

Donna Independent School District

J.P. Lenoir Elementary

2023-2024 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in Mathematics
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Mission Statement

At LeNoir Elementary, our mission is to provide the highest quality education in a structured, safe, positive, and challenging environment for all students and staff.

Vision

Our vision is to create a challenging learning environment that encourages high expectations for academic success. All learners are encouraged to be self-sufficient, responsible, cooperative, and caring members of our community. Every individual needs, wants, and deserves to be treated with fairness, dignity, and respect.

Number One Student Outcome

To graduate all students per their expected graduation date, ready for college, career, or military.



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary:

J.P. LeNoir Elementary is situated in the heart of the city of Donna, Texas. The school currently serves Pre-3, PreK-4, K, and 1st grade through 5th-grade students. The population of J.P. LeNoir Elementary consists of 413 students. The majority of students are zoned to J.P. LeNoir has 24 (5.8111%) of transfer students.

Gender Male - 207 (50.12%) Female - 206 (49.88%)	GT - 30 (7.26%)	504 -9 (2.18%)	Military Connected - 7 (1.69%)	At-Risk - 321 (77.72%)
Ethnicity - Hispanic- Latino 411 (99.52%) American Indian- Alaskan Native- 0 Asian-0 Black- African American -0 Native Hawaiian - Pacific Islander - 0 White- 2 (0.48%) Two or More- 0	Migrant - 18 (4.36%)	SpEd - 33 (7.99%) Other Health Impairment-3 (9.09%) Intellectual disability-6 (18.18%) Emotional disturbance-1 (3.03%) Learning disability-6 (18.18%) Speech impairment-11 (33.33%) Autism- 6 (18.18%)	Foster Care - 0	Homeless - 23 (5.57%) Temp. Doubled up -

Staff Demographics:

- **Teacher Certification = 100% teachers are certified**
- **80 staff members**
- **13 male staff members**

- 66 female staff members
- 25 teachers
- 18 TA's
- 6 Office staff
- 5 Cafeteria Staff
- 5 Custodians
- 10 Volunteers
- 2 Administration

Demographics Strengths

Demographic Strengths:

- Highly qualified teachers serve all our students with fidelity and quality education.
We have a strong Parent Involvement Center. Our parents are dedicated to help support our students and staff.
- J.P. LeNoir Elementary has a zero-tolerance for bullying.
- J. P. LeNoir Elementary is a safe and secure learning environment for all students and staff.
- The cultural background of our students are mirrored through the culture of the staff.
- Our campus has a high percentage of Hispanic teachers that contribute to helping our students in a cultural aspect.
- Teachers and staff attend staff development to meet the needs of our students.
- We have a great and well run A.C.E. after school program for our students.
- The teacher demographics meet the needs of Emergent Bilingual Learners.
- J. P. LeNoir only has Running Club, A.C.E., Sports Club, Cheerleading, 2nd- 5th grade clubs, Student Council, 5th Grade Advisor Program and Music Club.

Demographic Needs:

- J. P. LeNoir needs to improve on monitoring attendance records so that the campus can improve attendance for better ADA.
- The need to plan vertically across grade levels to ensure we close the gaps and share ideas among peers.

- A set schedule needs to be in place for Paraprofessionals to work with students on a daily basis. To have the same routine and structure to show growth among the students or being pulled out of the classroom.
- J. P. LeNoir is in need of providing more differentiated instruction for all the special populations and not just one size fits all instruction.
- We need a greater variety of after- school programs in order to recruit more students at J. P. LeNoir.
- Staff that is sponsoring an after- school club, should be considered a monetary compensation to help create more after-school programs.
- The campus will continue to meet and exceed the State Passing Rate in all areas of the STAAR testing, even though the testing was done primarily online.
- The campus will continue to recruit and retain effective teachers, principals, and other instructional staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): J. P. LeNoir attendance rate is below district expectations for student daily attendance. **Root Cause:** One of the causes is that parents are still under the belief that attendance policies were not being enforced. A solution would be having home visits after three consecutive absences, and speaking to the parents about attendance policies. When they have five tardies a home visit should be conducted

