

Canutillo Independent School District



Jose H. Damian Elementary

2025-2026 Campus Improvement Plan

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.

Value Statement

Trustworthiness in Stewardship

Scholar Centered

through the 5 Pillars of teaching the WHOLE CHILD -

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

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Comprehensive Needs Assessment

Demographics

Summary

Jose H. Damian Elementary opened its doors to students in 1992. The school sits in the middle of the vast farmland that makes up the Upper Valley. JDE is named after a late Canutillo Independent School District Board of Trustees member who served a total of 25 years on the Board between 1973 and 2002. JDE is a culturally rich campus that allows individuals to thrive in their academic pursuits. Scholars are guided by educators that are experts in their field and who look to their growth as well as the growth of their students, by seeking professional development opportunities.

JDE currently serves 475 students: 0.4% African American or Black; 0.4% Asian; 94.9% Hispanic/Latino; 3.1% White. Out of the total student population, **67.4% are considered At-Risk, 33.7% are English Learners; and 68.4% are economically disadvantaged.** There has been an increase with students being identified with a disability (15.2%) and qualify for Special Education services. JDE has a long tradition of being a center of excellence in learning with a focus on individualized instruction. The school received the Best in El Paso Award for Best Elementary in 2022. JDE prides itself on its focus on intervention, acceleration and closing the achievement gap.

JDE encourages parental involvement in the schools. In the past couple of years, visits to campus have been limited, however, it is still important to maintain a sense of community and involvement with parents. Every month, parents are invited to participate in meetings with the Principal virtually and/or face-to-face. Parent participation has been declining in the past couple of years. JDE hosts an array of events such as Pumpkin Painting, Egg Hunts, SEL night, Fall Festivals, Military Child walk, performances and much more.

Texas Education Agency
2023-24 Student Information (TAPR)
 JOSE H DAMIAN EL (071907103) - CANUTILLO ISD - EL PASO COUNTY

	Membership				Enrollment			
	Campus	Percent	District	State	Campus	Percent	District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	481	100.0%	5,883	5,517,464	487	100.0%	5,904	5,531,236
Students by Grade								
Early Childhood Education	15	3.1%	0.3%	0.3%	21	4.3%	0.6%	0.5%
Pre-Kindergarten	34	7.1%	4.0%	4.5%	34	7.0%	4.0%	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	0.7%	0.8%	0	0.0%	0.7%	0.8%
Pre-Kindergarten: 4-year Old	34	7.1%	3.3%	3.7%	34	7.0%	3.3%	3.7%
Kindergarten	71	14.8%	6.0%	6.5%	71	14.6%	5.9%	6.5%
Grade 1	69	14.3%	6.3%	7.0%	69	14.2%	6.3%	7.0%
Grade 2	71	14.8%	7.1%	7.3%	71	14.6%	7.1%	7.3%
Grade 3	78	16.2%	7.2%	7.2%	78	16.0%	7.2%	7.2%
Grade 4	69	14.3%	6.6%	7.2%	69	14.2%	6.6%	7.2%
Grade 5	74	15.4%	8.3%	7.2%	74	15.2%	8.3%	7.2%
Ethnic Distribution								
African American	2	0.4%	0.9%	12.8%	2	0.4%	0.9%	12.8%
Hispanic	456	94.8%	92.5%	53.2%	462	94.9%	92.5%	53.2%
White	15	3.1%	4.8%	25.0%	15	3.1%	4.7%	25.0%
American Indian	2	0.4%	0.2%	0.3%	2	0.4%	0.2%	0.3%
Asian	2	0.4%	0.6%	5.4%	2	0.4%	0.6%	5.4%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	4	0.8%	1.0%	3.1%	4	0.8%	1.0%	3.1%
Sex								
Female	225	46.8%	48.3%	48.9%	226	46.4%	48.2%	48.8%
Male	256	53.2%	51.7%	51.1%	261	53.6%	51.8%	51.2%
Other Student Cohorts								
Economically Disadvantaged	329	68.4%	65.6%	62.3%	333	68.4%	65.7%	62.2%
Non-Educationally Disadvantaged	152	31.6%	34.4%	37.7%	154	31.6%	34.3%	37.8%
Section 504 Students	27	5.6%	7.2%	7.2%	27	5.5%	7.2%	7.2%
EB Students/EL	164	34.1%	34.3%	24.4%	164	33.7%	34.2%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	1.9%	1.9%				
Students w/ Dyslexia	1	0.2%	1.8%	6.0%	1	0.2%	1.8%	6.0%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%

Homeless	6	1.2%	2.8%	1.4%	6	1.2%	2.7%	1.4%
Immigrant	6	1.2%	1.2%	2.9%	6	1.2%	1.2%	2.9%
Migrant	0	0.0%	1.3%	0.2%	0	0.0%	1.3%	0.2%
Title I	481	100.0%	90.2%	65.7%	487	100.0%	90.2%	65.7%
Military Connected	56	11.6%	13.0%	3.9%	56	11.5%	12.9%	3.9%
At-Risk	328	68.2%	63.5%	53.2%	328	67.4%	63.3%	53.2%

Texas Education Agency
2023-24 Student Information (TAPR)
 JOSE H DAMIAN EL (071907103) - CANUTILLO ISD - EL PASO COUNTY

Student Information	Membership				Enrollment			
	Count	Percent	District	State	Count	Percent	District	State
Students by Instructional Program								
Bilingual/ESL Education	198	41.2%	36.9%	24.5%	198	40.7%	36.8%	24.4%
Career and Technical Education	0	0.0%	27.3%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	76.3%	73.3%	-	-	-	-
Gifted and Talented Education	34	7.1%	11.3%	8.5%	34	7.0%	11.3%	8.5%
Special Education	69	14.3%	11.7%	13.9%	74	15.2%	11.9%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	69							
Students with Intellectual Disabilities	9	13.0%	37.1%	45.7%				
Students with Physical Disabilities	23	33.3%	28.3%	18.9%				
Students with Autism	12	17.4%	16.1%	16.2%				
Students with Behavioral Disabilities	8	11.6%	16.0%	17.6%				
Students with Non-Categorical Early Childhood	17	24.6%	2.5%	1.7%				
Mobility (2022-23)								
Total Mobile Students	51	12.1%	10.8%	16.1%				
African American	0	0.0%	0.2%	3.4%				
Hispanic	51	12.1%	9.9%	8.5%				
White	0	0.0%	0.5%	3.1%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.0%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.5%				
Special Ed Students who are Mobile	5	10.4%	14.6%	17.6%				
Count and Percent of EB Students/EL who are Mobile	14	9.0%	11.6%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	42	15.0%	11.7%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	89	20.6%	14.2%	18.1%				

Texas Education Agency
2022-23 Student Information (TAPR)
 JOSE H DAMIAN EL (071907103) - CANUTILLO ISD - EL PASO COUNTY

Student Information	Membership				Enrollment			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	511	100.0%	6,054	5,504,150	515	100.0%	6,076	5,518,432
Students by Grade:								
Early Childhood Education	6	1.2%	0.1%	0.3%	9	1.7%	0.4%	0.5%
Pre-Kindergarten	41	8.0%	3.6%	4.4%	42	8.2%	3.6%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.2%	0.7%	0	0.0%	0.2%	0.7%
Pre-Kindergarten: 4-year Old	41	8.0%	3.4%	3.7%	42	8.2%	3.4%	3.7%
Kindergarten	76	14.9%	5.9%	6.7%	76	14.8%	5.9%	6.7%
Grade 1	74	14.5%	6.8%	7.2%	74	14.4%	6.7%	7.2%
Grade 2	76	14.9%	7.0%	7.2%	76	14.8%	7.0%	7.2%
Grade 3	78	15.3%	6.9%	7.2%	78	15.1%	6.8%	7.1%
Grade 4	76	14.9%	7.8%	7.2%	76	14.8%	7.8%	7.1%
Grade 5	84	16.4%	7.5%	7.2%	84	16.3%	7.5%	7.2%
Grade 6	0	0.0%	7.2%	7.3%	0	0.0%	7.2%	7.2%
Grade 7	0	0.0%	7.3%	7.4%	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	6.9%	7.7%	0	0.0%	6.9%	7.7%
Grade 9	0	0.0%	10.4%	8.7%	0	0.0%	10.3%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.5%	7.0%
Grade 12	0	0.0%	6.8%	6.6%	0	0.0%	6.8%	6.6%
Ethnic Distribution:								
African American	4	0.8%	1.0%	12.8%	4	0.8%	1.0%	12.8%
Hispanic	480	93.9%	92.9%	53.0%	484	94.0%	92.9%	52.9%
White	24	4.7%	4.4%	25.6%	24	4.7%	4.4%	25.7%
American Indian	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Asian	0	0.0%	0.5%	5.1%	0	0.0%	0.5%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	2	0.4%	1.0%	3.0%	2	0.4%	1.0%	3.0%
Sex:								
Female	254	49.7%	47.8%	48.8%	256	49.7%	47.8%	48.8%
Male	257	50.3%	52.2%	51.2%	259	50.3%	52.2%	51.2%
Economically Disadvantaged	341	66.7%	66.5%	62.1%	342	66.4%	66.4%	62.0%
Non-Educationally Disadvantaged	170	33.3%	33.5%	37.9%	173	33.6%	33.6%	38.0%
Section 504 Students	20	3.9%	6.6%	7.4%	20	3.9%	6.6%	7.4%
EB Students/EL	171	33.5%	33.5%	23.1%	171	33.2%	33.3%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	1.7%	1.5%				

2022-23 Student Information (IAPH)
 JOSE H DAMIAN EL (071907103) - CANUTILLO ISD - EL PASO COUNTY

Student Information	Membership				Enrollment			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	511	100.0%	6,054	5,504,150	515	100.0%	6,076	5,518,432
Students by Grade:								
Early Childhood Education	6	1.2%	0.1%	0.3%	9	1.7%	0.4%	0.5%
Pre-Kindergarten	41	8.0%	3.6%	4.4%	42	8.2%	3.6%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.2%	0.7%	0	0.0%	0.2%	0.7%
Pre-Kindergarten: 4-year Old	41	8.0%	3.4%	3.7%	42	8.2%	3.4%	3.7%
Kindergarten	76	14.9%	5.9%	6.7%	76	14.8%	5.9%	6.7%
Grade 1	74	14.5%	6.8%	7.2%	74	14.4%	6.7%	7.2%
Grade 2	76	14.9%	7.0%	7.2%	76	14.8%	7.0%	7.2%
Grade 3	78	15.3%	6.9%	7.2%	78	15.1%	6.8%	7.1%
Grade 4	76	14.9%	7.8%	7.2%	76	14.8%	7.8%	7.1%
Grade 5	84	16.4%	7.5%	7.2%	84	16.3%	7.5%	7.2%
Grade 6	0	0.0%	7.2%	7.3%	0	0.0%	7.2%	7.2%
Grade 7	0	0.0%	7.3%	7.4%	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	6.9%	7.7%	0	0.0%	6.9%	7.7%
Grade 9	0	0.0%	10.4%	8.7%	0	0.0%	10.3%	8.7%
Grade 10	0	0.0%	8.3%	7.9%	0	0.0%	8.3%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.5%	7.0%
Grade 12	0	0.0%	6.8%	6.6%	0	0.0%	6.8%	6.6%
Ethnic Distribution:								
African American	4	0.8%	1.0%	12.8%	4	0.8%	1.0%	12.8%
Hispanic	480	93.9%	92.9%	53.0%	484	94.0%	92.9%	52.9%
White	24	4.7%	4.4%	25.6%	24	4.7%	4.4%	25.7%
American Indian	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Asian	0	0.0%	0.5%	5.1%	0	0.0%	0.5%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	2	0.4%	1.0%	3.0%	2	0.4%	1.0%	3.0%

