

San Benito Consolidated Independent School District



Judge Oscar De La Fuente Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

It is our mission at Judge Oscar De La Fuente Elementary School to provide an environment where academics are emphasized, where children are encouraged to perform at their maximum potential, and to provide an environment where each child is treated with respect and love.

Vision

Judge Oscar De La Fuente Elementary stimulates learning, thinking, and creativity that prepares all our students for lifelong intellectual, physical, social, and emotional success.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	9
School Processes & Programs	11
Perceptions	14
Priority Problem Statements	16
Data Documentation for CNA	19
Improvement Planning Data	20
Accountability Data	20
Student Data: Assessments	20
Student Data: Student Groups	20
Student Data: Behavior and Other Indicators	20
Employee Data	21
Parent/Community Data	21
Support Systems and Other Data	21
Goals	22
Goal 1 : Judge Oscar De La Fuente Elementary will ensure academic excellence by provi...	23
Goal 2 : Judge Oscar De La Fuente Elementary will build a high-performing, compliant, a...	33
Goal 3 : Judge Oscar De La Fuente Elementary will improve public relations, communicati...	37
Goal 4 : Judge Oscar De La Fuente Elementary will implement transparent and efficient b...	41



Comprehensive Needs Assessment

Demographics

Summary

DEMOGRAPHICS SUMMARY

Judge Oscar De La Fuente Elementary is one of 11 elementary campuses within San Benito CISD and is located at 2700 S. Sam Houston, where the zone encompasses a huge area. The immediate surrounding area is well established; however, it includes several low-income housing, mobile home parks, and rental homes, including Sunny Glen's Children's Home and the CASA Shelter. The colors for JODLF Elementary are black, teal, baby blue, and gold; the mascot is a Jaguar. The current staff at JODLF comprises 17 teachers, 8 teacher assistants, one counselor, one RTI, 2 clerical, 4 custodians, 3 cafeteria, one SRO, a F.A.C.E specialist, a diagnostician, two dyslexia teachers who serve two schools, an SLP and SLPA, and 2 campus administrators. JODLF enrolls students in grades Pre-Kinder through 5th grade and oversees three city daycares. The school has programs for Gifted and Talented, ELLs, Resource, and Inclusion.

The enrollment for 2025-2026 is **265**.

99.32% Hispanic

86.10% Econ. Dis./ 254

19.66% LEP/ 58

Bilingual **54** 18.31%

Gifted and Talented **6** 2.03%

Special Education (SPED) **33** 11.19%

Title I Participation **295** 100.00%

Dyslexia **8** 2.71%

Free Meals **225** 76.27%

Reduced-Price Meals **20.68%**

Other Economic Disadvantage **27** 9.15%

Homeless Status Total **6** 2.03%

Strengths

- All teachers are required to be certified as Gifted and Talented.
- Most students complete all of their elementary school years at JODLF.
- Migrant students return yearly.
- Discipline referrals have decreased in the past years
- Counseling classes are offered bi-weekly to all students

- School Activities: Choir, National Elementary Honor Society, Accelerated Reader, Spelling Bee, Battle of the Books, Soccer, Dance and Chess.
- The after-school program is offered to students who show academic needs.
- Minimal teacher turnover.
- 4.65% attendance increase in the last two years.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ Students who are identified At Risk display tendencies associated with having a higher probability of failure, discipline issues, and high levels of absenteeism.	Over 75% of our students are identified as At-Risk
2 ★ Due to proximity to the Mexican border many students travel in and out of the country to visit family members, causing absenteeism.	99.8% of the population are Mexican-Hispanic.
3 ★ The bilingual population has shown improvement, but is still considered at-risk.	Lack of Spanish resources make it a challenge to provide a quality instruction to EL students.
4 Students live in high-poverty surrounding areas and lack resources available in other areas of the learning community.	99.32% are Hispanic students and 86.10% are economically disadvantaged. 59.66% are At-Risk students.
5 The student's first primary language is Spanish and don't have a foundation of English.	19.66% of our student population are English Language learners.
6 Parents enroll students half year due to leaving out of town for employment purposes.	7.12% of our student population are Migrant students.

7

Increase of students needing Special Education services has increased.

Students are being referred constantly due to educational gaps, learning disabilities, and other health impairments.

★ = Priority

Student Learning

Summary

Based on our recent data, there is a clear need to strengthen student achievement in specific areas across our campus. Notably, 5th grade performance reflects a significant area of concern, particularly in core content areas. In addition, our math department shows a need for targeted instructional support and alignment to improve outcomes at all grade levels.

Our BMU SPED students are not meeting expected academic growth due to significant learning gaps compounded by behavioral challenges. These barriers have limited their access to consistent instruction and meaningful academic progress.

As a campus, we are prioritizing focused support for our Special Education (SPED) and Emergent Bilingual (EB) student populations, as both groups are currently underperforming in comparison to their peers. Our efforts this year will center on differentiated instruction, intervention strategies, and progress monitoring to close achievement gaps and ensure equitable learning opportunities for all students.

Strengths

For the 2025-2026 school year:

Judge Oscar De La Fuente Elementary met standards in achievement in 3rd-5th grade reading.

