing academic need will be identified through MTSS process, RTI, ARD's and 504's to determine eligibility for special programs and services if applicable to include Academic Tutors.</p> <p><b>Strategy's Expected Result/Impact:</b> To ensure that every identified/eligible student has a continuum of services provided by appropriate programs. Increase learning and close achievement gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Administration At-Risk Teachers Classroom Teachers MTSS Team Academic Tutors</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Scholastic Magazines-Storyworks - 185-State Compensatory Education - 185.11.6329.00.103.30 - \$3,850.02</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Accomplished	 Continue/ Modify
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Small group targeted interventions and enrichment during intersession, extended day and through high dosage tutoring to include HB1416 mandates.</p> <p><b>Strategy's Expected Result/Impact:</b> Close achievement gaps Increase in student success in specified area</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> At-Risk Instructional teachers (2) &amp; academic tutor - 185-State Compensatory Education - \$154,009, Instructional Aide &amp; library aide - 211-Title I-Part A - \$68,500</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Professional Learning Communities (PLC's) will evaluate student performance data, instructional programs, common assessments, benchmarks, state mandated assessments such as TPRI/TKEA/STAAR intervention and enrichment services throughout the academic year to improve academic and social performance. <b>Strategy's Expected Result/Impact:</b> Increase in student success in all subject areas and in all sub-populations to drive small group instruction and interventions. <b>Staff Responsible for Monitoring:</b> Teachers Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2, 3 - School Processes & Programs 1 <b>Funding Sources:</b> Accelerate Learning (STEMscopes) - 185-State Compensatory Education - 185.11.6635.00.103.30 - \$2,508, Amazon-headphones - 211-Title I-Part A - \$1,324.96, Amazon- instructional resources - 211-Title I-Part A - \$428.78	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers, Instructional Aides, Nurse, Counselor, Librarian and Administrators will have the opportunity to participate in professional development opportunities on campus, within Region 19 or out of town conferences (in person or virtual) to support content and curriculum for all students to include our special populating. <b>Strategy's Expected Result/Impact:</b> Improve academic achievement Teacher Retention <b>Staff Responsible for Monitoring:</b> Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3, 5 - School Processes & Programs 1, 5 - Perceptions 2, 4 <b>Funding Sources:</b> Texas Library Association Conference - 185-State Compensatory Education - \$1,200	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				









## Performance Objective 2 Problem Statements:

Demographics
<p><b>Problem Statement 1:</b> Overall attendance percentage dropped to 93.3% which is lower than in previous years. <b>Root Cause:</b> Consequences for attendance, behavior, and tardies are not effective in reducing absenteeism. ARC not established.</p>
Student Learning
<p><b>Problem Statement 1:</b> According to the data, it was identified that 3rd and 4th grade are showing drops in Reading Spanish in the area of Masters, therefore some students are showing regression. 4th grade is showing drops in Reading in all designated areas. There is a need to improve first teach instructions in deficit areas. <b>Root Cause:</b> Lack of digital resources that align to STAAR 2.o</p> <p><b>Problem Statement 2:</b> Collaboration across grade levels for TEKS vertical alignment. <b>Root Cause:</b> Teachers are not meeting vertically to provide spiraling and differentiation for our special population groups across grade levels.</p> <p><b>Problem Statement 3:</b> Teachers and students are unfamiliar with digital platforms. <b>Root Cause:</b> Lack of campus online training on how to navigate different online platforms.</p> <p><b>Problem Statement 5:</b> Overall attendance percentage dropped to 93.3% which is lower than in previous years. <b>Root Cause:</b> Consequences for attendance, behavior, and tardies are not effective in reducing absenteeism. ARC not established.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Scholars are scoring low in reading/ELA areas such as vocabulary and/or spelling as seen in Istation or their CLI assessments. <b>Root Cause:</b> Teachers need more professional development opportunities in ELA that allow them to make and take activities to take back into their classrooms.</p> <p><b>Problem Statement 5:</b> Overall attendance percentage dropped to 93.3% which is lower than in previous years. <b>Root Cause:</b> Consequences for attendance, behavior, and tardies are not effective in reducing absenteeism. ARC not established.</p>
Perceptions
<p><b>Problem Statement 2:</b> We need more strategies for the lower grades to better target the behavioral issues that our students are facing. It would be beneficial to have effective PD strictly directed toward using strategies for our students in need. <b>Root Cause:</b> There have been several instances of escalated behaviors, physical aggression, and threats made against students and staff.</p> <p><b>Problem Statement 4:</b> Our school atmosphere is outdated and there is a lack of a welcoming environment. Student-created materials need to be displayed proudly throughout the school. <b>Root Cause:</b> There are not enough adequate displays/areas to showcase student work.</p>

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

**Performance Objective 3:** Throughout the academic school year, PK-2nd grade assessments will increase scores as shown but not limited to TPRI, TKEA, Stemscores Math, and Renaissance Star.