2022-23 Student Information (TAPR)
JOSE H DAMIAN EL (071907103) - CANUTILLO ISD - EL PASO COUNTY

Student Information	Membership				Enrollment			
	Campus Count	Campus Percent	District	State	Campus Count	Campus Percent	District	State
Students w/ Dyslexia	5	1.0%	2.1%	5.5%	5	1.0%	2.1%	5.5%
Foster Care	1	0.2%	0.0%	0.2%	1	0.2%	0.0%	0.2%
Homeless	5	1.0%	2.4%	1.3%	5	1.0%	2.4%	1.3%
Immigrant	1	0.2%	0.8%	2.2%	1	0.2%	0.8%	2.2%
Migrant	1	0.2%	1.5%	0.3%	1	0.2%	1.5%	0.3%
Title I	511	100.0%	90.7%	64.6%	515	100.0%	90.6%	64.6%
Military Connected	63	12.3%	12.9%	3.6%	63	12.2%	12.8%	3.6%
At-Risk	309	60.5%	67.0%	53.3%	309	60.0%	66.8%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	196	38.4%	36.4%	23.2%	196	38.1%	36.3%	23.2%
Career and Technical Education	0	0.0%	27.4%	26.5%	0	0.0%	27.3%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	78.7%	72.3%	0	0.0%	78.7%	72.2%
Gifted and Talented Education	32	6.3%	10.6%	8.2%	32	6.2%	10.6%	8.2%
Special Education	63	12.3%	10.5%	12.6%	64	12.4%	10.6%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	63							
By Type of Primary Disability								
Students with Intellectual Disabilities	12	19.0%	38.4%	44.1%				
Students with Physical Disabilities	20	31.7%	30.3%	20.0%				
Students with Autism	6	9.5%	13.6%	15.5%				
Students with Behavioral Disabilities	10	15.9%	15.3%	18.8%				
Students with Non-Categorical Early Childhood	15	23.8%	2.4%	1.6%				
Mobility (2021-22):								
Total Mobile Students	57	13.1%	12.2%	16.8%				
By Ethnicity:								
African American	0	0.0%	0.1%	3.3%				
Hispanic	54	12.4%	10.7%	8.7%				
White	3	0.7%	1.2%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.2%	0.6%				
Count and Percent of Special Ed Students who are Mobile	5	10.2%	10.1%	18.6%				
Count and Percent of EB Students/EL who are Mobile	18	11.5%	12.3%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	43	16.9%	13.0%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	67	15.4%	13.6%	18.1%				

Texas Education Agency
2021-22 Student Information (TAPR)
JOSE H DAMIAN EL (071907103) - CANUTILLO ISD - EL PASO COUNTY

Student Information	Membership				Enrollment			
	Campus Count	Campus Percent	District	State	Campus Count	Campus Percent	District	State
Total Students	523	100.0%	6,076	5,402,028	526	100.0%	6,091	5,427,370
Students by Grade:								
Early Childhood Education	7	1.3%	0.1%	0.3%	10	1.9%	0.3%	0.4%
Pre-Kindergarten	43	8.2%	3.1%	4.1%	43	8.2%	3.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	43	8.2%	3.1%	3.5%	43	8.2%	3.2%	3.5%
Kindergarten	71	13.6%	6.3%	6.8%	71	13.5%	6.2%	6.8%
Grade 1	73	14.0%	7.2%	7.1%	73	13.9%	7.2%	7.1%
Grade 2	73	14.0%	6.9%	7.1%	73	13.9%	6.8%	7.1%
Grade 3	79	15.1%	7.4%	7.1%	79	15.0%	7.4%	7.1%
Grade 4	85	16.3%	7.4%	7.1%	85	16.2%	7.4%	7.1%
Grade 5	92	17.6%	7.9%	7.2%	92	17.5%	7.8%	7.2%
Grade 6	0	0.0%	7.3%	7.4%	0	0.0%	7.3%	7.4%
Grade 7	0	0.0%	6.9%	7.7%	0	0.0%	6.9%	7.7%
Grade 8	0	0.0%	8.0%	7.9%	0	0.0%	8.0%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.8%	7.6%	0	0.0%	7.8%	7.5%
Grade 11	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 12	0	0.0%	7.2%	6.7%	0	0.0%	7.2%	6.7%
Ethnic Distribution:								
African American	3	0.6%	1.0%	12.8%	3	0.6%	1.0%	12.8%
Hispanic	494	94.5%	93.0%	92.8%	497	94.5%	93.0%	92.7%
White	24	4.6%	4.7%	26.3%	24	4.6%	4.6%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	2	0.4%	0.5%	4.8%	2	0.4%	0.5%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.7%	2.9%	0	0.0%	0.7%	2.9%
Sex:								
Female	264	50.5%	47.8%	48.9%	264	50.2%	47.8%	48.8%
Male	259	49.5%	52.2%	51.1%	262	49.8%	52.2%	51.2%
Economically Disadvantaged	311	59.5%	61.0%	60.7%	312	59.3%	60.9%	60.6%
Non-Economically Disadvantaged	212	40.5%	39.0%	39.3%	214	40.7%	39.1%	39.4%
Section 504 Students	12	2.3%	5.9%	7.4%	12	2.3%	5.9%	7.4%
EB Students/EL	186	35.6%	32.8%	21.7%	186	35.4%	32.7%	21.7%
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.2%	0.6%				

2022-23 Staff Information (TAPR)
JOSE H DAMIAN EL (071907103) - CANUTILLO ISD - EL PASO COUNTY

Staff Information	Campus			
	Count/Average	Percent	District	State
Total Staff	53.2	100.0%	100.0%	100.0%
Professional Staff	42.7	80.3%	57.2%	64.1%
Teachers	36.7	69.0%	42.1%	48.7%
Professional Support	4.0	7.5%	11.8%	10.9%
Campus Administration (School Leadership)	2.0	3.8%	2.2%	3.3%
Educational Aides	10.5	19.7%	13.0%	11.3%

Texas Education Agency
2023-24 Staff Information (TAPR)
JOSE H DAMIAN EL (071907103) - CANUTILLO ISD - EL PASO COUNTY

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	50.6	100.0%	100.0%	100.0%
Professional Staff	42.7	84.4%	58.8%	63.9%
Teachers	36.7	72.6%	43.5%	48.3%
Professional Support	4.0	7.9%	12.3%	11.1%
Campus Administration (School Leadership)	2.0	4.0%	1.8%	3.3%
Educational Aides	7.9	15.6%	10.6%	11.4%

Strengths

Some of our campus strengths include:

- Our parent liaison department works with our teachers, scholars, and community to provide support and services for our scholars and their respective families.
- Every student has a device assigned to them to integrate blended learning, project-based learning, and research in the classroom.
- JDE has 2 At-Risk teachers and an aide who work exclusively with At-Risk students.
- Class dojo, Facebook, X, and parent newsletters are the main tools of communication with parents.
- JDE has high expectations of scholars, faculty, and staff.
- Parent/Teacher conferences are scheduled all day to allow for in-depth conversations about student growth.
- Attendance Incentives are available to students to improve attendance.
- Faculty and staff are supportive of each other.
- MTSS committee collaborates to identify possible At Risk Students.
- Attendance is increasing.
- Homeless students have support and resources
- Emergent bilinguals perform better or at the same level as our monolingual students
- PLC's and administrators provide support
- Staff leaving are doing so for better opportunities

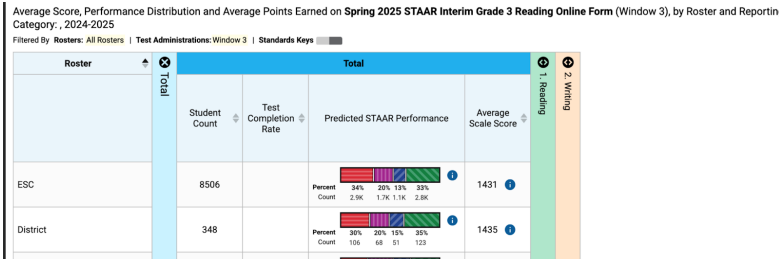
Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Our student enrollment has been decreasing. In 2022-2023 we had 515 students enrolled and currently we have 484 (2023-2024) students enrolled.	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.
2 ★	Jose Damian Elementary has seen a decrease in parent involvement and volunteering.	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.
3 ★	Our At Risk population is increasing, in 23-24 we had 328 students coded At-Risk and in 2022-2023 we had 309 At- Risk students, yet personnel and resources are declining. In 2023-2024 we had 7.9 educational aides and in 2022-2023 we had 10.5 educational aides.	More students are qualifying for or are being identified as At Risk due to MTSS, loss of COVID funds and At risk tutors provided by C&I.

★ = Priority

Student Learning

Summary



Grade 2 Texas English Language Proficiency Assessment System
Confidential Campus Roster
All Students
 District: 071-907 CANUTILLO ISD
 Campus: 103 JOSE H DAMIAN E
 Report Date: JULY 2024
 Date of Testing: SPRING 2024

Student	Student-ID/STDS ID	Listening			Speaking			Reading			Writing			Composite
		Word Meaning	Basic Understanding	Analyzing and Evaluating	Summarizing	Analyzing	Word Meaning	Basic Understanding	Analyzing and Evaluating	Scale Score	Proficiency Rating	Expressing and Addressing	Editing	
Andrade Valeria	6319351462	3	3	3	3	3	3	3	3	3	3	3	3	3
Armedez Valeria	4175951976	3	3	3	3	3	3	3	3	3	3	3	3	3
Avila Matthew	A 1685147465	3	3	3	3	3	3	3	3	3	3	3	3	3
Barreras Ariana	S 4841616208	3	3	3	3	3	3	3	3	3	3	3	3	3
Barreno Ariana	S 4516545683	3	3	3	3	3	3	3	3	3	3	3	3	3
Chavez Navarret Lauren	A 2919564722	3	3	3	3	3	3	3	3	3	3	3	3	3

Students at our campus take unit assessments,

Grade 3 Texas English Language Proficiency Assessment System
Confidential Campus Roster
All Students
 District: 071-907 CANUTILLO ISD
 Campus: 103 JOSE H DAMIAN E
 Report Date: JULY 2024
 Date of Testing: SPRING 2024