We are working towards closing learning GAPS.

Increase in TELPAS scores.

Improved attendance positively impacts student learning.

Problem Statements Identifying Student Learning Needs

Problem Statement		Root Cause
1	The campus must improve the instructional gaps for our current 5th-grade students. Continue to target and monitor all other grade levels.	Students must attend after-school tutorials, ASP HITT tutorials to target students performing below grade level, TELPAS Academies, and all interventions teachers provide to fill in the gaps.

 = Priority

School Processes & Programs

Summary

C&I committee meets to analyze data from the following sources:

- District Curriculum Frameworks (TEKS Resource System-IFDs and YAGs)
- PreKindergarten teachers follow the OWL curriculum
- Kindergarten through fifth grade follow the TEKS Resource System
- Documents for all content areas Texas Essential Knowledge and Skills (TEKS)
- State Adopted Texts
- The TEKS Resource System scope and sequence and the results of campus-based assessments guide assessments with a Curriculum, Instruction, and Assessment focus at JODLF Elementary. The TEKS Resource System promotes 21st Century Skills, including critical thinking and problem-solving, communication skills, creativity, collaboration, and information. Media literacy skills through unit Performance Indicator
- First through fifth grade assessed through the District CFA's at the end of every six weeks.
- K-5th Grade BOY, MOY, & EOY assessments for NWEA MAP GROWTH- Reading, Math and Science
- K-2nd Grade BOY, MOY, & EOY Amplify assessment for the area of reading.
- PK CLI assessment at BOY, MOY, & EOY.
- Summit K12 for bilingual students.
- Special courses and programs such as physical education, music, special education, dyslexia, and Bilingual instruction use the same standard of assessment as the grade levels of their students.
- Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students.
- Grade-level PLCs, Vertical PLCs, Grade-level meetings, and faculty meetings are ways to share and communicate ideas for lesson planning, data review, strategic planning, and professional learning.
- The majority of our teachers have gone through the ICLE cohort
- Staff is utilizing Lead4ward tools and resources
- CFA Assessment Review with Instructional Coaches
- Communication with parents through various social platforms such as Class Dojo, Remind, School Messenger, and paper flyers to keep parents informed.
- As part of the SBCISD initiative, JODLF Elementary has a one-to-one ratio for technology.
- Students are encouraged to use various programs and apps, such as Kahoot! and Mentimeter, on iPads and computers.
- Dance, choir, NEHS, chess, and morning news programs allow students to participate and participate on campus.

Teachers are all state-certified and highly qualified.

New teachers are provided with staff professional development at the beginning of the school year and throughout the year to help them familiarize themselves with school databases, curriculum, norms, and regulations. They are also assigned a mentor teacher through the district to guide them in all aspects of their teacher role.

Strengths

- School Staff Involvement (Parades, PTO Meetings, Academic Nights, Secret Santa

- Society, Wellness Walk, Autism Walk, etc...)
- School staff receptive to innovation
- Positive School Environment
- Strong Counseling Curriculum/Involvement

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ At JODLF, not all the teachers are bilingually certified.	The root cause is that the teachers are not comfortable to take the Bilingual Certification Test.

★ = Priority

Perceptions

Summary

School Climate and Climate Summary

One of the core beliefs at Judge Oscar De La Fuente (JODLF) is that TOGETHER with family and community, we provide unparalleled learning experiences for our students.

Experiences in learning are designed to prepare and inspire each student to live an honorable and fulfilling life through service to others. We believe students learn best in a safe, supportive, and engaging environment. We want our students to own their learning.

Judge Oscar De La Fuente's staff continues to receive year-round training and updates on our character education program, Capturing Kids Hearts (CKH). CKH is a character education program that focuses on social-emotional development, which fosters positive school/classroom climate and culture. We are a part of the See Something Say Something initiative, which encourages students to identify and inform a trusted adult if they are concerned for a fellow student or themselves. In support of David's Law, we incorporate the anonymous reporting application STOPit to help students and families report a variety of situations, including, but not limited to, bullying, self-harm, suicidal outcry, guns/drugs on school property. JODLF continues to show a decrease in the number of referrals being issued by JODLF staff.

NEW ADDITION:

Based on our CKH end-of-year survey data, we can see areas in our campus climate in which we can improve and grow. Our staff data shows our staff is happy and feels recognized; however, the data suggests that although we were only .1 off from the baseline, as a campus, we need to be better at helping each other and promoting staff collaboration. Our family survey data shows that we, as a campus, have surpassed the expected baseline measure for each aspect of the CKH model. As we reviewed the family data, we showed a need to share the use and purpose of a social contract. Our student survey suggests that they like school and feel noticed by teachers; however, not more than 2 adults know their grades or data, and celebrate positive behaviors in the classroom.