**Evaluation Data Sources:** data reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> PK-2nd grade will implement best practice strategies such as Reading Academy, Progress Monitoring Tools, Istation and Balanced Literacy. Teachers will be provided with opportunities to receive training and implement strategies acquired.  <b>Strategy's Expected Result/Impact:</b> student academic growth <b>Staff Responsible for Monitoring:</b> teachers administration  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Student Learning 3, 4 - School Processes & Programs 1 - Perceptions 1 <b>Funding Sources:</b> ACCELERATE LEARNING-STEMSCOPES MATH - 211-Title I-Part A - 211.11.6399.00/103.30 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

**Performance Objective 3 Problem Statements:**

Student Learning
<b>Problem Statement 3:</b> Teachers and students are unfamiliar with digital platforms. <b>Root Cause:</b> Lack of campus online training on how to navigate different online platforms. <b>Problem Statement 4:</b> TELPAS indicates drops in 2nd, 3rd, and 4th grade in the areas of Reading, writing and speaking in Emergent Bilingual students. <b>Root Cause:</b> Lack of Spanish resources for both teachers and students and lack of platform opportunities.
School Processes & Programs
<b>Problem Statement 1:</b> Scholars are scoring low in reading/ELA areas such as vocabulary and/or spelling as seen in Istation or their CLI assessments. <b>Root Cause:</b> Teachers need more professional development opportunities in ELA that allow them to make and take activities to take back into their classrooms.













### Perceptions

**Problem Statement 1:** Attendance rates have been on the decline. We need to promote attendance policies through the use of strategies such as parent workshops, student incentives, and professional development. **Root Cause:** Students are not attending school and are being pulled out early. Our campus has the lowest percentage in elementary level.

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

**Performance Objective 4:** By May 2025, JDE will increase the scholar attendance rate to at least 96%

**Evaluation Data Sources:** STAAR Data (TAPR)  
Attendance Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> JDE attendance committee will meet monthly, and will audit for chronic absenteeism and tardiness every 4 weeks. Parents will be contacted and put on a 45 day attendance plan to monitor further absences and tardies. Families will be offered help and resources to decrease absences and tardies. Attendance Review Committee will ensure proper documentation is kept in order to proceed with Truancy.  <b>Strategy's Expected Result/Impact:</b> Parental cooperation and understanding for the importance of scholar attendance <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Attendance Clerk, Attendance Committee, Parent Liaison  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1, 3 - Student Learning 5 - School Processes & Programs 5 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/Modify
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> JDE scholars and teachers will be provided incentives for perfect attendance and for improving attendance.  <b>Strategy's Expected Result/Impact:</b> Increased scholar academic achievement Increased scholar attendance <b>Staff Responsible for Monitoring:</b> Assistant Principal Attendance Clerk Attendance Committee Parent Liaison  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1, 3 - Student Learning 5 - School Processes & Programs 5 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 4 Problem Statements:**

### Demographics

**Problem Statement 1:** Overall attendance percentage dropped to 93.3% which is lower than in previous years. **Root Cause:** Consequences for attendance, behavior, and tardies are not effective in reducing absenteeism. ARC not established.

**Problem Statement 3:** Our student enrollment has been decreasing. In 2022-2023 we had 515 students enrolled and currently we have 484 (2023-2024) students enrolled. **Root Cause:** Parents do not feel that their children are exposed to opportunities such as field trips or extracurricular activities. Parents are not aware of all the benefits of students coming to our school/district. Facilities have not been updated and we are at a deficit.

### Student Learning

**Problem Statement 5:** Overall attendance percentage dropped to 93.3% which is lower than in previous years. **Root Cause:** Consequences for attendance, behavior, and tardies are not effective in reducing absenteeism. ARC not established.

### School Processes & Programs

**Problem Statement 5:** Overall attendance percentage dropped to 93.3% which is lower than in previous years. **Root Cause:** Consequences for attendance, behavior, and tardies are not effective in reducing absenteeism. ARC not established.









### Perceptions

**Problem Statement 1:** Attendance rates have been on the decline. We need to promote attendance policies through the use of strategies such as parent workshops, student incentives, and professional development. **Root Cause:** Students are not attending school and are being pulled out early. Our campus has the lowest percentage in elementary level.









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

**Performance Objective 5:** During the 2024-2025 school year, multiple parental and student engagement opportunities will be provided to build strong partnerships across the community to positively impact student exposure to college and career options.