Student	Student-ID/STDS ID	Listening			Speaking			Reading			Writing			Composite
		Word Meaning	Basic Understanding	Analyzing and Evaluating	Summarizing	Analyzing	Word Meaning	Basic Understanding	Analyzing and Evaluating	Scale Score	Proficiency Rating	Expressing and Addressing	Editing	
Aguilera Clara	I 5037580297	3	3	3	3	3	3	3	3	3	3	3	3	3
Arango Sebastian	8526428123	3	3	3	3	3	3	3	3	3	3	3	3	3
Astorga Violea	1699531884	3	3	3	3	3	3	3	3	3	3	3	3	3
Barera Ortega Avel	2731822069	3	3	3	3	3	3	3	3	3	3	3	3	3
Baron Neyday	I 6721681846	3	3	3	3	3	3	3	3	3	3	3	3	3
Bueno Bella	S 6362294249	3	3	3	3	3	3	3	3	3	3	3	3	3
Celaya Rangol Emma	3621838996	3	3	3	3	3	3	3	3	3	3	3	3	3
Dunin Adlen	J 5379262599	3	3	3	3	3	3	3	3	3	3	3	3	3
Gonzalez Daniel	3934170941	3	3	3	3	3	3	3	3	3	3	3	3	3
Guierrez Lozoy Layla	S 7725647474	3	3	3	3	3	3	3	3	3	3	3	3	3
Hernandez Erik	I 7245358899	3	3	3	3	3	3	3	3	3	3	3	3	3
Hovell Charlee	D 6211534659	3	3	3	3	3	3	3	3	3	3	3	3	3
Jirnez Yazen	I 1628382533	3	3	3	3	3	3	3	3	3	3	3	3	3
Luisa Hernandez Daniela	A 764283229	3	3	3	3	3	3	3	3	3	3	3	3	3
Masse Daniela	E 1614948413	3	3	3	3	3	3	3	3	3	3	3	3	3
Marruf Angel	A 594724232	3	3	3	3	3	3	3	3	3	3	3	3	3
Martinez Jensen	D 6211534659	3	3	3	3	3	3	3	3	3	3	3	3	3
Martinez Leonel	E 1611195109	3	3	3	3	3	3	3	3	3	3	3	3	3
morina oscar	L 0966976586	3	3	3	3	3	3	3	3	3	3	3	3	3
Morono Carlos	D 3265669268	3	3	3	3	3	3	3	3	3	3	3	3	3
Motta-Alen Fernando	8878566653	3	3	3	3	3	3	3	3	3	3	3	3	3
Ortega Joaquin	8814805197	3	3	3	3	3	3	3	3	3	3	3	3	3
Quintana Joaquin	M 6338978311	3	3	3	3	3	3	3	3	3	3	3	3	3
Ramirez Samuel	3359895931	3	3	3	3	3	3	3	3	3	3	3	3	3
Rivas Betsy	M 5964727948	3	3	3	3	3	3	3	3	3	3	3	3	3
Rincon Ortega Emilio	L 9252497498	3	3	3	3	3	3	3	3	3	3	3	3	3
RUIZ BENJAMIN	4569329129	3	3	3	3	3	3	3	3	3	3	3	3	3
Seguiewela M	6585985148	3	3	3	3	3	3	3	3	3	3	3	3	3
Varela Torres Evan	D 3596524184	3	3	3	3	3	3	3	3	3	3	3	3	3
Velo Adin	D 1267449193	3	3	3	3	3	3	3	3	3	3	3	3	3
Velazquez Lucas	D 6871617396	3	3	3	3	3	3	3	3	3	3	3	3	3
Williams Tobias	8262747750	3	3	3	3	3	3	3	3	3	3	3	3	3
Zulia Abigail	7623192372	3	3	3	3	3	3	3	3	3	3	3	3	3

District formative and summative assessments, and interim assessments. Interventions and enrichment opportunities are provided to close the academic gaps to achieve growth include interventions such as reteaching, after school tutoring, firebird intervention time and resource support. Road maps, data digs and plans are made for interventions and student support using data from BOY, MOY, Estar/Mstar, Lexia, TKEA, TPRI, Tejas Lee, Star Reading, Stemscoops Math and the interims for Math, ELAR, and Science. Digital student monitor sheets are created by grade level and teacher to enhance student learning. These sheets allow teachers and administrators to collaborate and identify gaps in student learning, keep track of unit assessments and address targeted Tek's that need to be retaught or enriched. This allows for lesson plans to sign to YAG and

ensures teachers keep up to date on end of unit assessments.

Reading STAAR vs. Interim:

3rd Grade

Reading shows the following 5% increase in approaches, 6% increase in meets, and 17% increase in Masters.
Math: 17% decrease in approaches, 2% decrease in Meets, and 9% increase in Masters.

4th Grade

Reading: 23% decrease in Approaches, 4% decrease in Meets, and 15% increase in Masters.
Math: 9% decrease in Approaches, 7% decrease in Meets, and 6% increase in Masters.

5th Grade

Reading: 8% decrease in Approaches, 9% increase in Meets, and 23% increase in Masters
Math: 13% decrease in Approaches, 5% decrease in Meets, and 13% increase in Masters.

Science: 23% decrease Approaches, and 5% decrease in Meets, and 6% increase in Masters.

According to the data above we find that all grade levels are showing drops in 3rd, 4th and 5th Math in the areas of approaches and meets. All grades are showing drops in math.

2/19 students are still in need of HB1416 hours. We are currently working on a plan to complete these hours. The students in most need are those who are serviced under special education.

TELPAS

After diving into the 2024 Telpas results we identified some areas in need of improvement.

2nd grade

41% of students showed no improvement as a composite score.

3rd. grade

51% of students showed no improvement as a composite score.

4th grade
44% of students showed no improvement as a composite score.

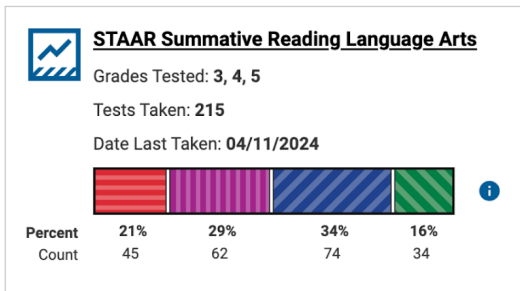
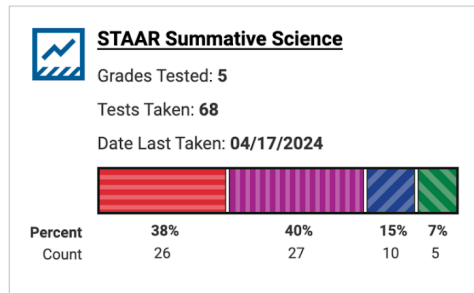
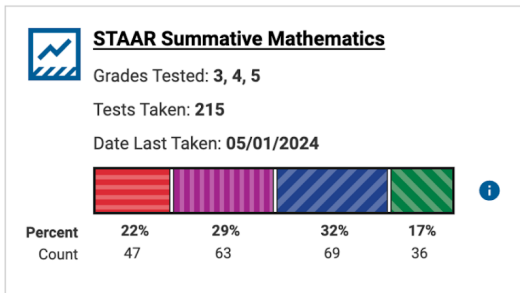
5th grade
58% of students showed no improvement as a composite score.

According to the data we are in need of support in all the areas in Telpas.

Interim Data 2025

Grade/Subject	Did not meet	Approaches	Meets	Masters
3rd/Math	44%	56%	34%	22%
4th/Math	30%	70%	55%	31%
5th/Math	29%	71%	49%	26%

Grade/Subject	Did not meet	Approaches	Meets	Masters
3rd/Reading	28%	72%	46%	28%
4th/Reading	36%	64%	52%	33%
5th/Reading	21%	79%	69%	46%



	Number of Students Rated				Number of Students Rated				Number of Students Rated				Number of Students Rated								
	BEG	INT	ADV	AR	BEG	INT	ADV	AR	BEG	INT	ADV	AR	BEG	INT	ADV	AR					
All Students	18	22	61	11	6	18	50	44	0	6	18	78	17	6	0	18	89	6	6	0	
Male	11	36	44	0	0	11	73	27	0	0	11	100	0	0	0	11	100	0	0	0	
Female	7	0	57	29	14	7	14	71	0	14	7	43	43	14	0	7	71	14	14	0	
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Hispanic/Latino	18	22	61	11	6	18	50	44	0	6	18	78	17	6	0	18	89	6	6	0	
Am. Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
White	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Two or More Races	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Economically Disadvantaged	Yes	14	21	64	14	0	14	57	43	0	0	14	86	14	0	0	14	100	0	0	
No	4	0	0	0	0	4	0	0	0	0	4	0	0	0	0	4	0	0	0	0	
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Title I, Part A	Participants	18	22	61	11	6	18	50	44	0	6	18	78	17	6	0	18	89	6	6	0
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Migrant	Yes	18	22	61	11	6	18	50	44	0	6	18	78	17	6	0	18	89	6	6	0
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Identified as Emergent Bilingual/English Learner	18	22	61	11	6	18	50	44	0	6	18	78	17	6	0	18	89	6	6	0	
Monitored 1st Year, reclassified from EB/EL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Monitored 2nd Year, reclassified from EB/EL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Monitored 3rd Year, reclassified from EB/EL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Monitored 4th Year, reclassified from EB/EL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Former EB/EL (Post Monitoring)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Non-Emergent Bilingual/English Learner	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Bilingual	Participants	17	24	59	12	6	17	53	41	0	6	17	62	12	6	0	17	94	0	6	0
No Information Provided	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	
ESL	Participants	18	22	61	11	6	18	50	44	0	6	18	78	17	6	0	18	89	6	6	0
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Special Education	Yes	16	19	63	13	6	16	50	44	0	6	16	75	19	6	0	16	88	6	6	0
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Section 504	Yes	17	24	59	12	6	17	47	47	0	6	17	76	18	6	0	17	88	6	6	0
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Gifted/Talented	Participants	18	22	61	11	6	18	50	44	0	6	18	78	17	6	0	18	89	6	6	0
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
At-Risk	Yes	18	22	61	11	6	18	50	44	0	6	18	78	17	6	0	18	89	6	6	0
No	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Strengths

Strengths:

- School Progress Report is at 80% B
- We have an at-risk team that supports our at-risk student population.
- RTI/MTSS is consistent and effective for students who are identified.
- Our campus has one part time academic tutor.
- An intervention block is added to the master schedule.
- We include extended professional learning communities (90 min blocks) once every 2 weeks to support teachers.
- District PLCs
- Admin and PLCs complete data digs to identify learning gaps and achievements.
- Teachers feel that resources are provided
- Students are given opportunities to join clubs after school.
- Students receive music instruction once a week.
- We are a one-to-one device campus.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	According to the data, it was identified that 3rd, 4th and 5th grade are showing drops in Math. 5th grade is also showing drops in Science.	Need staff development in Tier 1 instruction, and differentiation due to changes in curriculum- from envision to Stemsscopes Math.
2 ★	Collaboration across grade levels for TEKS vertical alignment.	Teachers are not meeting enough to vertically spiral and differentiate for our special population groups across grade levels, to include our resource department to ensure alignment.
3 ★	TELPAS indicates drops in 2nd, 3rd, and 4th grade in all areas.	Lack of Spanish resources for both teachers and students. And Lack of platform opportunities.
4 ★	Master level students are not remaining as masters as they go up in grade levels. Master level students in all grade levels are lower than district.	Lack of training for differentiation, need to address master level students. Teachers tend to focus on interventions and not enrichment.

★ = Priority

School Processes & Programs

Summary

Overall, Jose Damian Elementary has seen growth in academics for the 2024-2025 school year. In the 2024-2025 school year, there has been the fulfillment of vacancies in classrooms, including testing grade levels that take State assessments, such as STAAR.