Student Learning

Student Learning Summary

The committee of J.P. LeNoir Elementary employed a comprehensive range of resources to identify the strengths and needs of the campus for student achievement. These resources include:

1. Interviews: Conducting interviews with teachers, administrators, students, and parents provides valuable insights into the strengths and challenges of the school. These interviews allow stakeholders to share their perspectives and experiences related to student achievement.
2. Surveys: Surveys distributed to teachers, students, and parents gather quantitative and qualitative data on various aspects of student achievement. They provide information on satisfaction levels, areas of improvement, and specific needs identified by stakeholders.
3. STAAR Data: Analyzing data from the State of Texas Assessments of Academic Readiness (STAAR) helps identify patterns and trends in student achievement. This data provides insights into areas of strength and areas that require improvement at the individual, grade level, and overall campus level.
4. Online Program Evaluations: Assessing the effectiveness of online programs, such as AMPLIFY, through evaluations helps determine their impact on student achievement. These evaluations may include feedback from teachers, students, and administrators regarding program usability, engagement, and outcomes.
5. Lesson Plans: Reviewing lesson plans allows for an examination of instructional strategies and content delivery methods. It helps identify effective practices and areas for improvement to enhance student achievement.
6. Professional Development: Evaluating the impact of professional development opportunities for teachers provides insights into their effectiveness in supporting student achievement. This includes analyzing the topics covered, the methods used, and the outcomes observed.
7. District Curriculum: Assessing the alignment of the district curriculum with state standards and student needs ensures that instructional materials and resources support student achievement. Analyzing the curriculum helps identify areas that require improvement or revision.
8. TELPAS: The Texas English Language Proficiency Assessment System (TELPAS) assesses the English language proficiency of English language learners (ELLs). Analyzing TELPAS data provides insights into the progress of ELL students and areas where additional support may be needed.
9. Benchmark and Assessments Scores: Reviewing scores from benchmark assessments and other formative and summative assessments helps identify areas of strength and areas that require improvement. These scores provide information on student performance and guide instructional decision-making.

By utilizing these diverse resources, the committee at J.P. LeNoir Elementary gains a comprehensive understanding of the strengths and needs of the campus for student achievement. This information informs the development and implementation of strategies, interventions, and

initiatives aimed at improving student outcomes.

J.P. LeNoir Strengths

Teachers have developed advanced technology skills and feel comfortable integrating it into their lessons. Students have access to various programs through CLEVER, such as MYON, MackinVIA, Renaissance/AR, BrainPOP, Learning.com, Istation, and Imagine Math. These programs are utilized for reinforcement, differentiated instruction, and enrichment.

The school campus provides support through different programs, including Migrant for small group academic assistance, Dyslexia for specialized support, Social Worker for addressing social-emotional well-being, ACE-HMK/Tutor to expand students' creativity and social-emotional skills, and GT to challenge students in self-directed learning and research.

Academic tutors are assigned to upper-grade levels (3rd-5th grade) for specific subjects. Students benefit from small group interventions in the classroom, high-impact tutorials, and STAAR Academies. The campus staff is dedicated to the academic progress of students.

J.P. LeNoir Needs

However, a problem arises regarding professional development (PD) opportunities. It is necessary to make PD available to all teachers, including PE coaches, music teachers, librarians, and counselors, in order to support and close learning gaps. Unfortunately, funds are often unavailable for teachers to attend PD sessions.

Teachers have expressed their interest in attending or continuing to attend PD opportunities such as TAHPERD (PE), Esperanza-Spanish/MTA-English (Dyslexia), Texas Library Association, Math Academy, ABYDOS, Early Childhood Symposium, Frog Street Splash, New STAAR Format, and others.

The root cause of the problem is the lack of available funds for teachers to attend PD within and outside the district. To address this, a possible solution is to allocate funds for all staff members, including specials teachers, at the beginning of the year and offer PD sessions during school hours whenever possible, reducing the need for conferences or after-school sessions.