**Evaluation Data Sources:** Campus Data and Participation Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> K-5 Grade Scholars will be exposed to STEM careers while participating in STEM Instruction in all classrooms during the school day, utilizing StemScopes Math and Science. <b>Strategy's Expected Result/Impact:</b> Increased academic achievement College and Career Readiness Exposure to STEM professions <b>Staff Responsible for Monitoring:</b> Administration Teachers Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3 - Perceptions 4 <b>Funding Sources:</b> Accelerated Learning- STEMscopes Science - 185-State Compensatory Education - 185.11.6396.00.103.30 - \$2,508	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> JDE will expose scholars to different professions in STEAM to include but not limited to career day, Stem expo, robotics, science fair, Generation Texas Week, Student Council, Safety Patrol, Girls Who Code <b>Strategy's Expected Result/Impact:</b> Increase scholar academic achievement Increase exposure of scholars to STEAM professions <b>Staff Responsible for Monitoring:</b> Teachers Instructional Leadership Team  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3 - Student Learning 1, 3 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Accomplished



Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Provide opportunities for students to participate competition such as but not limited to University Interscholastic League (UIL), Spelling Bee, Science Fair. Students will learn social and academic skills though specific academic categories. <b>Strategy's Expected Result/Impact:</b> student success in regional competitions <b>Staff Responsible for Monitoring:</b> Teachers Administration  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3 - Student Learning 1, 3 - School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June
		 No Progress	 Accomplished	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue					

#### Performance Objective 5 Problem Statements:

Demographics
<b>Problem Statement 3:</b> Our student enrollment has been decreasing. In 2022-2023 we had 515 students enrolled and currently we have 484 (2023-2024) students enrolled. <b>Root Cause:</b> Parents do not feel that their children are exposed to opportunities such as field trips or extracurricular activities. Parents are not aware of all the benefits of students coming to our school/district. Facilities have not been updated and we are at a deficit.
Student Learning
<b>Problem Statement 1:</b> According to the data, it was identified that 3rd and 4th grade are showing drops in Reading Spanish in the area of Masters, therefore some students are showing regression. 4th grade is showing drops in Reading in all designated areas. There is a need to improve first teach instructions in deficit areas. <b>Root Cause:</b> Lack of digital resources that align to STAAR 2.o <b>Problem Statement 3:</b> Teachers and students are unfamiliar with digital platforms. <b>Root Cause:</b> Lack of campus online training on how to navigate different online platforms.
School Processes & Programs
<b>Problem Statement 1:</b> Scholars are scoring low in reading/ELA areas such as vocabulary and/or spelling as seen in Istation or their CLI assessments. <b>Root Cause:</b> Teachers need more professional development opportunities in ELA that allow them to make and take activities to take back into their classrooms.
Perceptions
<b>Problem Statement 4:</b> Our school atmosphere is outdated and there is a lack of a welcoming environment. Student-created materials need to be displayed proudly throughout the school. <b>Root Cause:</b> There are not enough adequate displays/areas to showcase student work.

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

**Performance Objective 6:** By May 2025, multilingual learners to include emergent bilinguals will increase 2% in each category.









Beginning- 19% to 21%









Intermediate- 34% to 36%

Advanced- 34% to 36%

Advanced High- 12% to 14%

**Evaluation Data Sources:** TELPAS Scores

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers in 2nd through 5th grade will include implement ELPS strategies in their daily lesson plans to include the Listening, Speaking, Reading and Writing to increase Telpas scores. <b>Strategy's Expected Result/Impact:</b> Increase Academic Achievement <b>Staff Responsible for Monitoring:</b> Teachers ALS  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 3, 4	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Telpas camp will be offered 2nd semester to provide targeted skills and interventions embedding English Language Proficiency Standards . <b>Strategy's Expected Result/Impact:</b> increase emergent bilingual academic scores <b>Staff Responsible for Monitoring:</b> teachers admin  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 3, 4	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 No Progress	 Considerable	 Discontinue

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Teachers, Instructional Aides, Nurse, Counselor, Librarian and Administrators will have the opportunity to participate in professional development opportunities on campus, within Region 19 or out of town conferences (in person or virtual) to support content and curriculum for all students to include our special populating. <b>Strategy's Expected Result/Impact:</b> teachers gain knowledge for Emergent Bilingual Populations Increase academic scores <b>Staff Responsible for Monitoring:</b> teachers admin ALS  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2 - Student Learning 1, 3, 4 - Perceptions 4		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Considerable	 Accomplished	 Accomplished
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					









#### Performance Objective 6 Problem Statements:









Demographics
<b>Problem Statement 2:</b> There is an alarming rate of teacher turnover 18.9% in comparison to the district turnover rate of 10.9%. <b>Root Cause:</b> OHI areas that have declined and could attribute to this high turnover for 2022-2023 are: communication adequacy (28%), cohesiveness (26%), autonomy (22%). Campus Culture is not inviting as per teacher surveys.
Student Learning
<b>Problem Statement 1:</b> According to the data, it was identified that 3rd and 4th grade are showing drops in Reading Spanish in the area of Masters, therefore some students are showing regression. 4th grade is showing drops in Reading in all designated areas. There is a need to improve first teach instructions in deficit areas. <b>Root Cause:</b> Lack of digital resources that align to STAAR 2.o <b>Problem Statement 3:</b> Teachers and students are unfamiliar with digital platforms. <b>Root Cause:</b> Lack of campus online training on how to navigate different online platforms. <b>Problem Statement 4:</b> TELPAS indicates drops in 2nd, 3rd, and 4th grade in the areas of Reading, writing and speaking in Emergent Bilingual students. <b>Root Cause:</b> Lack of Spanish resources for both teachers and students and lack of platform opportunities.
Perceptions
<b>Problem Statement 4:</b> Our school atmosphere is outdated and there is a lack of a welcoming environment. Student-created materials need to be displayed proudly throughout the school. <b>Root Cause:</b> There are not enough adequate displays/areas to showcase student work.