In the 2024-2025 school year, campuses continue to be under House Bill 1416 mandate which requires students who were not successful in their STAAR test the previous year, to receive 30 hours of accelerated learning in the subject needed. Students received interventions during Spring intersessions, and accelerated learning after school, depending on the hours they need. There is also an intervention block embedded in the master schedule.

The processes taking place this year are 90-minute PLCs, Lexia and Universal screeners to track student progress. Other systems include At-Risk Tutors, after school Tutoring, Supplemental and STAAR Materials, and Dual Language. Some of the student programs include the Student Council, Robotics, Girls Who Code, Journalism, Yearbook, Orchestra, Science Fair and Spelling Bee, among others. ACE (Afterschool Centers of Education) continues to be implemented this school year.

Staff Recruitment and Retention processes include but are not limited to partnerships with UTEP and our New Teacher Mentoring Programming. This partnership helps us to identify talented aspiring teachers and train them. We also advertise on the web via website, CISD human resources, ClassDojo, Instagram, Remind and Facebook.

The Principal sends out the Firebird Family Newsletter for families and a Principal's Nest Newsletter for faculty and staff every week. An annual calendar is accessible to all faculty and staff. Google Drive is used to share important documents and instructional documents as well as for group collaboration. Facebook, Remind, ClassDojo, and school messenger are also used to keep families informed.

Technology Resources: All students have a device, including iPads, Chromebooks, or Mac laptops. Teachers have laptops, classroom projectors, document cameras, Google Drive, and Apple TVs. The library is also equipped with desktop computers.

MTSS: Students are referred to MTSS where their needs for academic intervention or behavioral support are identified. MTSS meetings take place throughout the year as well as new students are referred and identified throughout the school year. The At-Risk team services the MTSS students based on identified needs, and other professionals are involved to address non-academic needs.

Safety: In the 2024-2025 school year, the campus safety plan continues to go through improvements and is being implemented more thoroughly. Faculty and staff have been trained by administrators and there has been follow up training **provided by the CISD Police Officers.**

PBIS: Positive Behavior Interventions and Supports and Social Emotional Learning are systems used to address behavior and the emotional health of students, faculty and staff. Suicide prevention is primarily handled by the counselor, with additional support from the campus social worker. CISD has partnered up with Emergence Health Care and, if needed, will dispatch a Crisis Intervention Team for students who are experiencing a crisis such as suicidal outcry. JDE has a zero tolerance policy against bullying. A thorough investigation ensues once there is an initial bullying report by a teacher, parent, or student.

Attendance: The campus attendance plan continues to be implemented with more fidelity. Families with 3 or more unexcused absences are placed in an Attendance Intervention Plan for 45 days. The intervention plan is to serve as an action plan to provide the family with any interventions or resources needed to make sure students attend school all day, every day, and that they get to school on time. If families accrue more unexcused absences within those 45 days, they are called in for a review and, if there are 10 or more total unexcused absences, they are referred to court.

Strengths

Strengths:

90-minute Professional Learning Communities (PLC)-collaboration

- **Data Digs-Analyzing and understanding the data**
- **BOY Professional Developments**
- **MTSS Support from peers, administrators, counselors, At-Risk team**
- **Conferencing, peer-to-peer mentoring**
- **Monthly counseling sessions, small group counseling support**
- **Gifted and Talented Program**
- **Response to Intervention Programs (small group academic support)**
- **Academic Tutors**
- **Intervention blocks in our Master's schedule**
- **PBIS (Positive Behavioral Interventions and Supports)**
- **Social Worker Resources**

Parent Surveys

Reading Scores have Improved

Teacher Effort

Incentives for Scholars

Scholar Activities

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Jose Damian Elementary has seen a decrease in parent involvement and volunteering.	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.
2 ★	Professional Development needed for Managing Behaviors such as No Motivation and Defining Bullying	Lack of PBIS training and consistency, lack of training on how to deal with difficult classroom management behaviors
3 ★	Scholars are scoring low on various concepts in the areas of Math and vocabulary as seen in several assessments such as CLI and Spring STAAR interim.	Teachers need more professional development opportunities in Math and vocabulary to enhance their Tier 1 instruction and make it more student centered, which includes more hands-on opportunities.

★ = Priority

Perceptions

Summary

Jose H. Damian Elementary commits to providing a positive learning environment that embraces the whole child, cultivates the love for learning, and emphasizes high expectations for success through intentional instructional practices that prepare them for real-world challenges. Our vision is to empower confident learners for *life-long success* in an ever changing world.

Canutillo ISD and JDE conducted a yearly climate survey. This survey is through the University of Texas at Austin’s Texas Institute for Excellence in Mental Health and the Stronger Connections grant. This year was the first year that this survey was administered. Below are the results.

Elementary Climate Survey							
Elementary Student Survey (3rd-5th Grade)							
	BCE (151)	CES (237)	GES (157)	RES (281)	DDE (130)	JDE (187)	District Average
Climate Total	3.40	3.30	3.30	3.30	3.30	3.30	3.32
School Connectedness & Belonging	3.40	3.40	3.30	3.30	3.40	3.30	3.35
Staff-Student Relationships	3.70	3.60	3.60	3.50	3.60	3.50	3.58
Peer Relationships/Prosocial Behavior	3.30	3.10	3.00	2.90	3.10	3.00	3.07
Family Involvement/ Engagement	3.60	3.60	3.50	3.60	3.40	3.70	3.57
Academic Culture and Learning Environment	3.70	3.70	3.70	3.60	3.60	3.60	3.65
Discipline and Behavioral Expectations	3.30	3.20	3.30	3.10	3.10	3.20	3.20
School Safety	3.60	3.50	3.60	3.50	3.50	3.50	3.53
Peer Conflict/Bullying	2.80	2.50	2.60	2.50	2.60	2.50	2.58
			1-1.9	2-2.9	3- 3.59		

Elementary Staff Survey							
	BCE (42)	CES (46)	GES & CES (116)	DDE (15)	JDE (50)		District Average
Climate Total	3.20	3.30	3.40	3.50	3.40		3.36
Staff Connectedness & Morale	3.20	3.30	3.40	3.60	3.50		3.40
Administrative Support	2.90	3.30	3.30	3.40	3.50		3.28
Staff-Student Relationships	3.30	3.30	3.40	3.70	3.50		3.44
Peer relationships/prosocial	3.20	3.20	3.20	3.50	3.30		3.28
Staff-Family Relationships	3.30	3.40	3.50	3.40	3.60		3.44
Family Involvement/Engagement	3.20	3.20	3.40	3.10	3.40		3.26
Physical Environment	3.10	3.20	3.50	3.40	3.30		3.30
Academic Culture/Learning Environment	3.20	3.30	3.40	3.40	3.30		3.32
Discipline & Behavioral Expectations	2.80	3.20	3.30	3.40	3.30		3.20
School Safety	3.20	3.40	3.50	3.60	3.50		3.44
Peer Conflict & Bullying	3.20	3.30	3.20	3.50	3.40		3.32
Substance Use	3.60	3.30	3.60	3.80	3.70		3.60

Elementary Family Survey							
	BCE (7)	CES (52)	GES (19)	RES (60)	DDE (13)	JDE (80)	District Average
Climate Total	3.20	3.30	3.60	3.50	3.50	3.60	3.45

Dimension	2020-2021	2021-2022	2022-2023
Goal Focus	78%	32%	49%

Communication Adequacy	73%	43%	28%
Optimal Power Equalization	71%	27%	39%
Resource Utilization	66%	15%	23%
Cohesiveness	68%	36%	26%
Morale	75%	31%	37%
Innovation	70%	32%	31%
Autonomy	64%	35%	22
Adaptation	71%	39%	44%
Problem Solving Adequacy	70%	39%	33%
Average OHI Score	62%	33%	33%

ATTENDANCE

Attendance in the 1st Nine Weeks of the 2024-2025 school year was 95.90%. The 2nd Nine Weeks was 94.92%. The lowest attendance was in Pre-K, Kinder, and First Grade. Second grade was 95.77%, third grade was 95.95%, fourth grade was 95.83%, and fifth grade was 96.18%. Attendance has been showing gradual growth from the previous school year in all areas.

Even with the gradual growth, there is a misunderstanding/misconception from parents about attendance rules. Parents may lack understanding of attendance rules and the law. There is an excessive use of “doctor’s note” for excused absences and parents picking up students early or bringing them in late frequently.

BULLYING

There were a total of 8 office referrals that were reported from the beginning of the school year to the end of the 3rd nine week grading period. When potential bullying situations arise, administrators promptly notify parents to ensure they are aware and involved in supporting their student whether they are the victim or the perpetrator. Additionally, there are emotional support avenues, such as the school counselor and/or school social worker, who provide safe and supportive spaces for students. More so, anti-bullying campaigns/presentations have been incorporated as part of the school environment. Strategies that are in place to reduce the threat of bullying at our campus, are as follows: **Prevention strategies** (education & awareness, positive school culture, student code of conduct, restorative circles), **Intervention strategies** (Immediate action, adult supervision, parental involvement, empowerment programs), **Support for victim** (safe spaces, counseling and emotional support, parental involvement), **Addressing the bully** (behavioral support, mentorship opportunities, parental involvement), & **Campus-wide efforts** (anti-bullying campaigns, student leadership opportunities, regular check-ins).

TEACHER RETENTION

Teacher retention has a direct impact on student performance, school culture, and sustaining the entire education system. Retaining experienced teachers is essential for academic growth. In our school teacher retention is

fluctuating because of changes in administration. The Teacher Incentive Allotment (TIA) has helped in retaining teachers, however there is a lack of clarity and understanding - as different grade levels have different criteria that is assessed. TIA is not clearly defined and can change on a yearly basis. Teachers are not always informed or provided with feedback on where they fell short in earning the incentive. Insurance rates have increased and makes it difficult to pay. There are increased pressures and increased responsibilities in the teaching profession. Teachers are jumping from district to district for better incentives and pay.

PARENTAL INVOLVEMENT & PARTICIPATION

According to various family/community surveys and interactions, parents are pleased with the change in leadership to our campus. We have had several families who have withdrawn and since returned. This is seen across various grade levels. We have also had families from outside our district join our school due to our activities that are planned for students. Our campus is often compared among other CISD schools. Parents feel welcome, but our volunteerism is still low. Perhaps, more incentives need to be created to promote parents volunteering on our campus. Also, parents need to be invited to volunteer even when there are no campus events - such as a Thursday work day.

A barrier parents and guardians face that hinder their participation may be caused by availability of parents due to work schedules. Another barrier parents and guardians may have is to follow through the process of becoming a district cleared volunteer.

The Elementary Family survey conducted by parents in the Fall of 2024 shows that JDE parents overall scored a 3.60 in the area of Family Involvement and Engagement placing us higher than the CISD district average of 3.55. In the Elementary Staff survey teachers and staff scored a 3.40 in the same category which is also higher than the CISD district 3.26.

TEA PURPLE STAR CAMPUS

In September 2023, we received the TEA Purple Star award. We have a strong partnership with our 24th TPASE military unit. We have numerous events throughout the school year to promote and support our military-connected students and their families.