Strengths

Perception Strengths

The following were identified as strengths:

- Welcoming and Knowledgeable Staff
- Community Involved
- Parental Involvement
- Staff Involvement
- Comprehensive Guidance and Counseling Program
- Parent Specialists
- JODLF encourages and rewards student behavior, expectations, and attendance.
- Two-time National Showcase School

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1★	There is a significant perception among parents of scholars who have chronic absenteeism that has led to reduced parental involvement and support, which are critical for student success and community trust. Despite various communication efforts, many stakeholders feel disconnected from the school's initiatives and are unaware of opportunities for engagement, contributing to a lack of cohesion.	Parents/ Guardians whose scholars have chronic absenteeism and tardies.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Students who are identified At Risk display tendencies associated with having a higher probability of failure, discipline issues, and high levels of absenteeism.

Over 75% of our students are identified as At-Risk

2
★

Due to proximity to the Mexican border many students travel in and out of the country to visit family members, causing absenteeism.

99.8% of the population are Mexican-Hispanic.

3
★

The bilingual population has shown improvement, but is still considered at-risk.

Lack of Spanish resources make it a challenge to provide a quality instruction to EL students.

4
★

The campus must improve the instructional gaps for our current 5th-grade students. Continue to target and monitor all other grade levels.

Students must attend after-school tutorials, ASP HITT tutorials to target students performing below grade level, TELPAS Academies, and all interventions teachers provide to fill in the gaps.

5
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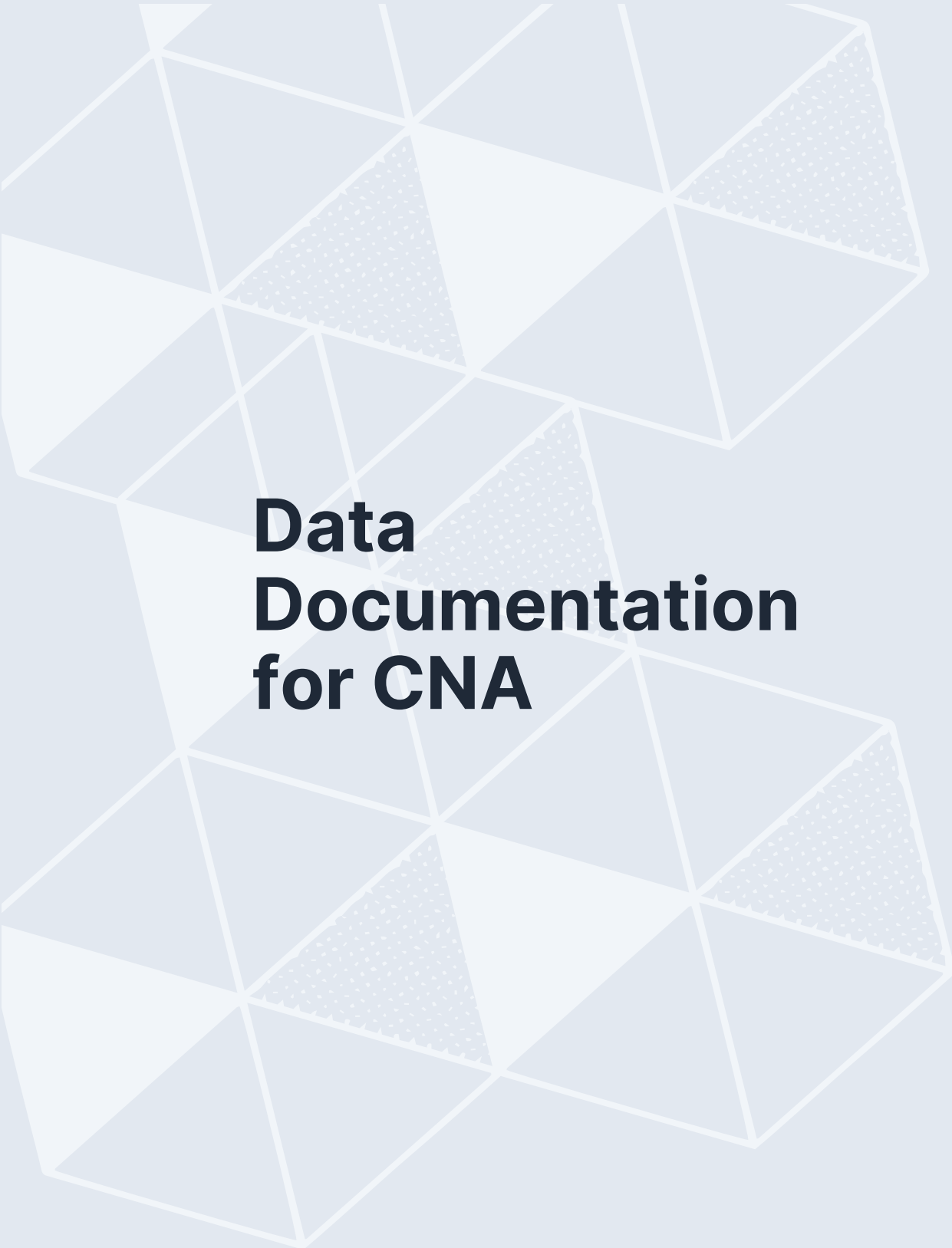
At JODLF, not all the teachers are bilingually certified.

The root cause is that the teachers are not comfortable to take the Bilingual Certification Test.