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

**Performance Objective 7:** By May 2025, JDE Scholars will be given the opportunity to participate in extracurricular clubs and activities to include Physical Education

**Evaluation Data Sources:** Scholar Attendance  
Scholar Achievement

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students in all grade levels will have the opportunity to attend field trips throughout the 2024-2025 school year that support curriculum. <b>Strategy's Expected Result/Impact:</b> Students will be exposed to different experiences that they can connect to curriculum in different core subject areas. Teachers will reinforce student learning through field trips in different areas of the curriculum. <b>Staff Responsible for Monitoring:</b> Teachers Administration Counselor  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will attend physical education and have access to vigorous physical activity as required by section 28.002 PE programs such as Quaver Catch and Fitness Gram will be used. <b>Strategy's Expected Result/Impact:</b> vigorous activity increase positive health gather data to track participation <b>Staff Responsible for Monitoring:</b> coaches  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Considerable	 Accomplished

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Students will have the opportunity to join extracurricular programs and activities to include but not limited to Student Council, Safety Patrol, ACE program, UIL, Mother Daughter/Father Son, Robotics, Girls who code, etc. <b>Strategy's Expected Result/Impact:</b> positive school culture increase in SEL <b>Staff Responsible for Monitoring:</b> teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 3		Formative			Summative
		Nov	Jan	Mar	June
		 Considerable	 Accomplished	 Accomplished	 Accomplished
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					





#### Performance Objective 7 Problem Statements:













Demographics
<b>Problem Statement 3:</b> Our student enrollment has been decreasing. In 2022-2023 we had 515 students enrolled and currently we have 484 (2023-2024) students enrolled. <b>Root Cause:</b> Parents do not feel that their children are exposed to opportunities such as field trips or extracurricular activities. Parents are not aware of all the benefits of students coming to our school/district. Facilities have not been updated and we are at a deficit.

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

**Performance Objective 1:** By May 2025, Develop effective systems to maintaining a highly qualified campus, anchored through TTESS, all teachers will participate in professional development opportunities that support content and curriculum development in order to improve student achievement.

**Evaluation Data Sources:** Eduphoria/STRIVE  
T-Tess evaluations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will participate in Professional Development Wednesdays with professional development opportunities done by different experts, administration, and colleagues.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve teachers pedagogy. Improve teaching to increase learning.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 3, 4 - School Processes &amp; Programs 1, 2 - Perceptions 2, 3</p> <p><b>Funding Sources:</b> Lead4ward-Virtual Registration 3rd-5h Staff - 185-State Compensatory Education - 185.13.6411.00.103.30 - \$795</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will participate in PLCs focused on data mining and data dialogue to monitor student progress and adjust teaching and interventions to address gaps in understanding and low standards. <b>Strategy's Expected Result/Impact:</b> Improved teaching to increase learning <b>Staff Responsible for Monitoring:</b> Administration/ Teachers Instructional Team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2, 3 - School Processes & Programs 1 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers, Instructional Aides, Nurse, Counselor, Librarian and Administrators will have the opportunity to participate in professional development opportunities on campus, within Region 19 or out of town conferences (in person or virtual) to support content and curriculum for all students to include our special populating. <b>Strategy's Expected Result/Impact:</b> student academic and SEL growth Teacher growth as measured by TTESS <b>Staff Responsible for Monitoring:</b> administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2 - Perceptions 2, 4	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> There is an alarming rate of teacher turnover 18.9% in comparison to the district turnover rate of 10.9%. <b>Root Cause:</b> OHI areas that have declined and could attribute to this high turnover for 2022-2023 are: communication adequacy (28%), cohesiveness (26%), autonomy (22%). Campus Culture is not inviting as per teacher surveys.

### Student Learning

**Problem Statement 1:** According to the data, it was identified that 3rd and 4th grade are showing drops in Reading Spanish in the area of Masters, therefore some students are showing regression. 4th grade is showing drops in Reading in all designated areas. There is a need to improve first teach instructions in deficit areas. **Root Cause:** Lack of digital resources that align to STAAR 2.o

**Problem Statement 2:** Collaboration across grade levels for TEKS vertical alignment. **Root Cause:** Teachers are not meeting vertically to provide spiraling and differentiation for our special population groups across grade levels.

**Problem Statement 3:** Teachers and students are unfamiliar with digital platforms. **Root Cause:** Lack of campus online training on how to navigate different online platforms.

**Problem Statement 4:** TELPAS indicates drops in 2nd, 3rd, and 4th grade in the areas of Reading, writing and speaking in Emergent Bilingual students. **Root Cause:** Lack of Spanish resources for both teachers and students and lack of platform opportunities.