There are several challenges identified within the school setting. The special populations, including beginner/intermediate English/Spanish test takers, special education (Lifeskills and inclusion), and dyslexic students, are not meeting academic expectations and performing below the district level. The root cause of this issue is the significant learning gap caused by the COVID-19 pandemic and the lack of individualized instructional time and support staff, such as bilingual tutors and inclusion support staff. The transfer of inclusion support staff to another campus and the dyslexia teacher serving multiple campuses have further impacted the situation. Possible solutions include hiring additional

support staff (inclusion/resource) to provide direct instructional interventions, extending tutor services until all STAAR testing is completed, and employing a bilingual tutor to offer extra support for beginner and intermediate students.

Another problem identified is the inability of teachers to effectively monitor students' online activities. Students are accessing inappropriate websites, and teachers lack the means to fully monitor their screens. The root cause of this issue is the non-renewal of the program GoGuardian for the current school year. A possible solution is to purchase GoGuardian at the beginning of the school year, enabling continuous monitoring of student devices. GoGuardian tracks websites visited and provides reports on browsing history. GoGuardian Teacher, a classroom management tool, allows teachers to view students' screens, active tabs, and timelines of student activities.

Furthermore, the district curriculum is not aligned with the new STAAR format and state expectations, which poses a challenge. The curriculum reflects the old STAAR format for paper-pencil testing and lacks the necessary resources to comply with the changes. STAAR preparation materials and resources are only available in the second semester. The suggested solution is to revamp the curriculum to align with the new RLA STAAR format and provide resources from the beginning of the year, allowing students to familiarize themselves with the new format and expectations.

The lack of textbooks and consumables in lower grades is another issue. Teachers are required to print daily copies of materials, making it challenging for emergent bilingual students to follow along and differentiate as lessons are delivered. The district's decision to eliminate the purchase of textbooks and consumables is the root cause. The proposed solution is to allocate funds to purchase consumables and textbooks in both English and Spanish.

Lastly, Amplify data shows minimal growth in grades K-2 in the end-of-year assessments. The root cause is the pulling out of teaching assistants (TAs) to assist with other tasks, making it difficult for teachers to provide small-group instruction, interventions, and one-on-one support. The COVID-19 pandemic has exacerbated learning losses and widened gaps, which carry over to the next grade level. The possible solution is to retain TAs in the classroom to provide additional support, maximize instructional time, and help close the significant learning gaps caused by the pandemic. TAs are crucial in supporting teachers and students in achieving their goals and bridging gaps.

In conclusion, addressing the needs of student achievement requires a comprehensive approach that includes allocating funds for professional development, providing additional support staff for special populations, monitoring student online activities, revamping the curriculum to align with new STAAR formats, ensuring access to textbooks and consumables, and early exposure to testing formats. By implementing these strategies, we can better support our students, bridge learning gaps, and improve overall academic outcomes.

Student Learning Strengths

- Teachers have acquired advanced technology skills and feel comfortable incorporating them into lessons. Teachers rate themselves as (Proficient) when it comes to using technology.
- Students have access to different programs through CLEVER such as:

MYON
MackinVIA
Renaissance/AR
BrainPOP
Learning.com
Istation
Imagine Math

Programs are used for reinforcement, differentiated instruction, and enrichment.

- Teacher Assistant for 1st and 2nd Grade
- The campus has support of different programs to assist students such as:
Migrant-provide small group academic support to Migrant students
Dyslexia-providing specialized instruction/interventions and monitoring progress
Social Worker -Social-Emotional Well-Being of Students
ACE-HMK/Tutor/Expand Student's Creativity/Social-Emotional
GT-Challenge students to demonstrate self-directed learning, thinking, research, and communication skills.
- Academic Tutors assigned for Upper-Grade Levels (3-5th grade) for Reading, Writing, Math, Science
- Students benefit from small group interventions in the classroom and High impact tutorials.
- Students benefit from STAAR Academies
- Campus Staff is committed to student's academic progress

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): To address the need for professional development and support in closing learning gaps, it is crucial to allocate sufficient funds and provide accessible opportunities for all teachers, including those in physical education, music, library, and counseling, to attend relevant professional development sessions. **Root Cause:** Funds are not available for teachers to attend Professional Development in and outside the District. Professional Developments need to occur during school hours and less during conference or after school.