6
★

There is a significant perception among parents of scholars who have chronic absenteeism that has led to reduced parental involvement and support, which are critical for student success and community trust. Despite various communication efforts, many stakeholders feel disconnected from the school's initiatives and are unaware of opportunities for engagement, contributing to a lack of cohesion.

Parents/ Guardians whose scholars have chronic absenteeism and tardies.



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus/District improvement plans (current and prior years)
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Accountability Distinction Designations

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Student failure and/or retention rates
- ☒ Local benchmark or common assessments data
- ☒ Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ State-developed online interim assessments

Student Data: Student Groups

- ☒ Dyslexia data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact

Parent/Community Data

- ☒ 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
- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1

Judge Oscar De La Fuente Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 1 High Priority HB3 Goal

90% of all students, with a concentrated effort on all special populations, will meet the approaches standard on district and state assessments. 60% of our students will meet the meets standard on district and state assessment, & 30% of our students will meet the masters standard on district and state assessments.

Evaluation Data Source: STAAR reports for grades 3rd-5th

Benchmark testing

CFA exams

MAP Growth reports for K-5

iReady Growth reports for K-5

Amplify Data K-5

CLI Engage Data for PK

Strategy 1

Instruction will focus on the fundamental five components of effective teaching in our reading program coupled with progress monitoring. Students will receive 120 minutes of uninterrupted reading instruction per day. Students not experiencing success in reading will receive an additional 30 minutes of reading intervention. Supplies will be purchased to support instruction.

Strategy's Expected Result/Impact: Improved student performance through increased use of effective strategies.

Amplify Data

MAP Growth Data

iReady Growth Data

Exit Tickets

Formative assessments

Report Card Grades

Teacher Observation

Walkthroughs

Teacher Schedules

Accelerated Reading goals

Staff Responsible for Monitoring: Principal, Assistant Principal, Special Ed. Teachers, Classroom Teachers, Counselor, and RTI Teacher

Formative Reviews

Moderate Progress

December

March

May

June

Strategy 2

Pre-Kinder - 5th grade will utilize small group differentiated instruction through the use of technology, hardware and software to support curriculum implementation in all core areas along with specific intervention materials for academic core areas.

Strategy's Expected Result/Impact: Increase academic strategies for struggling students

Data Walls

Scholar Data Meetings

Amplify data

MAP Growth Data

iReady Growth Data

Daily formative assessments

Formative assessments

Report Card Grades

Teacher Observation

Teacher Walkthroughs

Staff Responsible for Monitoring: Principal, Assistant Principal, Sp. Ed. Teachers, classroom teachers, RTI teachers

Formative Reviews

Some Progress

December

March

May

June

Strategy 3

All classroom environments including but not limited to furniture, signs, visual aids, graphic organizers, and anchor charts will be uniform and consistent within the grade level and maintained to showcase recent and relevant information. They are to include, but are not limited to the following: Data Walls for Core Subjects Vocabulary Word Walls -graphic organizers Lesson Framing objectives Additional Instructional Resources Social Contracts Capturing KidsHearts Curriculum Math wall

Strategy's Expected Result/Impact: Data Walls, Grade level consistency Classroom walk throughs, clearly defined areas, Grade level meetings Teacher Observation Teacher Schedules

Staff Responsible for Monitoring: Principal, Assistant Principal, Sp. Ed. Teachers, classroom teachers, RTI teacher

Formative Reviews

Some Progress

December

March

May

June

Strategy 4

Students in 1st-5th grades will use interactive notebooks and fluency checks for reading, math,

writing, and science which will include but are not limited to: Graphic organizers foldables academic vocabulary etc.

Strategy's Expected Result/Impact: Student interactive folders with grade level consistency
classroom walk-throughs,
PLC Meetings
Grade level meetings
Teacher Observation
Fluency folders/ trackers

Staff Responsible for Monitoring: Principal, Assistant Principal, Sp. Ed. Teachers, classroom teachers, RTI teacher

Formative Reviews

Some Progress

December

March

May

June

Strategy 5

Teachers in Kinder-5th will create RTI binders which will include a collection of student work samples, teacher notes, parent communication logs, documentation of accommodations used by teachers, RTI teacher documentation, and RTI committee meeting documentation.

Strategy's Expected Result/Impact: RTI binders, parent communication log, and documentation, RTI packet, report cards, attendance records, Amplify data, Quick Checks results, STAAR results.

Staff Responsible for Monitoring: Principal, Assistant Principal, Sp. Ed. Teachers, classroom teachers, RTI teacher

Formative Reviews

Some Progress

December

March

May

June

Strategy 6

Teachers will plan as a grade level during PLCs and create, share, and implement resources such as educational handouts, graphic organizers, notes, samples of work, assessments, and activities used with the lesson plan for the nine-week period.

Strategy's Expected Result/Impact: nine weeks PLC data plan and documentation, lesson plans Google Slides PLC notes and District PLC agenda

Staff Responsible for Monitoring: Principal, Assistant Principal, Sp. Ed. Teachers, classroom teachers, RTI teacher

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 2 High Priority

All EB students will master reading, writing, math, and science TEKS objectives; 80% or more of students in grades 3rd-5th, will meet campus, district, state, and federal academic achievement standards at their grade level and on grade level appropriate STAAR assessments by utilizing scientifically research-based instruction through varied activities including hands-on, print-rich environment, and daily lessons.