### School Processes & Programs

**Problem Statement 1:** Scholars are scoring low in reading/ELA areas such as vocabulary and/or spelling as seen in Istation or their CLI assessments. **Root Cause:** Teachers need more professional development opportunities in ELA that allow them to make and take activities to take back into their classrooms.

**Problem Statement 2:** The campus is seeing an increase in referrals and PBIS reflection forms to include discipline ad Counselor referrals. **Root Cause:** Teachers need more strategies, training, and professional development that address certain behaviors and social emotional behaviors and how to manage them in the classroom.

### Perceptions

**Problem Statement 2:** We need more strategies for the lower grades to better target the behavioral issues that our students are facing. It would be beneficial to have effective PD strictly directed toward using strategies for our students in need. **Root Cause:** There have been several instances of escalated behaviors, physical aggression, and threats made against students and staff.

**Problem Statement 3:** Due to high turnover rate of teachers, teacher incentives need to be instituted to promote retention. Incentives do not need to be costly or extravagant but show teachers and staff are appreciated and valued. **Root Cause:** Teacher morale was scored low on teacher surveys indicating a need for positive school culture.









**Problem Statement 4:** Our school atmosphere is outdated and there is a lack of a welcoming environment. Student-created materials need to be displayed proudly throughout the school. **Root Cause:** There are not enough adequate displays/areas to showcase student work.



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

**Performance Objective 2:** Throughout 24-25 school year, all JDE Faculty will participate in at least 1 research-based learning through literature and professional development.

**Evaluation Data Sources:** Scholar Academic and Social Emotional Learning and achievement

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> JDE teachers, staff and students will read and participate in interactive activities of the book studies and or book of the month. <b>Strategy's Expected Result/Impact:</b> Raise Teacher Self-Efficacy Improve Collective Efficacy Increase level of teaching and learning <b>Staff Responsible for Monitoring:</b> Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers, Instructional Aides, Nurse, Counselor, Librarian and Administrators will have the opportunity to participate in professional development opportunities on campus, within Region 19 or out of town conferences (in person or virtual) to support content and curriculum for all students to include our special populating. To include Short Constructed Responses. <b>Strategy's Expected Result/Impact:</b> student academic growth Teacher growth <b>Staff Responsible for Monitoring:</b> administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:****Demographics**

**Problem Statement 2:** There is an alarming rate of teacher turnover 18.9% in comparison to the district turnover rate of 10.9%. **Root Cause:** OHI areas that have declined and could attribute to this high turnover for 2022-2023 are: communication adequacy (28%), cohesiveness (26%), autonomy (22%). Campus Culture is not inviting as per teacher surveys.

**Student Learning**

**Problem Statement 1:** According to the data, it was identified that 3rd and 4th grade are showing drops in Reading Spanish in the area of Masters, therefore some students are showing regression. 4th grade is showing drops in Reading in all designated areas. There is a need to improve first teach instructions in deficit areas. **Root Cause:** Lack of digital resources that align to STAAR 2.o

**Problem Statement 2:** Collaboration across grade levels for TEKS vertical alignment. **Root Cause:** Teachers are not meeting vertically to provide spiraling and differentiation for our special population groups across grade levels.

**Problem Statement 3:** Teachers and students are unfamiliar with digital platforms. **Root Cause:** Lack of campus online training on how to navigate different online platforms.

**Problem Statement 4:** TELPAS indicates drops in 2nd, 3rd, and 4th grade in the areas of Reading, writing and speaking in Emergent Bilingual students. **Root Cause:** Lack of Spanish resources for both teachers and students and lack of platform opportunities.

**School Processes & Programs**









**Problem Statement 1:** Scholars are scoring low in reading/ELA areas such as vocabulary and/or spelling as seen in Istation or their CLI assessments. **Root Cause:** Teachers need more professional development opportunities in ELA that allow them to make and take activities to take back into their classrooms.









**Problem Statement 3:** The morale is low among faculty and staff as shown in the OHI for 2022-2023 and teacher surveys provided by Transcend. **Root Cause:** Although we have various strategies and activities that address the social emotional wellness of our students, we need to do the same for faculty and staff and provide team building and social emotional support.

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

**Performance Objective 3:** By May 2025, JDE faculty and staff will be provided with the necessary materials, supplies, and capital resources to support teacher activities to include lesson planning, professional development, classroom activities, and JDE operations that foster an environment of student performance and growth.