Problem Statement 2 (Prioritized): The special populations at our school, including beginner/intermediate English language learners (EBs), students with disabilities (SPED), and dyslexia students, are currently not meeting academic expectations and performing below the district level. We have a total of 47 students in the special education program. **Root Cause:** The significant learning gap among students can be attributed to the impact of Covid-19, as they have had limited individualized instructional time and lack additional support staff, such as bilingual tutors and inclusion support staff, to assist these populations. Furthermore, the transfer of inclusion support staff to another campus and the situation of a dyslexia teacher serving multiple campus

Problem Statement 3 (Prioritized): Teachers find it difficult to effectively monitor students while they are using online programs and platforms. Additionally, students are not demonstrating responsible behavior when using their devices, which can lead to accessing inappropriate websites. **Root Cause:** The school did not renew the Go Guardian program for the current school year.

Problem Statement 4 (Prioritized): The current district curriculum does not align with the new STAAR format and state expectations. **Root Cause:** The curriculum currently reflects the old STAAR format for paper-pencil testing and lacks a variety of resources to meet the new requirements. Additionally, STAAR preparation materials and resources are not available until the second semester.

Problem Statement 5 (Prioritized): A challenge in lower grades is the lack of textbooks and consumables, which puts the burden on teachers to print daily copies of materials. This poses difficulty in finding resources specifically tailored for emergent bilingual students, resulting in a lack of ability for students to effectively follow along and differentiate during lessons. **Root Cause:** Due to budget, the district discontinued the purchase of textbooks and consumables, impacting the availability of essential learning materials for students.

Problem Statement 6 (Prioritized): Amplify data in grades K-2 showed minimal growth in student performance from the beginning-of-year (BOY) and middle-of-year (MOY) assessments to the end-of-year (EOY) assessments. **Root Cause:** Due to TA's being pulled out for other tasks, teachers faced challenges in delivering small group instruction, interventions, and one-on-one support, leading to difficulties in addressing the significant learning loss and growing academic gaps experienced by students during the pandemic, which continue to impact their progress into the next grade level.

Problem Statement 7 (Prioritized): First-grade and second-grade students should not have to wait until third grade to be exposed to testing and assessment practices. It is important to provide them with age-appropriate opportunities to become familiar with testing formats and expectations to support their academic growth and development. **Root Cause:** The current district curriculum does not incorporate elements of the STAAR testing format in classroom activities to help students gradually familiarize themselves with test-like questions and tasks.

School Processes & Programs

School Processes & Programs Summary

The Human resource department for Donna Independent School District is responsible for recommending eligible staff to the campus. This process facilitates the interviewing and selection of potential new hires. For the 2022-2023 school year Donna Independent School District provided all professionals the opportunity to participate in staff development free of charge for Science Safety, Safe Schools, Capturing Kids Hearts, Gifted and Talented, Dyslexia training, Bilingual education, 7 steps, PBIS, Mental Health, Heggerty, and Reading Academies. Campus and district allocated funds to special accounts specifically for professional development therefore a staff member seeking specific training may request additional training.

To support our new or struggling teachers, DISD- J.P. Le Noir has a mentor program where experienced teachers assist with learning on how to plan using the district provided curriculum, lesson delivery, input grades, lesson plan, progress monitor, etc. Teachers are provided one hour per week to meet for support. New teachers are able to receive the support they need to navigate through their first year. Teachers benefit from having the support within their grade level team or same subject area. The District's Instructional Leader Team program is designed to support new and or struggling teachers.

Student progress is monitored by classroom teachers. Groups are constructed based on classroom students' performance. The following assessment tools are used throughout the district three times a year to monitor students Circle, Amplify, Benchmark, Istation, and Imagine math. A teacher may recommend RTI placement with the RTI committee based on students performance throughout the six weeks period and develop a plan of action on SuccessED. Students who are at risk are monitored by the teacher of record and administration. Teachers conference with students and contact guardians to provide recommendations and resources to assist the family in getting the student on track for the target goal. Access to digital resources are provided free of charge via Clever to all Donna students. Our campus resource teacher is also available for collaboration and to severe students who meet program requirements.

J.P. LeNoir also follows state guidelines to ensure student and staff safety. Our campus safety plan includes the following.