Strengths

Strengths:


- We have student peer support, such as our partnership with the high school “Teacher-in-Training” CTE program and the “Big Brothers - Big Sisters” mentorship program.
- The parent newsletter educates parents on upcoming events.
- We have a consistent program, incentives, and strategies to reduce bullying.
- We have many clubs such as Kindness Club, Journalism, Student Council, Yearbook, Gardening, Robotics, Girls Who Code, and the after-school ACE Program.
- Our “No Place for Hate” Program has received a national star designation.
- We have an increased partnership with our assigned military unit, the 24th TPASE. This partnership has led to increased support for our military students and their families. In September of 2023, we received the TEA Purple Star award.
- Our campus 3rd annual SEL Family Night encourages families into our campus to learn strategies to manage challenges in the social emotional area.
- Our campus Sunshine Committee organizes events throughout the year to bring staff members together.
- Our campus received the Stronger Connections grant and we now have a case manager assigned to our campus.

- Our campus has partnered with SDC and Transcend and we have rolled our Firebird Family Time in each classroom.
- Each classroom has a calming corner and places high priority on the whole-child model.
- Our Student Council has been awarded the TEPSA Leadership Award for the second year in a row.
- Our campus places a high priority on college and career readiness and has an annual Career Day with over 30 career stations.
- A PBIS Student of the Month is awarded per classroom each month and the students' picture is posted on the bulletin board at the front of our school.
- Monthly perfect attendance celebrations with ice cream for the kids.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Our student enrollment has been decreasing. In 2022-2023 we had 515 students enrolled and currently we have 484 (2023-2024) students enrolled.	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.
2 ★	Jose Damian Elementary has seen a decrease in parent involvement and volunteering.	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.
3 ★	Universal systems and processes for attendance monitoring need to be streamlined and communicated consistently to parents via front office and admin phone calls, truancy paperwork, and daily monitoring with parent drop-off.	Even with the support of the ARC committee, parents do not realize the importance of attendance and tardies.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Our student enrollment has been decreasing. In 2022-2023 we had 515 students enrolled and currently we have 484 (2023-2024) students enrolled.

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.

2
★

Jose Damian Elementary has seen a decrease in parent involvement and volunteering.

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.

3
★

Collaboration across grade levels for TEKS vertical alignment.

Teachers are not meeting enough to vertically spiral and differentiate for our special population groups across grade levels, to include our resource department to ensure alignment.

4
★

TELPAS indicates drops in 2nd, 3rd, and 4th grade in all areas.

Lack of Spanish resources for both teachers and students. And Lack of platform opportunities.

5
★

Master level students are not remaining as masters as they go up in grade levels. Master level students in all grade levels are lower than district.

Lack of training for differentiation, need to address master level students. Teachers tend to focus on interventions and not enrichment.

6
★

Professional Development needed for Managing Behaviors such as No Motivation and Defining Bullying

Lack of PBIS training and consistency, lack of training on how to deal with difficult classroom management behaviors

7
★

Scholars are scoring low on various concepts in the areas of Math and vocabulary as seen in several assessments such as CLI and Spring STAAR interim.

Teachers need more professional development opportunities in Math and vocabulary to enhance their Tier 1 instruction and make it more student centered, which includes more hands-on opportunities.

8
★

Universal systems and processes for attendance monitoring need to be streamlined and communicated consistently to parents via front office and admin phone calls, truancy paperwork, and daily monitoring with parent drop-off.

Even with the support of the ARC committee, parents do not realize the importance of attendance and tardies.

9
★

Our At Risk population is increasing, in 23-24 we had 328 students coded At-Risk and in 2022-2023 we had 309 At- Risk students, yet personnel and resources are declining. In 2023-2024 we had 7.9 educational aides and in 2022-2023 we had 10.5 educational aides.

More students are qualifying for or are being identified as At Risk due to MTSS, loss of COVID funds and At risk tutors provided by C&I.

10
★

According to the data, it was identified that 3rd, 4th and 5th grade are showing drops in Math. 5th grade is also showing drops in Science.

Need staff development in Tier 1 instruction, and differentiation due to changes in curriculum- from envision to Stemsscopes Math.

★ = Priority



Goals

Goal 1

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

Performance Objective 1 High Priority

By May 2026, 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 Source: Office Discipline Referrals
Counselor Referrals to include Behavior Threat Assessments and suicide protocol
Training sign in sheets
Aliviane Schedule
Emergency Drill Forms

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Continue

Strategy 1

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 of the MTSS framework.

Strategy's Expected Result/Impact: Decrease in bullying incidents as indicated by data
Decrease in office referrals
Align MTSS framework to effectively support student well being

Staff Responsible for Monitoring: Teachers, Counselor, Administration

Problem Statements: School Processes & Programs 2


TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture


Formative Reviews

Moderate Progress


November

 Accomplished

January

 Accomplished

March

 Accomplished

June

Strategy 2

Faculty and Staff will receive training on Standard Response Protocol PK-12, Emergency Operations Plan, Suicide Outcry, Bullying, Cyberbullying (David's Law), Sexual Harassment, Child Protective Services and Human Trafficking to optimize and develop the most efficient and effective protocols aligned with current data based on national and state trends.

Strategy's Expected Result/Impact: Teachers and staff preparedness in case of emergencies

Staff Responsible for Monitoring: Counselor

Administration
Teachers
CISD Police Department
MTSS Team

Problem Statements: School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March



Accomplished

June

Strategy 3

Faculty and staff will comply with School Safety Bill 168 and conduct active shooter exercises, fire drills, lockdowns, secure, shelter in place and evacuations as required by Texas Education Code SS 37.1141. Parents will be familiar with safety and security protocols.

Strategy's Expected Result/Impact: Faculty and Staff awareness of drills to effectively respond to threats and or emergency crisis

Staff Responsible for Monitoring: Teachers

Administration
CISD Police Department
HR

Problem Statements: Demographics 1, 2 - School Processes & Programs 1 - Perceptions 1, 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategy 4

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.

Strategy's Expected Result/Impact: School-wide implementation of PBIS, SEL, and discipline protocols.

Data tracker through MTSS Tier Trackers

Lower student discipline issues.

Lower bullying incidents.

Increase capacity of faculty and staff as it pertains to PBIS, SEL and discipline.

Staff Responsible for Monitoring: Administration

Counselor

Teachers

MTSS Team

BTAT- Behavior Threat Assessment Team

Problem Statements: Demographics 3 - Student Learning 1, 2, 3 - School Processes & Programs 3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Our student enrollment has been decreasing. In 2022-2023 we had 515 students enrolled and currently we have 484 (2023-2024) students enrolled.

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.

2

Jose Damian Elementary has seen a decrease in parent involvement and volunteering.

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.

3

Our At Risk population is increasing, in 23-24 we had 328 students coded At-Risk and in 2022-2023 we had 309 At-Risk students, yet personnel and resources are declining. In 2023-2024 we had 7.9 educational aides and in 2022-2023 we had 10.5 educational aides.

More students are qualifying for or are being identified as At Risk due to MTSS, loss of COVID funds and At risk tutors provided by C&I.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	According to the data, it was identified that 3rd, 4th and 5th grade are showing drops in Math. 5th grade is also showing drops in Science.	Need staff development in Tier 1 instruction, and differentiation due to changes in curriculum- from envision to Stemsscopes Math.
2	Collaboration across grade levels for TEKS vertical alignment.	Teachers are not meeting enough to vertically spiral and differentiate for our special population groups across grade levels, to include our resource department to ensure alignment.
3	TELPAS indicates drops in 2nd, 3rd, and 4th grade in all areas.	Lack of Spanish resources for both teachers and students. And Lack of platform opportunities.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Jose Damian Elementary has seen a decrease in parent involvement and volunteering.	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.
2	Professional Development needed for Managing Behaviors such as No Motivation and Defining Bullying	Lack of PBIS training and consistency, lack of training on how to deal with difficult classroom management behaviors
3	Scholars are scoring low on various concepts in the areas of Math and vocabulary as seen in several assessments such as CLI and Spring STAAR interim.	Teachers need more professional development opportunities in Math and vocabulary to enhance their Tier 1 instruction and make it more student centered, which includes more hands-on opportunities.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Our student enrollment has been decreasing. In 2022-2023 we had 515 students enrolled and currently we have 484 (2023-2024) students enrolled.

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.

2

Jose Damian Elementary has seen a decrease in parent involvement and volunteering.

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.

Performance Objective 2 High Priority

By May 2026, STAAR Performance levels will increase by a minimum of 2% in masters level, 8% in meets, and 8% in approaches.

Masters:

Math from 21%-23%

Reading- 20% to 22%

Science- 8% to 10%

Meets:

Math from 49%-55%

Reading- 52% to 56%

Science- 31% to 35%

Approaches:

Math from 78%-85%

Reading- 81% to 89%

Science- 72% to 77%

Evaluation Data Source: STAAR Data

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue

Strategy 1

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.

Strategy's Expected Result/Impact: To ensure that every identified/eligible student has a continuum of services provided by appropriate programs.
Increase learning and close achievement gaps.

Staff Responsible for Monitoring: Administration
At-Risk Teachers
Classroom Teachers
MTSS Team
Academic Tutors

Problem Statements: Demographics 3 - Student Learning 1, 3, 4 - School Processes & Programs 3

Funding Sources: SCE personnel- At-Risk teachers 185-State Compensatory Education, \$161,870.35, EduSmart 185-State Compensatory Education, 185.11.6396.00.103.30, \$810, Title 1 personnel- At-Risk aide, library aide & parent liaison 211-Title I-Part A, \$88,503.51, ESC LEARNING SYSTEMS 185-State Compensatory Education, 185.11.6399.00.103.30, \$6,199.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Small group targeted interventions and enrichment during intersession, extended day and through high dosage tutoring to include HB1416 mandates.

Strategy's Expected Result/Impact: Close achievement gaps
Increase in student success in specified area

Staff Responsible for Monitoring: Administration
Teachers

Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 4

Funding Sources: SPRING INTERSESSION TUTORING-2026 211-Title I-Part A, \$2,771.53, AFTER SCHOOL TUTORING 2026 211-Title I-Part A, \$705.01

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 3

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.

Strategy's Expected Result/Impact: Increase in student success in all subject areas and in all sub-populations to drive small group instruction and interventions.

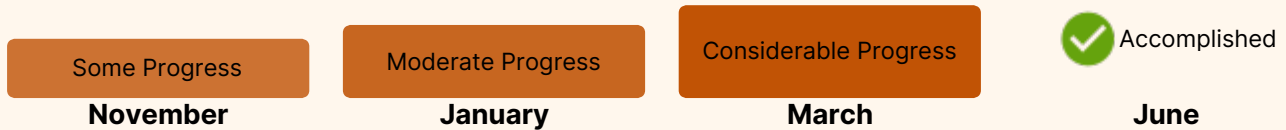
Staff Responsible for Monitoring: Teachers
Administration

Problem Statements: Demographics 3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 4

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.