**Evaluation Data Sources:** Purchase orders that align to student activities, performance and growth

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> JDE teachers and leadership will have tools (controlled assets, technology, supplies) to provide effective and efficient leadership <b>Strategy's Expected Result/Impact:</b> Increase level of lesson planning and instruction delivery. Increase of faculty knowledge through Professional Development. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Office Manager  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2 - Student Learning 3 - Perceptions 4	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> JDE Nurse will have the necessary health products, equipment, and materials for ongoing health assistance for students. <b>Strategy's Expected Result/Impact:</b> JDE Nurse cares for all students' medical needs. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Business Manager  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> Perceptions 4	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Accomplished	 Accomplished

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> JDE librarian will be provided with the necessary materials, supplies, and capital resources to support literary activities to include lesson planning, professional development, classroom activities that foster an environment of student performance and growth.  <b>Problem Statements:</b> Demographics 2 - Student Learning 1, 3	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Accomplished	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				









### Performance Objective 3 Problem Statements:





Demographics
<b>Problem Statement 2:</b> There is an alarming rate of teacher turnover 18.9% in comparison to the district turnover rate of 10.9%. <b>Root Cause:</b> OHI areas that have declined and could attribute to this high turnover for 2022-2023 are: communication adequacy (28%), cohesiveness (26%), autonomy (22%). Campus Culture is not inviting as per teacher surveys.
Student Learning
<b>Problem Statement 1:</b> According to the data, it was identified that 3rd and 4th grade are showing drops in Reading Spanish in the area of Masters, therefore some students are showing regression. 4th grade is showing drops in Reading in all designated areas. There is a need to improve first teach instructions in deficit areas. <b>Root Cause:</b> Lack of digital resources that align to STAAR 2.o <b>Problem Statement 3:</b> Teachers and students are unfamiliar with digital platforms. <b>Root Cause:</b> Lack of campus online training on how to navigate different online platforms.
Perceptions
<b>Problem Statement 4:</b> Our school atmosphere is outdated and there is a lack of a welcoming environment. Student-created materials need to be displayed proudly throughout the school. <b>Root Cause:</b> There are not enough adequate displays/areas to showcase student work.





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

**Performance Objective 4:** By May 2025, Teacher morale will improve to directly impact teacher retention as measured by surveys. Incentive will be provide throughout the year as well as opportunities for SEL though Wellness Program.

**Evaluation Data Sources:** Surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Coordinate and publicize though various venues, staff appreciation events, culture building activities. <b>Strategy's Expected Result/Impact:</b> Increase scholars sense of pride and leadership skills <b>Staff Responsible for Monitoring:</b> Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 2 - School Processes & Programs 3 - Perceptions 3, 4	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> JDE Scholars and Teachers will participate in daily Firebird Family Time (circles) to help increase their sense of belonging and social-emotional development. Training opportunities provided. <b>Strategy's Expected Result/Impact:</b> Increase Scholar Achievement SEL <b>Staff Responsible for Monitoring:</b> Teachers Instructional Leadership Team SDC Team  <b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 5 - School Processes & Programs 5	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Accomplished

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Celebrate professional milestones and professional growth throughout our school journey to include but not limited to birthday, special events and celebrations. <b>Strategy's Expected Result/Impact:</b> improve teacher and staff morale <b>Staff Responsible for Monitoring:</b> administration teachers staff  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 3 - Perceptions 3		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Considerable	 Considerable	 Accomplished

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

#### Performance Objective 4 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Overall attendance percentage dropped to 93.3% which is lower than in previous years. <b>Root Cause:</b> Consequences for attendance, behavior, and tardies are not effective in reducing absenteeism. ARC not established.
<b>Problem Statement 2:</b> There is an alarming rate of teacher turnover 18.9% in comparison to the district turnover rate of 10.9%. <b>Root Cause:</b> OHI areas that have declined and could attribute to this high turnover for 2022-2023 are: communication adequacy (28%), cohesiveness (26%), autonomy (22%). Campus Culture is not inviting as per teacher surveys.
<b>Problem Statement 3:</b> Our student enrollment has been decreasing. In 2022-2023 we had 515 students enrolled and currently we have 484 (2023-2024) students enrolled. <b>Root Cause:</b> Parents do not feel that their children are exposed to opportunities such as field trips or extracurricular activities. Parents are not aware of all the benefits of students coming to our school/district. Facilities have not been updated and we are at a deficit.
Student Learning
<b>Problem Statement 5:</b> Overall attendance percentage dropped to 93.3% which is lower than in previous years. <b>Root Cause:</b> Consequences for attendance, behavior, and tardies are not effective in reducing absenteeism. ARC not established.
School Processes & Programs
<b>Problem Statement 3:</b> The morale is low among faculty and staff as shown in the OHI for 2022-2023 and teacher surveys provided by Transcend. <b>Root Cause:</b> Although we have various strategies and activities that address the social emotional wellness of our students, we need to do the same for faculty and staff and provide team building and social emotional support.
<b>Problem Statement 5:</b> Overall attendance percentage dropped to 93.3% which is lower than in previous years. <b>Root Cause:</b> Consequences for attendance, behavior, and tardies are not effective in reducing absenteeism. ARC not established.

### Perceptions









**Problem Statement 3:** Due to high turnover rate of teachers, teacher incentives need to be instituted to promote retention. Incentives do not need to be costly or extravagant but show teachers and staff are appreciated and valued. **Root Cause:** Teacher morale was scored low on teacher surveys indicating a need for positive school culture.

**Problem Statement 4:** Our school atmosphere is outdated and there is a lack of a welcoming environment. Student-created materials need to be displayed proudly throughout the school. **Root Cause:** There are not enough adequate displays/areas to showcase student work.

