- ID/Staff badge
- Locked - Classroom Doors
- Locked - All entry doors to the building
- Daily checks to ensure the doors are locked / checks that doors/lock function properly
 - Logs by exits
- All staff must use front door when exiting the building
- All J.P. LeNoir staff has been directed to escort visitors without a pass to the front office to get one
- Visitors must present IDs in the front (Raptor System)
- Fire drills (monthly)
- Lockdown drills
- Night Lock Safety Product in classroom and staff lounge
- Shelter in place drills
- Staff review and practice procedures for the various drills to ensure students are prepared in the event of an emergency.
- Staff Parking Permits - Subs are provided with a pass for the day
- Staff Development - CRASE training - Civilian Response to Active Shooter Events (mandatory training for all staff) - Held at LeNoir library Thursday,

School Processes & Programs Strengths

DISD/J.P. Le Noir teachers are provided with year round opportunities for professional growth and the opportunity to collaborate with colleagues. Community events such as Literacy Night, Muffins with Mom, etc. help create a positive relationship with the community. The ACE program provides students with homework support and conducts social lessons on a weekly basis as well as arts and crafts activities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our campus needs more presentations from the middle schools for our students to help with transit. We also need more career presentations for our students. Possibly a guest speaker every 3 weeks during their P.E. or health rotation instead of one day out of the year. **Root Cause:** Lack of time; every DISD must adhere to his/her employment duties and may be unavailable for extra duties (school presentations). Incentives should be offered to motivate DISD staff and community members to visit with students at schools.

Problem Statement 2 (Prioritized): As a campus, we can improve on protecting instructional time by scheduling activities such as dances, extracurricular activities, and presentations during Specials times only. Students who fall under the special education umbrella need routine; special events often prevent them from having a productive day. **Root Cause:** Recognition is important but should be done in a manner that minimizes the loss of instructional time. We recommend extra play time, no uniform passes, mobile exhibits units, video game consoles Xbox, and Scholastic free books. Recognition can be done by grade level at the library in the theater area.

Problem Statement 3 (Prioritized): The following technology equipment is in constant need of replacement, Ipad chargers, Ipad cords, headphones and mouse for Chrome books 1 per student is not enough; equipment gets damaged and needs immediate replacement. We can not wait for replacements (many teachers often purchase items with their own money). **Root Cause:** Not enough equipment is ordered, in proper care of equipment by students, and substandard equipment is sometimes purchased by the district and or campus

Problem Statement 4 (Prioritized): Students are still struggling with reading; summer school should be provided for all populations and all grade levels and target students who are not reading at grade level; summer school should focus on assisting students by providing reading instruction and phonics. **Root Cause:** Poor attendance/lack of formal schooling, the 2020-2021 school year was drastically affected by remote learning due to Covid; there is a learning gap that continues to grow as these students move on to the next grade level.

Problem Statement 5 (Prioritized): Mentoring for new teachers and teachers new to the grade level. **Root Cause:** One hour is not enough time, especially at the beginning of the school year. More collaboration time is needed, all teachers involved lose out on instructional time with their students.

Perceptions

Perceptions Summary

The Perception Committee sent out surveys to Teacher, Parents and Students to gather some of our information. In addition, we also conducted some interviews to collect some of our data. We found that overall JP LeNoir has a positive climate and learning environment. The Staff survey results deemed to be positive overall. Staff turnover is low with only three (3) Teachers and three (3) Teacher Aides leaving. The Staff who leave usually leave because of a career move for a higher position. Our survey graphs on the following slide show positive staff survey results with some need for additional support with Student Discipline and additional support from Administration.

Staff Survey Results

We had 88 LeNoir Parents respond to our survey and the majority had a favorable attitude about our school. They like the way the staff communicates with them regarding their child's education, the welcoming customer service in the front office and all the extra security precautions being implemented. The safety checks being conducted in the front office with picture IDs being required to enter into the school and security checks of the doors being monitored throughout the school day provides them with reassurance that their children are safe. Parents also stated that they like the Car pick up ID system being implemented at pick up.