Strategy's Expected Result/Impact: Improve academic achievement
Teacher Retention

Staff Responsible for Monitoring: Administration

Problem Statements: Student Learning 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
3 Our At Risk population is increasing, in 23-24 we had 328 students coded At-Risk and in 2022-2023 we had 309 At-Risk students, yet personnel and resources are declining. In 2023-2024 we had 7.9 educational aides and in 2022-2023 we had 10.5 educational aides.	More students are qualifying for or are being identified as At Risk due to MTSS, loss of COVID funds and At risk tutors provided by C&I.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 According to the data, it was identified that 3rd, 4th and 5th grade are showing drops in Math. 5th grade is also showing drops in Science.	Need staff development in Tier 1 instruction, and differentiation due to changes in curriculum- from envision to Stemscopes Math.
2 Collaboration across grade levels for TEKS vertical alignment.	Teachers are not meeting enough to vertically spiral and differentiate for our special population groups across grade levels, to include our resource department to ensure alignment.
3 TELPAS indicates drops in 2nd, 3rd, and 4th grade in all areas.	Lack of Spanish resources for both teachers and students. And Lack of platform opportunities.
4 Master level students are not remaining as masters as they go up in grade levels. Master level students in all grade levels are lower than district.	Lack of training for differentiation, need to address master level students. Teachers tend to focus on interventions and not enrichment.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
3 Scholars are scoring low on various concepts in the areas of Math and vocabulary as seen in several assessments such as CLI and Spring STAAR interim.	Teachers need more professional development opportunities in Math and vocabulary to enhance their Tier 1 instruction and make it more student centered, which includes more hands-on opportunities.

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 Source: data reports

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Continue

Strategy 1

PK-5th grade will implement best practice strategies such as Reading Academy, Progress Monitoring Tools, Wonders and Structured Literacy. Teachers will be provided with opportunities to receive training and implement strategies acquired.

Strategy's Expected Result/Impact: student academic growth

Staff Responsible for Monitoring: teachers
administration

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Collaboration across grade levels for TEKS vertical alignment.

Teachers are not meeting enough to vertically spiral and differentiate for our special population groups across grade levels, to include our resource department to ensure alignment.

Performance Objective 4 High Priority

By May 2026, JDE will increase the scholar attendance rate to at least 95%

Evaluation Data Source: STAAR Data (TAPR)
Attendance Reports

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue

Strategy 1

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.

Strategy's Expected Result/Impact: Parental cooperation and understanding for the importance of scholar attendance

Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk, Attendance Committee, Parent Liaison

Problem Statements: Demographics 1 - Perceptions 1, 3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

JDE scholars and teachers will be provided incentives for perfect attendance and for improving attendance.

Strategy's Expected Result/Impact: Increased scholar academic achievement
Increased scholar attendance

Staff Responsible for Monitoring: Assistant Principal
Attendance Clerk
Attendance Committee
Parent Liaison

Problem Statements: Demographics 1 - Perceptions 1, 3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Our student enrollment has been decreasing. In 2022-2023 we had 515 students enrolled and currently we have 484 (2023-2024) students enrolled.

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.

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Our student enrollment has been decreasing. In 2022-2023 we had 515 students enrolled and currently we have 484 (2023-2024) students enrolled.

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.

3

Universal systems and processes for attendance monitoring need to be streamlined and communicated consistently to parents via front office and admin phone calls, truancy paperwork, and daily monitoring with parent drop-off.

Even with the support of the ARC committee, parents do not realize the importance of attendance and tardies.

Performance Objective 5 High Priority

During the 2025-2026 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 Source: Campus Data and Participation Reports

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Continue

Strategy 1

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.

Strategy's Expected Result/Impact: Increased academic achievement
College and Career Readiness
Exposure to STEM professions

Staff Responsible for Monitoring: Administration
Teachers
Teachers

Problem Statements: Demographics 1 - Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 2

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, Girls Who Code

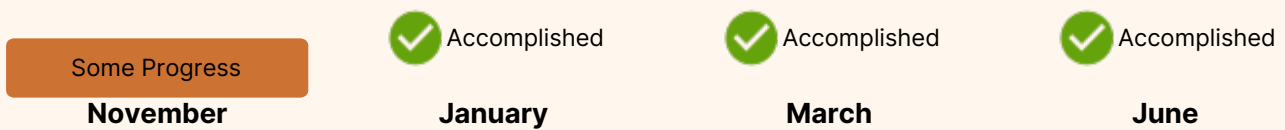
Strategy's Expected Result/Impact: Increase scholar academic achievement
Increase exposure of scholars to STEAM professions

Staff Responsible for Monitoring: Teachers
Instructional Leadership Team

Problem Statements: Demographics 1 - Perceptions 1

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 3

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.

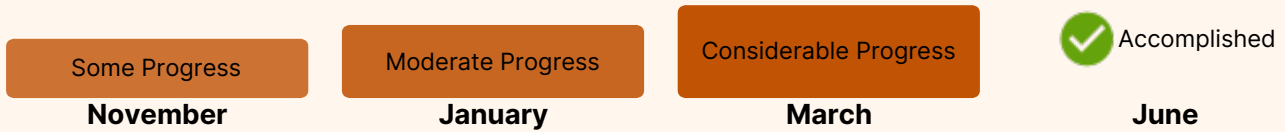
Strategy's Expected Result/Impact: student success in regional competitions

Staff Responsible for Monitoring: Teachers
Administration

Problem Statements: Demographics 1 - Perceptions 1

TEA Priorities: Connect high school to career and college

Formative Reviews



Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p>1 Our student enrollment has been decreasing. In 2022-2023 we had 515 students enrolled and currently we have 484 (2023-2024) students enrolled.</p>	<p>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.</p>

Performance Objective 5 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
<p>1 Our student enrollment has been decreasing. In 2022-2023 we had 515 students enrolled and currently we have 484 (2023-2024) students enrolled.</p>	<p>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.</p>

Performance Objective 6

By May 2026, 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 Source: TELPAS Scores

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: with possible Saturday Camp or embedded training during the day for Telpas

Strategy 1

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.

Strategy's Expected Result/Impact: Increase Academic Achievement

Staff Responsible for Monitoring: Teachers
ALS

Problem Statements: Demographics 3 - Student Learning 3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Telpas camp will be offered 2nd semester to provide targeted skills and interventions embedding English Language Proficiency Standards during rotation blocks.

Strategy's Expected Result/Impact: increase emergent bilingual academic scores

Staff Responsible for Monitoring: teachers
admin

Problem Statements: Student Learning 2, 3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 3

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.

Strategy's Expected Result/Impact: teachers gain knowledge for Emergent Bilingual Populations
Increase academic scores

Staff Responsible for Monitoring: teachers
admin
ALS

Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 4

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 6 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

Our At Risk population is increasing, in 23-24 we had 328 students coded At-Risk and in 2022-2023 we had 309 At-Risk students, yet personnel and resources are declining. In 2023-2024 we had 7.9 educational aides and in 2022-2023 we had 10.5 educational aides.

More students are qualifying for or are being identified as At Risk due to MTSS, loss of COVID funds and At risk tutors provided by C&I.

Performance Objective 6 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

According to the data, it was identified that 3rd, 4th and 5th grade are showing drops in Math. 5th grade is also showing drops in Science.

Need staff development in Tier 1 instruction, and differentiation due to changes in curriculum- from envision to Stemsopes Math.

2

Collaboration across grade levels for TEKS vertical alignment.

Teachers are not meeting enough to vertically spiral and differentiate for our special population groups across grade levels, to include our resource department to ensure alignment.

3

TELPAS indicates drops in 2nd, 3rd, and 4th grade in all areas.

Lack of Spanish resources for both teachers and students. And Lack of platform opportunities.

4

Master level students are not remaining as masters as they go up in grade levels. Master level students in all grade levels are lower than district.

Lack of training for differentiation, need to address master level students. Teachers tend to focus on interventions and not enrichment.

Performance Objective 7

By May 2026, JDE Scholars will be given the opportunity to participate in extracurricular clubs and activities to include Health and Physical Education.

Evaluation Data Source: Scholar Attendance
Scholar Achievement

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Continue

Strategy 1

Students in all grade levels will have the opportunity to attend field trips throughout the 2024-2025 school year that support curriculum.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Teachers
Administration
Counselor

Problem Statements: Demographics 1, 2 - School Processes & Programs 1 - Perceptions 1, 2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

January

Moderate Progress

March



Accomplished

June

Strategy 2

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.

Strategy's Expected Result/Impact: vigorous activity
increase positive health
gather data to track participation

Staff Responsible for Monitoring: coaches

Problem Statements: Demographics 1 - Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategy 3

Students will have the opportunity to join extracurricular programs and activities to include but not limited to Student Council, ACE program, UIL, Mother Daughter/Father Son, Robotics, Girls who code, etc.

Strategy's Expected Result/Impact: positive school culture
increase in SEL

Staff Responsible for Monitoring: teachers

Problem Statements: Demographics 1 - Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November



Accomplished

January

Moderate Progress

March



Accomplished

June

Performance Objective 7 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Our student enrollment has been decreasing. In 2022-2023 we had 515 students enrolled and currently we have 484 (2023-2024) students enrolled.

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.

2

Jose Damian Elementary has seen a decrease in parent involvement and volunteering.

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.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Jose Damian Elementary has seen a decrease in parent involvement and volunteering.

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.

Performance Objective 7 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Our student enrollment has been decreasing. In 2022-2023 we had 515 students enrolled and currently we have 484 (2023-2024) students enrolled.

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.

2

Jose Damian Elementary has seen a decrease in parent involvement and volunteering.

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.

Performance Objective 8

The percent of K-2nd grade students scoring at or above grade level will increase 5 percentage points over EOY 2025 results or reach 80% or higher on TX-KEA/TPRI measures.

Evaluation Data Source: TKEA/TPRI results

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue

Strategy 1

K-2nd grade students will show gains in TX-KEA/TPRI by having the opportunity to HQIM in every classroom.

Problem Statements: Student Learning 2

Formative Reviews

Considerable Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 8 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Collaboration across grade levels for TEKS vertical alignment.

Teachers are not meeting enough to vertically spiral and differentiate for our special population groups across grade levels, to include our resource department to ensure alignment.

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

Performance Objective 1 High Priority

By May 2026, 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 Source: Eduphoria/STRIVE
T-Tess evaluations

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Continue

Strategy 1

Teachers will participate in Professional Development Wednesdays with professional development opportunities done by different experts, administration, and colleagues.

Strategy's Expected Result/Impact: Improve teachers pedagogy.
Improve teaching to increase learning.

Staff Responsible for Monitoring: Administration
Instructional Team

Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategy 2

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.

Strategy's Expected Result/Impact: Improved teaching to increase learning

Staff Responsible for Monitoring: Administration/ Teachers
Instructional Team

Problem Statements: Student Learning 2

Funding Sources: Duty Related not staff Development 211-Title I-Part A, 211.11.6112.13.103.30, \$1,325, STAFF DEVELOPMENT FOR JDE STAFF FOR SY 2025-2-26 211-Title I-Part A, 211.11.6112.13.103.30, \$750

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 3

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.