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

**Performance Objective 1:** By June 2025, JDE will maintain a strong connection with all stakeholders in the community by providing campus events to help meet our academic, community and fiscal goals.

**Evaluation Data Sources:** Sign-in sheets  
Parent Liaison's sign in sheets and agendas

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> JDE will hold an Entitlement Review meeting in September to inform parents about Title 1 and other entitlements.  <b>Strategy's Expected Result/Impact:</b> Increased Parent Involvement and know how their children may benefit from these programs <b>Staff Responsible for Monitoring:</b> Administration Parent Liaison  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> During the school year, JDE will provide multiple parent and community involvement campus activities such as Coffee/Tea with the Principal, Teacher Conferences, Open House, Academic Nights, PAC Meetings, to encourage participation and support student learning.  <b>Strategy's Expected Result/Impact:</b> Increased Parent Involvement Increased scholar learning <b>Staff Responsible for Monitoring:</b> Administration Parent Liaison Classroom Teachers  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 3 - School Processes & Programs 4 - Perceptions 1 <b>Funding Sources:</b> Sam's Club -Snacks for Parent/Volunteer Meetings - 211-Title I-Part A - 211.61.6499.00.103.30 - \$456, Walmart- Parent Liaison - 211-Title I-Part A - \$200, Amazon-Parent Liaison - 211-Title I-Part A - \$777.20, Sam's Club- Parent University - 211-Title I-Part A - \$500, Parent Liaison - 211-Title I-Part A - \$38,400	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Parents attend various meetings throughout the year to enhance parent engagement. The parent liaison will increase the effectiveness of parent meetings, manage parent volunteers, challenge, and inspire parents to participate in parent engagement activities that go beyond parent participation.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will attend parent meetings in a well designed and inviting area where parents feel welcome and where they can find all resources in one area that is efficiently organized, while keeping parent engagement in mind.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison Principal Assistant principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 3 - School Processes &amp; Programs 4 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Accomplished	 Accomplished
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Establish effective communication systems to provide updates, announcements and events though the use of but not limited to blackboard, parent portal, Facebook, Twitter and S'mores.</p> <p><b>Strategy's Expected Result/Impact:</b> enhance family engagement, increase community engagement</p> <p><b>Staff Responsible for Monitoring:</b> Administration Parent Liason</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 3 - School Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> Smore's - 211-Title I-Part A - 211.61.6396.00.103.30 - \$99</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Counselor will coordinate transitional field trips to Alderete and Canutillo Middle School to provide a safe, effective and purposeful transition to the middle school.</p> <p><b>Strategy's Expected Result/Impact:</b> transition process and student retention</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Performance Objective 1 Problem Statements:













Demographics
<b>Problem Statement 3:</b> Our student enrollment has been decreasing. In 2022-2023 we had 515 students enrolled and currently we have 484 (2023-2024) students enrolled. <b>Root Cause:</b> Parents do not feel that their children are exposed to opportunities such as field trips or extracurricular activities. Parents are not aware of all the benefits of students coming to our school/district. Facilities have not been updated and we are at a deficit.
Student Learning
<b>Problem Statement 2:</b> Collaboration across grade levels for TEKS vertical alignment. <b>Root Cause:</b> Teachers are not meeting vertically to provide spiraling and differentiation for our special population groups across grade levels.
School Processes & Programs
<b>Problem Statement 4:</b> Jose Damian Elementary has seen a decrease in parent involvement and volunteering. <b>Root Cause:</b> There is a need for more strategies to promote involvement such as home visits conducted by faculty and staff and more opportunities to encourage parent participation.
Perceptions
<b>Problem Statement 1:</b> Attendance rates have been on the decline. We need to promote attendance policies through the use of strategies such as parent workshops, student incentives, and professional development. <b>Root Cause:</b> Students are not attending school and are being pulled out early. Our campus has the lowest percentage in elementary level.

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

**Performance Objective 1:** By May 2025, JDE will meet expenditure requirements at 100% for: Special Education, Career and Technology, Gifted and Talented, Compensatory Education, and Emergent Bilinguals, Economically Disadvantaged (Title 1) , and all special populations in order to meet campus academic goals.

**Evaluation Data Sources:** Financial Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> JDE Office Manager and Administration will attend district Finance trainings to adhere to budget expenditure procedures and deadlines. <b>Strategy's Expected Result/Impact:</b> Provide materials in a timely manner for classroom use. <b>Staff Responsible for Monitoring:</b> Principal Office Manager  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2 - Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
	Considerable	Accomplished	Accomplished	Continue/Modify
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All classroom teachers, counselor, instructional aides, physical education, music teacher and al special programs will align purchase orders, expenditures, and curriculum to the Campus Improvement Plan in order to provide adequate support that lead to student success. <b>Strategy's Expected Result/Impact:</b> expenditures aligned to CIP <b>Staff Responsible for Monitoring:</b> Administration Office Manager  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing <b>Problem Statements:</b> Demographics 2 - Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
	Considerable	Considerable	Accomplished	Accomplished