Evaluation Data Source: 2025-2026 STAAR Reports
2025-2026 TELPAS

Strategy 1

Implement a comprehensive English language development program or resources that provide teachers with what they need for effective instruction including domain-based instruction for a focus on academic language and vocabulary development; thematic, content-based instruction; differentiated instruction for language and literacy; and a daily instructional routine in oral language, reading, and writing.

Strategy's Expected Result/Impact: Implementation:

State test results

iready reading

K-12 Summit

TELPAS

STAAR

End of Year LPAC Student Summary Reports

Impact:

Student Effective English Learning

Staff Responsible for Monitoring: Principal

Assistant Principal

Teachers

Formative Reviews

Some Progress

December

March

May

June

Strategy 2

Implement a bilingual reading program that follows the guidelines of an Early-Exit program which includes reading instruction based on students' English proficiency levels.

Strategy's Expected Result/Impact: Implementation:

iReady Reading
MAP Growth data
TELPAS - review data
LPAC recommendations for ELL students

Impact:

Increase of Student English Proficiency levels.
STAAR results

Staff Responsible for Monitoring: Bilingual teachers

Bilingual campus coordinator
(Assistant Principal)
LPAC Committee

Formative Reviews

Some Progress

December

March

May

June

Strategy 3

Purchase supplemental scientifically research-based supplies and materials that includes technology hardware and supplies as well as hands on instruction in the classroom.

Strategy's Expected Result/Impact: Implementation:

Hands On Instruction materials

Results:

Supplement in the mastery of all content areas that include Reading, Math, Science, and Social Studies

Staff Responsible for Monitoring: Principal

Assistant Principal
Bilingual Teachers

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 3

All GT students will master reading, writing, math, and science TEKS objectives; 95% or more of students in grades 3rd-5th, will meet or exceed campus, district, state, and federal academic achievement standards at their grade level and on grade-level appropriate STAAR assessments by utilizing scientifically research-based instruction through varied activities including hands-on, print-rich environment, academic field trips, and daily lessons.

Evaluation Data Source: 2025-2026 STAAR Reports

Strategy 1

Provide resources and materials to enhance academic opportunities and differentiated instruction to gifted and talented students in order to create professional quality work in alignment with the Texas State Plan for the Education of the Gifted/Talented Students.

Strategy's Expected Result/Impact: Implementation:

TPSP

Standards/Guidelines

GT Funds

Impact:

Enhanced Academic

Opportunities and Differentiated Student Instruction

Staff Responsible for Monitoring: GT Certified Teachers

Principal

Assistant Principal

GT Coordinator (counselor)

Librarian

Formative Reviews

Some Progress

December

March

May

June

Strategy 2

Implement the components of and purchase STEAM-based resources for an effective Gifted and Talented Program for identified students that reflect differentiated instruction and opportunities to enrich/accelerate in areas of students' strengths.

Strategy's Expected Result/Impact: Implementation:

Administration, teachers, Gifted & Talented training

6-hour GT Updates-online,

30-hour GT Training for New Teachers online

GT Funds

Review Data from Walkthroughs/Classroom visitations,

GT state assessment scores

Impact:

Enrich and accelerate in areas of students' strengths

Staff Responsible for Monitoring: GT Certified Teachers

Principal

Assistant Principal

GT Coordinator (counselor)

Librarian

Formative Reviews

Some Progress

Strategy 3

Provide and incorporate supplemental resources (including, but not limited to electronic equipment, technology hardware/software, books, instructional materials, assess to an electronic network, etc.) into the curriculum.

Strategy's Expected Result/Impact: Implementation:

GT Certified teacher
Supplemental resources
Technology
Guest speakers
Field trips

Impact:

GT students will create a product and presentation (TPSP)

Staff Responsible for Monitoring: GT Certified Teachers

Principal
Assistant Principal
GT Coordinator (counselor)
Librarian

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 4 High Priority

The campus will offer extended learning opportunities to students in grades K-5 to ensure that struggling students master grade level standards required in reading, writing, math, and science.

Evaluation Data Source: Accelerated Reading goals, after-school tutorials, campus interventionist, TCLAS tutorials, District Formative Assessments, scheduled intervention times by grade level

Strategy 1

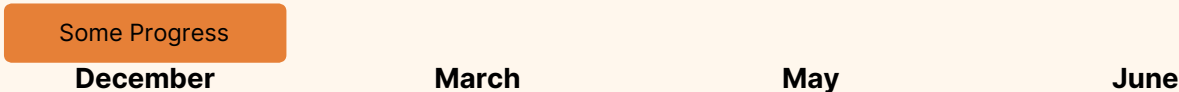
The school will provide the necessary materials and resources to enhance student learning. Teachers will use academic assessments and TAPR data in order to improve, the achievement of individual students.