JP LeNoir prides itself in its communication with parents, staff and the community. We use social media platforms such as the school marquee, twitter, facebook, class dojo, whats app, recorded phone messages, emails, and monthly calendars to make sure everyone is informed of all the activities such as school dances, pictures, field day/trips, parent meetings, open house, etc... Teachers also communicate academic performance to parents with phone calls, conferences/meetings at school and class dojo. Our school also ensures access to information to our non-English speaking families by providing all information in English and Spanish. All information uploaded to social media platforms is in both languages and all school notifications are printed in both languages. In addition, all school meetings with parents are held in both English and Spanish.

We surveyed 139 upper grade students and the majority responded positively to the survey. Most of the students feel safe and have a positive perception of our school and the learning environment. A total of 125 students have a sense of

belonging.

We had 139 students complete and submit surveys and 99 of those students believe there are processes in place to support them academically, emotionally, and physically. Some of these processes are tutoring, Music Club, ACE program, counseling, CIS, Running Club, Ready Club, and Cheerleading. The processes are working because they are being implemented with fidelity.

In addition, our school provides conflict resolution for our students through our Counselor. Our counselor offers daily counseling with individual students or with a whole group through guidance lessons in the classroom. Zones of Regulation is the curriculum being followed while also using peer mediations to resolve conflicts among students. Our counselor feels like this has worked to decrease conflicts among our students.

We have the following strategies in place to address student behaviors and bullying:

- Student guidance
- Counseling for the student(s)
- Individual/group (counseling)
- CIS (Communities In Schools)
- District Curriculum Support - Zones of Regulation for DISD
- Different Speakers
- Bullying Compact - Contracts
- Pier Mediation

After conducting our Parent, Teacher, and Student surveys in addition, to our interviews, we feel that based on the information that was gathered, JP LeNoir has a positive learning and safe environment. As per all the data collected the the information reflects that our community, parents, staff and students enjoy working and learning at our school. Most of us feel safe and enjoy being part of our school community. Like everything we must not become complacent, but continue to strive and work to grow and build positive rapports with our families, students and community. This will help us ensure that almost everyone continues to have a positive perception of our school.

Perceptions Strengths

-Communication with parents, staff, and stakeholders

(use of social media: facebook, twitter, whats app

The use of class dojo, emails, recorded phone messages, and monthly school calendars are distributed and posted online.)

-Incentives (activities for excelling in academics, perfect attendance and positive behavior) Activities include: six weeks growth parades, AR parties, perfect attendance raffles, free-style attire on Friday for perfect attendance and good behavior. Dr. Seuss Celebrations, field trips, field days, book fairs, and school dances.

-Extra curricular activities such as UIL, Student council, Spelling Bee, Cheer, Music Club, running club are offered to students who excel in academics.

-School Safety (parents feel their children are safe at school due to the security system that is being implemented. We are being proactive by having visitors present identification upon arrival at the front door of the school. LeNoir Staff is required to wear picture IDs. The doors are routinely checked by security to make sure they are locked at all times. Cars are required to have a visible parking permit.

-Employee(Teacher) retention is high. Employees usually leave their positions at the school because of a promotion/ career move.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students who continuously disrespect school rules are not held accountable. **Root Cause:** Even though we follow Capturing Kids Hearts, there has been no direction on how to redirect students who have repeated disruptive behavior. Plan to address this need is to ensure Process Champion Team meets with respective grade level to ensure the program is being implemented with fidelity across grade levels.

Problem Statement 2 (Prioritized): Parents feel dismissal procedures during school events are not meeting safety requirements. **Root Cause:** Safety is a high priority at our school, but there are no clear procedures for family members checking out students early during school events. Plan to address by establishing school procedures for early dismissal/ check out by family members during school events.

Problem Statement 3 (Prioritized): Teachers do not feel supported by admin with student discipline problems. **Root Cause:** There are no consistent consequences that are followed with fidelity across grade levels and by admin. Plan to address by establishing a school wide sequence of consequences for infractions.

Priority Problem Statements

Problem Statement 1: J. P. LeNoir attendance rate is below district expectations for student daily attendance.