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> JDE will purchase all maintenance supplies needed to ensure a safe campus throughout the school year. <b>Strategy's Expected Result/Impact:</b> campus and supplies <b>Staff Responsible for Monitoring:</b> administration office manager  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> Demographics 3 - Perceptions 4	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Accomplished	 Accomplished
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Students will participate in the use of supplemental materials that provide academic support based on need including library books, accelerated reader, STEMScopes, Tech apps, etc. <b>Strategy's Expected Result/Impact:</b> resources aligned to TEKS <b>Staff Responsible for Monitoring:</b> Teachers Administration  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> There is an alarming rate of teacher turnover 18.9% in comparison to the district turnover rate of 10.9%. <b>Root Cause:</b> OHI areas that have declined and could attribute to this high turnover for 2022-2023 are: communication adequacy (28%), cohesiveness (26%), autonomy (22%). Campus Culture is not inviting as per teacher surveys.
<b>Problem Statement 3:</b> Our student enrollment has been decreasing. In 2022-2023 we had 515 students enrolled and currently we have 484 (2023-2024) students enrolled. <b>Root Cause:</b> Parents do not feel that their children are exposed to opportunities such as field trips or extracurricular activities. Parents are not aware of all the benefits of students coming to our school/district. Facilities have not been updated and we are at a deficit.

### Student Learning

**Problem Statement 1:** According to the data, it was identified that 3rd and 4th grade are showing drops in Reading Spanish in the area of Masters, therefore some students are showing regression. 4th grade is showing drops in Reading in all designated areas. There is a need to improve first teach instructions in deficit areas. **Root Cause:** Lack of digital resources that align to STAAR 2.o

**Problem Statement 2:** Collaboration across grade levels for TEKS vertical alignment. **Root Cause:** Teachers are not meeting vertically to provide spiraling and differentiation for our special population groups across grade levels.

**Problem Statement 3:** Teachers and students are unfamiliar with digital platforms. **Root Cause:** Lack of campus online training on how to navigate different online platforms.

**Problem Statement 4:** TELPAS indicates drops in 2nd, 3rd, and 4th grade in the areas of Reading, writing and speaking in Emergent Bilingual students. **Root Cause:** Lack of Spanish resources for both teachers and students and lack of platform opportunities.

### School Processes & Programs

**Problem Statement 1:** Scholars are scoring low in reading/ELA areas such as vocabulary and/or spelling as seen in Istation or their CLI assessments. **Root Cause:** Teachers need more professional development opportunities in ELA that allow them to make and take activities to take back into their classrooms.













### Perceptions

**Problem Statement 4:** Our school atmosphere is outdated and there is a lack of a welcoming environment. Student-created materials need to be displayed proudly throughout the school. **Root Cause:** There are not enough adequate displays/areas to showcase student work.

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

**Performance Objective 1:** Throughout 24-25 school year, Jose Damian elementary will deliver lessons that integrate technology to provide scholars with opportunities to extend their learning.

**Evaluation Data Sources:** T-TESS  
Walkthroughs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Classrooms will be equipped with effective technology to enhance student performance students <b>Strategy's Expected Result/Impact:</b> Student extension of concept understanding <b>Staff Responsible for Monitoring:</b> Administration Classroom teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All scholars at Jose Damian Elementary will be provided a device that will be used before, during and after lessons as intervention, remediation, and extension of the lesson. Students will be assigned their device to complete universal screeners. To include any supplies needed to successfully complete tasks. <b>Strategy's Expected Result/Impact:</b> Students will show understanding of concepts in different ways. <b>Staff Responsible for Monitoring:</b> Administration Classroom teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2, 3, 4 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Performance Objective 1 Problem Statements:

Student Learning
<p><b>Problem Statement 1:</b> According to the data, it was identified that 3rd and 4th grade are showing drops in Reading Spanish in the area of Masters, therefore some students are showing regression. 4th grade is showing drops in Reading in all designated areas. There is a need to improve first teach instructions in deficit areas. <b>Root Cause:</b> Lack of digital resources that align to STAAR 2.o</p> <p><b>Problem Statement 2:</b> Collaboration across grade levels for TEKS vertical alignment. <b>Root Cause:</b> Teachers are not meeting vertically to provide spiraling and differentiation for our special population groups across grade levels.</p> <p><b>Problem Statement 3:</b> Teachers and students are unfamiliar with digital platforms. <b>Root Cause:</b> Lack of campus online training on how to navigate different online platforms.</p> <p><b>Problem Statement 4:</b> TELPAS indicates drops in 2nd, 3rd, and 4th grade in the areas of Reading, writing and speaking in Emergent Bilingual students. <b>Root Cause:</b> Lack of Spanish resources for both teachers and students and lack of platform opportunities.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Scholars are scoring low in reading/ELA areas such as vocabulary and/or spelling as seen in Istation or their CLI assessments. <b>Root Cause:</b> Teachers need more professional development opportunities in ELA that allow them to make and take activities to take back into their classrooms.</p>