Strategy's Expected Result/Impact: student academic and SEL growth
Teacher growth as measured by TTESS

Staff Responsible for Monitoring: administration

Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 4 - School Processes & Programs 3

Funding Sources: Region 19 Training-3rd Grade Teachers 211-Title I-Part A, 211.11.6411.00.103.30, \$150, Region 19 Training-5th Grade Teachers 211-Title I-Part A, 211.11.6411.00.103.30, \$300, Region 19 Training 3rd-5th Grade Teachers 211-Title I-Part A, 211.11.6411.00.103.30, \$600, STAFF DEVELOPMENT FOR JDE STAFF FOR SY 2025-2-26 211-Title I-Part A, 211.11.6612.13.103.30, \$3,502.5, STAFF DEVELOPMENT FOR JDE STAFF FOR SY 2025-2-26 185-State Compensatory Education, 185.11.6112.13.103.30, \$227.5

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: 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

Formative Reviews



Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Our At Risk population is increasing, in 23-24 we had 328 students coded At-Risk and in 2022-2023 we had 309 At-Risk students, yet personnel and resources are declining. In 2023-2024 we had 7.9 educational aides and in 2022-2023 we had 10.5 educational aides.	More students are qualifying for or are being identified as At Risk due to MTSS, loss of COVID funds and At risk tutors provided by C&I.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	According to the data, it was identified that 3rd, 4th and 5th grade are showing drops in Math. 5th grade is also showing drops in Science.	Need staff development in Tier 1 instruction, and differentiation due to changes in curriculum- from envision to Stemsscopes Math.
2	Collaboration across grade levels for TEKS vertical alignment.	Teachers are not meeting enough to vertically spiral and differentiate for our special population groups across grade levels, to include our resource department to ensure alignment.
3	TELPAS indicates drops in 2nd, 3rd, and 4th grade in all areas.	Lack of Spanish resources for both teachers and students. And Lack of platform opportunities.
4	Master level students are not remaining as masters as they go up in grade levels. Master level students in all grade levels are lower than district.	Lack of training for differentiation, need to address master level students. Teachers tend to focus on interventions and not enrichment.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Scholars are scoring low on various concepts in the areas of Math and vocabulary as seen in several assessments such as CLI and Spring STAAR interim.	Teachers need more professional development opportunities in Math and vocabulary to enhance their Tier 1 instruction and make it more student centered, which includes more hands-on opportunities.

Performance Objective 2 High Priority

Throughout 25-26 school year, all JDE Faculty will participate in at least 1 research-based learning through professional development.

Evaluation Data Source: Scholar Academic and Social Emotional Learning and achievement

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue

Strategy 1

JDE teachers, staff and students will read and participate in interactive activities of the book studies and or book of the month.

Strategy's Expected Result/Impact: Raise Teacher Self-Efficacy
Improve Collective Efficacy
Increase level of teaching and learning

Staff Responsible for Monitoring: Administration

Problem Statements: Student Learning 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategy 2

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.

Strategy's Expected Result/Impact: student academic growth
Teacher growth

Staff Responsible for Monitoring: administration

Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 4 - School Processes & Programs 3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

Our At Risk population is increasing, in 23-24 we had 328 students coded At-Risk and in 2022-2023 we had 309 At-Risk students, yet personnel and resources are declining. In 2023-2024 we had 7.9 educational aides and in 2022-2023 we had 10.5 educational aides.

More students are qualifying for or are being identified as At Risk due to MTSS, loss of COVID funds and At risk tutors provided by C&I.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

According to the data, it was identified that 3rd, 4th and 5th grade are showing drops in Math. 5th grade is also showing drops in Science.

Need staff development in Tier 1 instruction, and differentiation due to changes in curriculum- from envision to Stemscopes Math.

2

Collaboration across grade levels for TEKS vertical alignment.

Teachers are not meeting enough to vertically spiral and differentiate for our special population groups across grade levels, to include our resource department to ensure alignment.

3

TELPAS indicates drops in 2nd, 3rd, and 4th grade in all areas.

Lack of Spanish resources for both teachers and students. And Lack of platform opportunities.

4

Master level students are not remaining as masters as they go up in grade levels. Master level students in all grade levels are lower than district.

Lack of training for differentiation, need to address master level students. Teachers tend to focus on interventions and not enrichment.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

Scholars are scoring low on various concepts in the areas of Math and vocabulary as seen in several assessments such as CLI and Spring STAAR interim.

Teachers need more professional development opportunities in Math and vocabulary to enhance their Tier 1 instruction and make it more student centered, which includes more hands-on opportunities.

Performance Objective 3

By May 2026, 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 Source: Purchase orders that align to student activities, performance and growth

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue

Strategy 1

JDE teachers and leadership will have tools (controlled assets, technology, supplies) to provide effective and efficient leadership

Strategy's Expected Result/Impact: Increase level of lesson planning and instruction delivery. Increase of faculty knowledge through Professional Development.

Staff Responsible for Monitoring: Principal
Assistant Principal
Office Manager

Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 3

Funding Sources: AMAZON-SUPPLIES MAKE & TAKE/DATA DIGS 211-Title I-Part A, 211.11.6399.00.103.30, \$470.63, AMAZON-SUPPLIES MAKE & TAKE/DATA DIGS 185-State Compensatory Education, 185.11.6399.00.103.30, \$2,300.47, AMAZON-SUPPLIES MAKE & TAKE/DATA DIGS 211-Title I-Part A, 211.11.6399.00.103.30, \$2,120.08, AMAZON-SUPPLIES MAKE & TAKE/DATA DIGS 211-Title I-Part A, 211.11.6399.00.103.30, \$2,943.08

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategy 2

JDE Nurse will have the necessary health products, equipment, and materials for ongoing health assistance for students.

Strategy's Expected Result/Impact: JDE Nurse cares for all students' medical needs.

Staff Responsible for Monitoring: Principal
Assistant Principal
Business Manager

Problem Statements: Demographics 1 - Perceptions 1

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews



Accomplished

November



Accomplished

January

Considerable Progress

March



Accomplished

June

Strategy 3

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.

Problem Statements: Student Learning 2, 3

Funding Sources: STUDENT COMPUTERS-DELL MARKETING 211-Title I-Part A, 211.11.6398.00.103.30, \$10,551.45

Formative Reviews

Considerable Progress

November

Considerable Progress

January

Moderate Progress

March



Accomplished

June

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Our student enrollment has been decreasing. In 2022-2023 we had 515 students enrolled and currently we have 484 (2023-2024) students enrolled.

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.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	According to the data, it was identified that 3rd, 4th and 5th grade are showing drops in Math. 5th grade is also showing drops in Science.	Need staff development in Tier 1 instruction, and differentiation due to changes in curriculum- from envision to Stemscopes Math.
2	Collaboration across grade levels for TEKS vertical alignment.	Teachers are not meeting enough to vertically spiral and differentiate for our special population groups across grade levels, to include our resource department to ensure alignment.
3	TELPAS indicates drops in 2nd, 3rd, and 4th grade in all areas.	Lack of Spanish resources for both teachers and students. And Lack of platform opportunities.
4	Master level students are not remaining as masters as they go up in grade levels. Master level students in all grade levels are lower than district.	Lack of training for differentiation, need to address master level students. Teachers tend to focus on interventions and not enrichment.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Scholars are scoring low on various concepts in the areas of Math and vocabulary as seen in several assessments such as CLI and Spring STAAR interim.	Teachers need more professional development opportunities in Math and vocabulary to enhance their Tier 1 instruction and make it more student centered, which includes more hands-on opportunities.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Our student enrollment has been decreasing. In 2022-2023 we had 515 students enrolled and currently we have 484 (2023-2024) students enrolled.	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.

Performance Objective 4 High Priority

By May 2026, 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 Source: Surveys

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Continue

Strategy 1

Coordinate and publicize though various venues, staff appreciation events, culture building activities.

Strategy's Expected Result/Impact: Increase scholars sense of pride and leadership skills

Staff Responsible for Monitoring: Administration

Problem Statements: Student Learning 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategy 2

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.

Strategy's Expected Result/Impact: Increase Scholar Achievement
SEL

Staff Responsible for Monitoring: Teachers
Instructional Leadership Team
SDC Team

Problem Statements: Demographics 1, 3 - Student Learning 2 - Perceptions 1

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategy 3

Celebrate professional milestones and professional growth throughout our school journey to include but not limited to birthday, special events and celebrations.

Strategy's Expected Result/Impact: improve teacher and staff morale

Staff Responsible for Monitoring: administration
teachers
staff

Problem Statements: Student Learning 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our student enrollment has been decreasing. In 2022-2023 we had 515 students enrolled and currently we have 484 (2023-2024) students enrolled.	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.
3	Our At Risk population is increasing, in 23-24 we had 328 students coded At-Risk and in 2022-2023 we had 309 At-Risk students, yet personnel and resources are declining. In 2023-2024 we had 7.9 educational aides and in 2022-2023 we had 10.5 educational aides.	More students are qualifying for or are being identified as At Risk due to MTSS, loss of COVID funds and At risk tutors provided by C&I.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Collaboration across grade levels for TEKS vertical alignment.	Teachers are not meeting enough to vertically spiral and differentiate for our special population groups across grade levels, to include our resource department to ensure alignment.

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Our student enrollment has been decreasing. In 2022-2023 we had 515 students enrolled and currently we have 484 (2023-2024) students enrolled.

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 3

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

Performance Objective 1 High Priority

By May 2026, 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 Source: Sign-in sheets
Parent Liaison's sign in sheets and agendas

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Continue

Strategy 1

JDE will hold an Entitlement Review meeting in September to inform parents about Title 1 and other entitlements.


Strategy's Expected Result/Impact: Increased Parent Involvement and know how their children may benefit from these programs

Staff Responsible for Monitoring: Administration
Parent Liaison


Problem Statements: Demographics 2 - School Processes & Programs 1 - Perceptions 2

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

 Accomplished


November

 Accomplished

January

Moderate Progress

March

 Accomplished

June

Strategy 2

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, and committees such as CIC, SHAC, LPAC, etc to encourage participation and support student learning.

Strategy's Expected Result/Impact: Increased Parent Involvement
Increased scholar learning

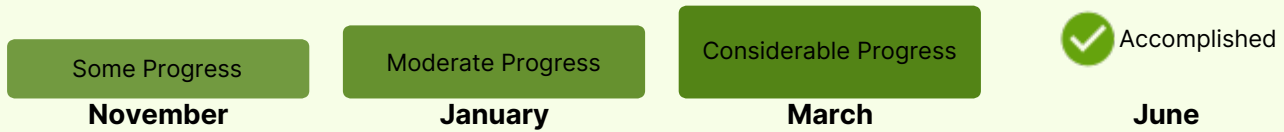
Staff Responsible for Monitoring: Administration
Parent Liaison
Classroom Teachers

Problem Statements: Demographics 1, 2 - School Processes & Programs 1 - Perceptions 1, 2

Funding Sources: AMAZON-COFFEE POT 211-Title I-Part A, 211.61.6499.00.103.30, \$139.99, S'mores Subscription 211-Title I-Part A, 211.61.6396.00.103.30, \$99, SAM'S CLUB 211-Title I-Part A, 211.61.6499.00.103.30, \$600, Sam's Purchase-FAMILY ENGAGMENT 211-Title I-Part A, 211.61.6499.00.103.30, \$185.19

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews



Strategy 3

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.

Strategy's Expected Result/Impact: 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.