Strategy's Expected Result/Impact: Formative Assessments

District Benchmark results
Report card grades
Progress Report grades
STAAR data
Amplify reading date
MAP Growth Data
iReady Growth Data

Staff Responsible for Monitoring: Teachers
Principal
Assistant Principal
RTI Teacher

Formative Reviews



Performance Objective 5 **High Priority**

All Special Ed students will master reading, writing, math, and science TEKS objectives; 75% or more of students in grades 3rd-5th, will meet or exceed campus, district, state, and federal academic achievement standards at their grade level and on grade level appropriate STAAR assessments by utilizing scientifically research-based instruction through varied activities including hands-on, print-rich environment, and daily lessons.

Evaluation Data Source: 2025-2026 STAAR Results
MAP Growth data
Amplify data

Strategy 1

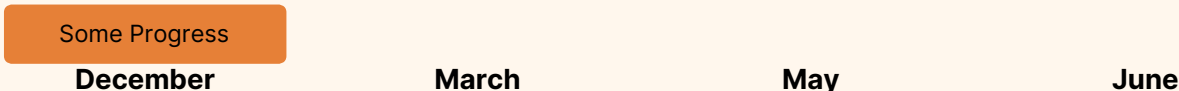
The school will provide the necessary materials and resources to enhance student learning. Teachers will use academic assessments and TAPR data in order to improve, the achievement of individual Special Ed students.

Strategy's Expected Result/Impact: Implementation:
Materials and resources to support learning for Special Ed students
Technology programs

Impact:
Increase the success of Special Ed students in the core areas of reading, math, writing, and science

Staff Responsible for Monitoring: Principal
Assistant Principal
Special Ed teachers
Teachers
RTI Teacher

Formative Reviews



Performance Objective 6

100% of all students in grades Pre-Kinder through Fifth grade will make progress in developing College and Career readiness skills.

Evaluation Data Source: STAAR data
TELPAS data
MAP Growth Data
Amplify reports
iReady Data

Strategy 1

Students will hear presentations from local community members on the benefits of seeking higher education.

Strategy's Expected Result/Impact: Implementation:
Guest speakers
Career Day

Impact:
Encourage students to think about college

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Parental specialist
Librarian

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 7

100% of students from PreKinder to Fifth grade will develop College and Career readiness skills through relevant research-based presentations, speakers, and College and Career Community activities.

Evaluation Data Source: Scheduled Career Day
Scheduled College Day presentations
College and Career Spirit Week
5th-grade college field trip
College shirt Thursday

Strategy 1

Provide academic support, enrichment, and college and career readiness through classes and clubs in our after-school program.

Strategy's Expected Result/Impact: Implementation: Create opportunities for students to increase math, reading, writing, and science readiness through after school activities

Impact:
Improvement in math, reading, and science

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
ASP Coordinator

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 8

100% of students from PreKinder to Fifth grade will have a basic understanding of being college and career ready. Students will visit at least one college or university by the time they reach fifth grade.

Evaluation Data Source: Career day activities

College day activities

College Field Trips

College and Career Spirit Week

College shirt Thursday- second semester

Strategy 1

Provide academic support, enrichment and college and career readiness by promoting colleges and universities.

Strategy's Expected Result/Impact: Implementation: Encourage college participation by researching and visiting colleges and universities.

Impact:

Encourage college and career goals

Staff Responsible for Monitoring: Principal

Assistant Principal

Counselor

Teachers

Librarian

Formative Reviews

Some Progress

December

March

May

June

Goal 2

Judge Oscar De La Fuente Elementary will build a high-performing, compliant, and supportive workforce.

Performance Objective 1

Quality professional development will be provided to all instructional staff thus ensuring student success.

Evaluation Data Source: Staff development attendance, absence reports, Frontline reports, lesson plans, walk throughs, surveys, and feedback

Strategy 1

Develop a comprehensive professional development plan based on needs assessment data using multiple data sources to strengthen the capacity of staff in the instruction of students at the depth and rigor required for student achievement on state and local assessments.

Strategy's Expected Result/Impact: Implementation:

- Walkthroughs
- Professional development
- STAAR data
- MAP Data
- iReady Data
- Benchmark & CFA Data

Impact:
Improve student performance

Staff Responsible for Monitoring: Campus Administrator
Professional Development Director

Formative Reviews

Some Progress

DecemberMarchMayJune

Strategy 2

Conduct a Comprehensive Needs Assessment, taking into account, state achievement standards to identify areas where teachers need support.

Strategy's Expected Result/Impact: Implementation:

Teacher walkthroughs
Amplify Data
Instructional Learning Walks
TTESS Formal Observation
MAP Growth Data
STAAR Data
TELPAS

Impact:

Improve student performance

Staff Responsible for Monitoring: Principal

Assistant Principal

Teachers

Formative Reviews

Some Progress

December

March

May

June

Strategy 3

Provide scheduling to permit more time for teachers to collaborate with one another on curriculum and instruction issues.