Root Cause 1: One of the causes is that parents are still under the belief that attendance policies were not being enforced. A solution would be having home visits after three consecutive absences, and speaking to the parents about attendance policies. When they have five tardies a home visit should be conducted

Problem Statement 1 Areas: Demographics

Problem Statement 2: To address the need for professional development and support in closing learning gaps, it is crucial to allocate sufficient funds and provide accessible opportunities for all teachers, including those in physical education, music, library, and counseling, to attend relevant professional development sessions.

Root Cause 2: Funds are not available for teachers to attend Professional Development in and outside the District. Professional Developments need to occur during school hours and less during conference or after school.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The special populations at our school, including beginner/intermediate English language learners (EBs), students with disabilities (SPED), and dyslexia students, are currently not meeting academic expectations and performing below the district level. We have a total of 47 students in the special education program.

Root Cause 3: The significant learning gap among students can be attributed to the impact of Covid-19, as they have had limited individualized instructional time and lack additional support staff, such as bilingual tutors and inclusion support staff, to assist these populations. Furthermore, the transfer of inclusion support staff to another campus and the situation of a dyslexia teacher serving multiple campus

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teachers find it difficult to effectively monitor students while they are using online programs and platforms. Additionally, students are not demonstrating responsible behavior when using their devices, which can lead to accessing inappropriate websites.

Root Cause 4: The school did not renew the Go Guardian program for the current school year.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The current district curriculum does not align with the new STAAR format and state expectations.

Root Cause 5: The curriculum currently reflects the old STAAR format for paper-pencil testing and lacks a variety of resources to meet the new requirements. Additionally, STAAR preparation materials and resources are not available until the second semester.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: A challenge in lower grades is the lack of textbooks and consumables, which puts the burden on teachers to print daily copies of materials. This poses difficulty in finding resources specifically tailored for emergent bilingual students, resulting in a lack of ability for students to effectively follow along and differentiate during lessons.

Root Cause 6: Due to budget, the district discontinued the purchase of textbooks and consumables, impacting the availability of essential learning materials for students.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Amplify data in grades K-2 showed minimal growth in student performance from the beginning-of-year (BOY) and middle-of-year (MOY) assessments to the end-of-year (EOY) assessments.

Root Cause 7: Due to TA's being pulled out for other tasks, teachers faced challenges in delivering small group instruction, interventions, and one-on-one support, leading to difficulties in addressing the significant learning loss and growing academic gaps experienced by students during the pandemic, which continue to impact their progress into the next grade level.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: First-grade and second-grade students should not have to wait until third grade to be exposed to testing and assessment practices. It is important to provide them with age-appropriate opportunities to become familiar with testing formats and expectations to support their academic growth and development.

Root Cause 8: The current district curriculum does not incorporate elements of the STAAR testing format in classroom activities to help students gradually familiarize themselves with test-like questions and tasks.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Our campus needs more presentations from the middle schools for our students to help with transit. We also need more career presentations for our students. Possibly a guest speaker every 3 weeks during their P.E. or health rotation instead of one day out of the year.

Root Cause 9: Lack of time; every DISD must adhere to his/her employment duties and may be unavailable for extra duties (school presentations). Incentives should be offered to motivate DISD staff and community members to visit with students at schools.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: As a campus, we can improve on protecting instructional time by scheduling activities such as dances, extracurricular activities, and presentations during Specials times only. Students who fall under the special education umbrella need routine; special events often prevent them from having a productive day.

Root Cause 10: Recognition is important but should be done in a manner that minimizes the loss of instructional time. We recommend extra play time, no uniform passes, mobile exhibits units, video game consoles Xbox, and Scholastic free books. Recognition can be done by grade level at the library in the theater area.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: The following technology equipment is in constant need of replacement, Ipad chargers, Ipad cords, headphones and mouse for Chrome books 1 per student is not enough; equipment gets damaged and needs immediate replacement. We can not wait for replacements (many teachers often purchase items with their own money).

Root Cause 11: Not enough equipment is ordered, in proper care of equipment by students, and substandard equipment is sometimes purchased by the district and or campus

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Students are still struggling with reading; summer school should be provided for all populations and all grade levels and target students who are not reading at grade level; summer school should focus on assisting students by providing reading instruction and phonics.