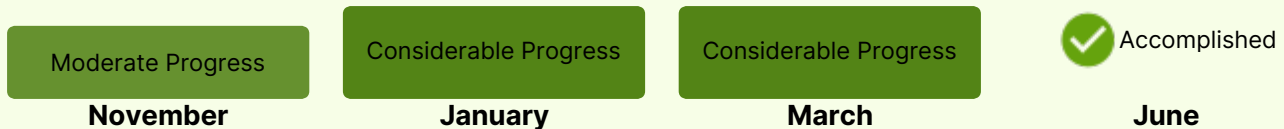
Staff Responsible for Monitoring: Parent Liaison
Principal
Assistant principal

Problem Statements: Demographics 2 - School Processes & Programs 1 - Perceptions 2

Funding Sources: AMAZON ACTIVITIES 211-Title I-Part A, 211.61.6399.00.103.30, \$514

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews



Strategy 4

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.

Strategy's Expected Result/Impact: enhance family engagement, increase community engagement

Staff Responsible for Monitoring: Administration
Parent Liason

Problem Statements: Demographics 2 - School Processes & Programs 1 - Perceptions 2

Funding Sources: SHELBY-COPY PAPER 211-Title I-Part A, 211.51.6399.00.103.30, \$36

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

Strategy 5

Counselor will coordinate transitional field trips to Alderete and Canutillo Middle School to provide a safe, effective and purposeful transition to the middle school.

Strategy's Expected Result/Impact: transition process and student retention

Staff Responsible for Monitoring: Counselor

Problem Statements: Demographics 1 - Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

No Progress

November

No Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Our student enrollment has been decreasing. In 2022-2023 we had 515 students enrolled and currently we have 484 (2023-2024) students enrolled.

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.

2

Jose Damian Elementary has seen a decrease in parent involvement and volunteering.

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.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Jose Damian Elementary has seen a decrease in parent involvement and volunteering.

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.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Our student enrollment has been decreasing. In 2022-2023 we had 515 students enrolled and currently we have 484 (2023-2024) students enrolled.

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.

2

Jose Damian Elementary has seen a decrease in parent involvement and volunteering.

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.

Goal 4

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

Performance Objective 1 High Priority

By May 2026, 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 Source: Financial Reports

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue

Strategy 1

JDE Office Manager and Administration will attend district Finance trainings to adhere to budget expenditure procedures and deadlines.

Strategy's Expected Result/Impact: Provide materials in a timely manner for classroom use.

Staff Responsible for Monitoring: Principal
Office Manager

Problem Statements: Demographics 1 - Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

Strategy 2

All classroom teachers, counselor, instructional aides, physical education, music teacher and all 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.

Strategy's Expected Result/Impact: expenditures aligned to CIP

Staff Responsible for Monitoring: Administration
Office Manager

Problem Statements: Demographics 1 - Perceptions 1

ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Strategic Staffing

Formative Reviews



Strategy 3

JDE will purchase all maintenance supplies needed to ensure a safe campus throughout the school year.

Strategy's Expected Result/Impact: campus and supplies

Staff Responsible for Monitoring: administration office manager

Problem Statements: Demographics 1 - Perceptions 1

ESF Levers: Level 1: Strong School Leadership and Planning

Formative Reviews



Strategy 4

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.

Strategy's Expected Result/Impact: resources aligned to TEKS

Staff Responsible for Monitoring: Teachers Administration

Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 4 - School Processes & Programs 3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Level 1: Strong School Leadership and Planning, Level 4: High-Quality Instructional Materials and Assessments, Level 5: Effective Instruction

Formative Reviews



Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our student enrollment has been decreasing. In 2022-2023 we had 515 students enrolled and currently we have 484 (2023-2024) students enrolled.	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.
3	Our At Risk population is increasing, in 23-24 we had 328 students coded At-Risk and in 2022-2023 we had 309 At-Risk students, yet personnel and resources are declining. In 2023-2024 we had 7.9 educational aides and in 2022-2023 we had 10.5 educational aides.	More students are qualifying for or are being identified as At Risk due to MTSS, loss of COVID funds and At risk tutors provided by C&I.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	According to the data, it was identified that 3rd, 4th and 5th grade are showing drops in Math. 5th grade is also showing drops in Science.	Need staff development in Tier 1 instruction, and differentiation due to changes in curriculum- from envision to Stemscopes Math.
2	Collaboration across grade levels for TEKS vertical alignment.	Teachers are not meeting enough to vertically spiral and differentiate for our special population groups across grade levels, to include our resource department to ensure alignment.
3	TELPAS indicates drops in 2nd, 3rd, and 4th grade in all areas.	Lack of Spanish resources for both teachers and students. And Lack of platform opportunities.
4	Master level students are not remaining as masters as they go up in grade levels. Master level students in all grade levels are lower than district.	Lack of training for differentiation, need to address master level students. Teachers tend to focus on interventions and not enrichment.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

Scholars are scoring low on various concepts in the areas of Math and vocabulary as seen in several assessments such as CLI and Spring STAAR interim.

Teachers need more professional development opportunities in Math and vocabulary to enhance their Tier 1 instruction and make it more student centered, which includes more hands-on opportunities.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Our student enrollment has been decreasing. In 2022-2023 we had 515 students enrolled and currently we have 484 (2023-2024) students enrolled.

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 5

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

Performance Objective 1 High Priority

Throughout 25-26 school year, Jose Damian elementary will deliver lessons that integrate technology to provide scholars with opportunities to extend their learning.

Evaluation Data Source: T-TESS Walkthroughs

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Continue

Strategy 1

Classrooms will be equipped with effective technology to enhance student performance students

Strategy's Expected Result/Impact: Student extension of concept understanding

Staff Responsible for Monitoring: Administration
Classroom teachers

Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 4 - School Processes & Programs 3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: 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

Formative Reviews

Some Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

Strategy 2

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.

Strategy's Expected Result/Impact: Students will show understanding of concepts in different ways.

Staff Responsible for Monitoring: Administration
Classroom teachers

Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 4 - School Processes & Programs 3


TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

 Accomplished
November

 Accomplished
January

 Considerable Progress
March

 Accomplished
June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p>3</p> <p>Our At Risk population is increasing, in 23-24 we had 328 students coded At-Risk and in 2022-2023 we had 309 At-Risk students, yet personnel and resources are declining. In 2023-2024 we had 7.9 educational aides and in 2022-2023 we had 10.5 educational aides.</p>	<p>More students are qualifying for or are being identified as At Risk due to MTSS, loss of COVID funds and At risk tutors provided by C&I.</p>

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>1</p> <p>According to the data, it was identified that 3rd, 4th and 5th grade are showing drops in Math. 5th grade is also showing drops in Science.</p>	<p>Need staff development in Tier 1 instruction, and differentiation due to changes in curriculum- from envision to Stemscores Math.</p>
<p>2</p> <p>Collaboration across grade levels for TEKS vertical alignment.</p>	<p>Teachers are not meeting enough to vertically spiral and differentiate for our special population groups across grade levels, to include our resource department to ensure alignment.</p>
<p>3</p> <p>TELPAS indicates drops in 2nd, 3rd, and 4th grade in all areas.</p>	<p>Lack of Spanish resources for both teachers and students. And Lack of platform opportunities.</p>

4

Master level students are not remaining as masters as they go up in grade levels. Master level students in all grade levels are lower than district.

Lack of training for differentiation, need to address master level students. Teachers tend to focus on interventions and not enrichment.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

Scholars are scoring low on various concepts in the areas of Math and vocabulary as seen in several assessments such as CLI and Spring STAAR interim.

Teachers need more professional development opportunities in Math and vocabulary to enhance their Tier 1 instruction and make it more student centered, which includes more hands-on opportunities.



State Compensatory Education

State Compensatory

Budget for Jose H. Damian Elementary

Total SCE Funds: \$162,938.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Personnel for Jose H. Damian Elementary

Name	Position	FTE
JESSICA ARAMBURU	Reading Intervention Teacher	1
MELISSA FERNANDEZ	Reading Intervention Teacher	1



Title I Summary

Title I Personnel

Name	Position	Program	FTE
IRMA MOLINA	LIBRARY AIDE	TITLE I READING PROGRAM	1
LAURA GAYTAN	AT-RISK AIDE	TITLE I AT-RISK PROGRAM	1
Ruby Moreno	PARENT LIAISON	TITLE I STUDENT SUPPORT	1



Funding Summary

Funding Summary

211-Title I-Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Title 1 personnel- At-Risk aide, library aide & parent liaison	--	\$88,503.51
1	2	2	SPRING INTERSESSION TUTORING-2026	--	\$2,771.53
1	2	2	AFTER SCHOOL TUTORING 2026	--	\$705.01
2	1	2	Duty Related not staff Development	211.11.611 2.13.103 .30	\$1,325.00
2	1	2	STAFF DEVELOPMENT FOR JDE STAFF FOR SY 2025-2-26	211.11.611 2.13.103 .30	\$750.00
2	1	3	Region 19 Training-3rd Grade Teachers	211.11.64 11.00.10 3.30	\$150.00
2	1	3	Region 19 Training-5th Grade Teachers	211.11.64 11.00.10 3.30	\$300.00
2	1	3	Region 19 Training 3rd-5th Grade Teachers	211.11.64 11.00.10 3.30	\$600.00
2	1	3	STAFF DEVELOPMENT FOR JDE STAFF FOR SY 2025-2-26	211.11.66 12.13.10 3.30	\$3,502.50
2	3	1	AMAZON-SUPPLIES MAKE & TAKE/DATA DIGS	211.11.63 99.00.10 3.30	\$470.63
2	3	1	AMAZON-SUPPLIES MAKE & TAKE/DATA DIGS	211.11.63 99.00.10 3.30	\$2,120.08
2	3	1	AMAZON-SUPPLIES MAKE & TAKE/DATA DIGS	211.11.63 99.00.10 3.30	\$2,943.08
2	3	3	STUDENT COMPUTERS-DELL MARKETING	211.11.63 98.00.10 3.30	\$10,551.45
3	1	2	AMAZON-COFFEE POT	211.61.64 99.00.10 3.30	\$139.99

3	1	2	S'mores Subscription	211.61.63 96.00.10 3.30	\$99.00
3	1	2	SAM'S CLUB	211.61.64 99.00.10 3.30	\$600.00
3	1	2	Sam's Purchase-FAMILY ENGAGMENT	211.61.64 99.00.10 3.30	\$185.19
3	1	3	AMAZON ACTIVITIES	211.61.63 99.00.10 3.30	\$514.00
3	1	4	SHELBY-COPY PAPER	211.51.63 99.00.10 3.30	\$36.00
				Sub-Total	\$116,266.97
				Budgeted Fund Source Amount	\$123,062.00
				+/- Difference	\$6,795.03

255-Title II-Part A Teacher/Principal

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$2,000.00
				+/- Difference	\$2,000.00

185-State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	SCE personnel- At-Risk teachers	--	\$161,870.35
1	2	1	EduSmart	185.11.63 96.00.10 3.30	\$810.00
1	2	1	ESC LEARNING SYSTEMS	185.11.63 99.00.10 3.30	\$6,199.20
2	1	3	STAFF DEVELOPMENT FOR JDE STAFF FOR SY 2025-2-26	185.11.61 12.13.10 3.30	\$227.50
2	3	1	AMAZON-SUPPLIES MAKE & TAKE/DATA DIGS	185.11.63 99.00.10 3.30	\$2,300.47
				Sub-Total	\$171,407.52
				Budgeted Fund Source Amount	\$173,980.00
				+/- Difference	\$2,572.48

199-Local Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$56,531.00
				+/- Difference	\$56,531.00