Strategy's Expected Result/Impact: Implementation:

PLCs meeting with purpose
Assessment Data
PLCs agendas

Impact:

Improve student performance

Staff Responsible for Monitoring: Principal

Assistant Principal

RtI teacher

Formative Reviews

Some Progress

December

March

May

June

Strategy 4

Conduct regular staff meetings that provide: A. Updated information on changes, and/or new guidelines for curriculum, assessments, and programs. B. Time for discussions and decisions by teachers concerning instruction and assessments. C. Time for additional training for teachers in the depth and rigor of instruction in the TRS curriculum and the Fundamental Five High Yield Teaching Strategies D. Time for content teachers to vertically align

Strategy's Expected Result/Impact: Implementation:

Walkthroughs
Instructional Learning Walks
Professional Learning Communities (PLC's)
Classroom observations
Staff meeting agendas

Impact:

Improve student performance

Staff Responsible for Monitoring: Principal

Assistant Principal

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 2

100% of all teachers will meet state requirements for certification in content area(s)

Evaluation Data Source: SBEC Certification Records

Strategy 1

Implementation: Interview and hire qualified teacher assistants Impact: Reduced pupil -teacher ratio supports academic instruction

Strategy's Expected Result/Impact: Implementation:

Interview and hire qualified teacher assistants

Impact:

Reduced pupil -teacher ratio supports academic instruction

Staff Responsible for Monitoring: Principal

Assistant Principal

Campus staff committee

Human Resources

Formative Reviews

Moderate Progress

December

March

May

June

Strategy 2

Provide all parents information on the parents' right to request the professional qualifications of his/her child's classroom teacher. (Parents "Right to Know")

Strategy's Expected Result/Impact: Implementation:

Documentation of letters
Title One Meetings

Impact:
Highly Qualified Teachers and staff

Staff Responsible for Monitoring: Principal
Human Resources

Formative Reviews

Moderate Progress

December **March** **May** **June**

Goal 3 Judge Oscar De La Fuente Elementary will improve public relations, communications, and community engagement skills.

Performance Objective 1

Judge Oscar De La Fuente Elementary will have 80% of parents/guardians/families participate in family-based activities for students in PreKinder through Fifth grade.

Evaluation Data Source: Academic Night sign-in sheets, PTO meeting sign-in sheets, principal-parent meeting, and grade level luncheons

Strategy 1

Create opportunities for parents to participate in family activities with their child.

Strategy's Expected Result/Impact: Implementation:

Meet the Teacher
Open House
Texas Public School Week
Pan Dulce with Principal
Family Picnic
Academic Night
Parental Awareness Nights
Meet the Counselor
Core Values service projects
GT Informational meetings

Impact:

Increased parental participation creates a collaborative team to improve student success.

Staff Responsible for Monitoring: Principal

Assistant Principal
Counselor
FACE Specialist

Formative Reviews

Moderate Progress

December

March

May

June

Performance Objective 2 High Priority

Contact parents by 8:30 am when students are absent to encourage daily attendance

Evaluation Data Source: Increased attendance
Parental specialist log
Classroom teacher logs
Home visits

Strategy 1

Increase student daily attendance by utilizing Parent Specialist and offering Perfect attendance incentives.

Strategy's Expected Result/Impact: Implementation:
Parent Specialist will contact parents whose children are not in attendance.

Impact:
Encourage parents to bring in their children to school even if they will be considered tardy.
Increase the daily attendance of students.

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers
PEIMS
Parent Specialist

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 3 **High Priority**

Weekly, monthly, and 6 weeks awards/incentives to students who have perfect attendance

Evaluation Data Source: Weekly attendance logs and incentives

Strategy 1

Increase student daily attendance by utilizing Parent Specialist and offering Perfect attendance incentives.

Strategy's Expected Result/Impact: Increase student's attendance rate

Staff Responsible for Monitoring: Classroom Teachers, Special Education Teachers, Parent Specialist, PEIMS Clerk, Counselor, Campus Administrators

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 4 High Priority

Strengthen communication between the campus and families to ensure all stakeholders are informed and engaged.

Evaluation Data Source: Classdojo
Facebook

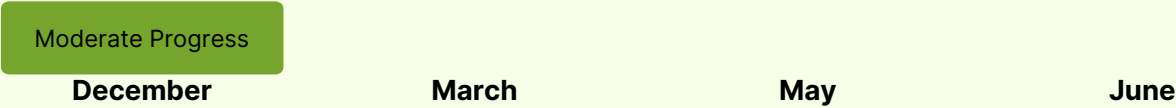
Strategy 1

Implement a consistent system for weekly updates through newsletters, social media, and the school website.

Strategy's Expected Result/Impact: Families stay informed of events, deadlines, and student learning opportunities; reduced miscommunication.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Webmaster/Technology Aide

Formative Reviews



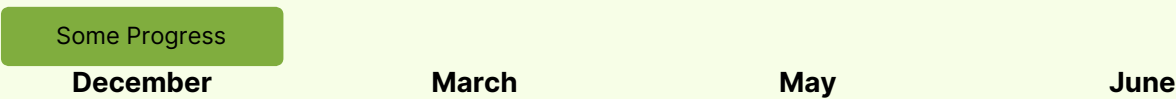
Strategy 2

Provide bilingual communication to ensure accessibility for all families.

Strategy's Expected Result/Impact: Greater participation from non-English-speaking families; stronger inclusivity.

Staff Responsible for Monitoring: Parent Liaison, Bilingual/ESL Lead Teacher, Secretary.

Formative Reviews



Strategy 3

Use surveys to gather feedback from parents and adjust communication methods accordingly.

Strategy's Expected Result/Impact: Communication methods become more effective; parents feel their voices are valued.

Staff Responsible for Monitoring: Principal, Campus Improvement Team, Parent Liaison.

Formative Reviews

Some Progress

December

March

May

June

Goal 4

Judge Oscar De La Fuente Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

Performance Objective 1

Ensure that 100% of budget allocations are aligned to instructional priorities and student needs.

Evaluation Data Source: Conduct Budget reviews
Use Data
Prioritize instructional needs and student achievement

Strategy 1

Conduct quarterly budget reviews with campus leadership to monitor spending.

Strategy's Expected Result/Impact: Spending remains aligned to campus priorities; corrective actions are taken early.

Staff Responsible for Monitoring: Principal
Assistant Principal
Campus Secretary

Formative Reviews

Some Progress

December

March

May

June

Strategy 2

Use data (assessment results, program evaluations) to guide resource allocation decisions.

Strategy's Expected Result/Impact: Resources are directed where student needs are highest, improving equity and outcomes.

Staff Responsible for Monitoring: Principal
Assistant Principal
Campus Secretary

Formative Reviews

Some Progress

December

March

May

June

Strategy 3

Prioritize funding for instructional materials, technology, and interventions that directly impact student achievement.

Strategy's Expected Result/Impact: Increased student performance and engagement due to improved access to instructional tools.

Staff Responsible for Monitoring: Principal
Assistant Principal
Campus Secretary

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 2

Increase financial transparency by providing regular updates on budget use and resource allocations to all stakeholders.

Evaluation Data Source: Share quarterly reports with staff
Host meetings to explain funds

Strategy 1

Share quarterly financial reports with staff and the Campus Improvement Team.

Strategy's Expected Result/Impact: Staff understand how funds are used; increased trust and accountability.

Staff Responsible for Monitoring: Principal
Assistant Principal
Campus Secretary

Formative Reviews

No Progress

December

March

May

June

Strategy 2

Host at least two family/community meetings to explain how funds support student learning.

Strategy's Expected Result/Impact: Families and community feel engaged and informed, improving campus-home partnerships.

Staff Responsible for Monitoring: Principal
Assistant Principal
Campus Secretary
FACE Specialist

Formative Reviews

Some Progress

December **March** **May** **June**

Strategy 3

Publish a simplified annual budget summary on the campus website.

Strategy's Expected Result/Impact: Greater public transparency; stakeholders can easily access information.

Staff Responsible for Monitoring: Principal
Assistant Principal
Campus Secretary
FACE Specialist

Formative Reviews

No Progress

December **March** **May** **June**

Performance Objective 3

Improve operational efficiency by reducing waste and maximizing use of campus resources.

Evaluation Data Source: Implement an inventory tracking system

Strategy 1

Implement an inventory tracking system for technology, instructional resources, and supplies.

Strategy's Expected Result/Impact: Reduced loss and better accountability for resources.

Staff Responsible for Monitoring: Technology Aide
Librarian
Principal
Principal's Secretary
Assistant Principal

Formative Reviews

Some Progress

December

March

May

June

Strategy 2

Monitor utility usage (energy, water, paper) and launch conservation initiatives.

Strategy's Expected Result/Impact: Lower operational costs; student involvement in conservation builds responsibility.

Staff Responsible for Monitoring: Principal

Principal's Secretary

Assistant Principal

Custodial Staff

Formative Reviews

Some Progress

December

March

May

June

Strategy 3

Streamline procurement processes to reduce costs and ensure timely delivery of resources.

Strategy's Expected Result/Impact: Faster access to instructional materials; cost savings for the campus.

Staff Responsible for Monitoring: Principal

Secretary

Campus Improvement Team

Assistant Principal

Formative Reviews

Some Progress

December

March

May

June

Performance Objective 4

Promote equity by ensuring all students have access to high-quality resources, programs, and learning environments.

Strategy 1

Use student performance and demographic data to identify and address gaps in resource distribution.

Strategy's Expected Result/Impact: Students in need receive additional support; closing achievement gaps.

Staff Responsible for Monitoring: Principal

Principal's Secretary

Assistant Principal

Teachers

RTI Teacher

Formative Reviews

Some Progress

December

March

May

June

Strategy 2

Allocate funds to support intervention programs, bilingual/ESL services, and special populations.

Strategy's Expected Result/Impact: Improved achievement and engagement among at-risk and special population students.

Staff Responsible for Monitoring: Principal

Principal's Secretary

Assistant Principal

Teachers

RTI Teacher

SPED Teacher

Bilingual Lead Teacher

Formative Reviews

Some Progress

December

March

May

June

Strategy 3

Engage parent and teacher committees in decision-making around equitable resource allocation.

Strategy's Expected Result/Impact: Shared ownership and buy-in from staff and families; equitable practices are more transparent.

Staff Responsible for Monitoring: Principal
Principal's Secretary
Assistant Principal
Teachers
RTI Teacher
SPED Teacher
Bilingual Lead Teacher

Formative Reviews

Some Progress

December

March

May

June