Root Cause 12: Poor attendance/lack of formal schooling, the 2020-2021 school year was drastically affected by remote learning due to Covid; there is a learning gap that continues to grow as these students move on to the next grade level.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: Mentoring for new teachers and teachers new to the grade level.

Root Cause 13: One hour is not enough time, especially at the beginning of the school year. More collaboration time is needed, all teachers involved lose out on instructional time with their students.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: Students who continuously disrespect school rules are not held accountable.

Root Cause 14: Even though we follow Capturing Kids Hearts, there has been no direction on how to redirect students who have repeated disruptive behavior. Plan to address this need is to ensure Process Champion Team meets with respective grade level to ensure the program is being implemented with fidelity across grade levels.

Problem Statement 14 Areas: Perceptions

Problem Statement 15: Parents feel dismissal procedures during school events are not meeting safety requirements.

Root Cause 15: Safety is a high priority at our school, but there are no clear procedures for family members checking out students early during school events. Plan to address by establishing school procedures for early dismissal/check out by family members during school events.

Problem Statement 15 Areas: Perceptions

Problem Statement 16: Teachers do not feel supported by admin with student discipline problems.

Root Cause 16: There are no consistent consequences that are followed with fidelity across grade levels and by admin. Plan to address by establishing a school wide sequence of consequences for infractions.

Problem Statement 16 Areas: Perceptions


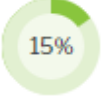
Goals




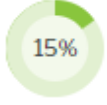
Goal 1: Focus On Student Success







Performance Objective 1: 1.1 Create and promote engaging learning opportunities that focus on student needs and high-risk populations so that we meet the following goals by August of 2024:

- *3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase from ___ to ___% .
- *3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 45% to 47%

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
<p>Strategy 1: Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding).</p> <p>Strategy's Expected Result/Impact: To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2024. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from 80% to 100% by September 30, 2023.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: Operating Leases-Teachers Printing Fees - Local (199) - 199.11.6269.00.115.11.0.00 - \$15,000, Library Operating Leases-Librarian Printing Fees - Local (199) - 199.12.6269.00.115.11.0.00 - \$300, Operating Leases for front office-Front Office Printing Fees - Local (199) - 199.23.6269.00.115.99.0.00 - \$2,000, Part Time Tutors - ESSER III (282) - 282.11.6125.TT.115.24.0.LL - \$52,182</p>				

Strategy 2 Details		Reviews			
Strategy 2: Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, and quality questioning Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from 80% to 100% ,the use of visual stimuli from 80% to 100% and utilization of processing tools from 80% to 100% by the end of the 2024 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations. Staff Responsible for Monitoring: Campus administration Title I: 2.4, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Teacher/Office Supplies-Student Supplies - State Comp. (164) - 164.11.6399.00115.30.0.00 - \$2,200		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback Strategy's Expected Result/Impact: Increase observation and direct feedback protocol implementation from 80% to 100% by the end of the 2024 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction		Formative			Summative
		Sept	Dec	Mar	June
					



Strategy 4 Details	Reviews			
<p>Strategy 4: Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support.</p> <p>Strategy's Expected Result/Impact: Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILT's at the campus will go from 0% to 100% protocol implementation based on observation tracker and weekly meeting notes.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: Magazine Subscription- Library - Local (199) - 199.12.6325.00.115.11.0.00 - \$300, Library Reading Materials- Library - Local (199) - 199.12.6329.00.115.11.0.00 - \$500, Librarian Resources and Materials- Books - Local (199) - 199.12.6399.00.115.11.0.00 - \$1,000, Teacher's /Office Supplies-Office toners Cartridges, Document Camera, Smores, Garden hoses, Tent, Vertical Rack for Butcher paper, Plan4 Learning Fee, etc. - Local (199) - 199.23.6399.00.115.99.0.00 - \$8,600, Teacher's /Office Supplies- Student School supplies - State Comp. (164) - 164.11.6399.00.115.30.0.00 - \$7,954, Teacher's /Office Supplies- Student School supplies - Title I (211) - 211.11.6399.00.115.24.0.00 - \$4,614, Teacher's /Office Supplies- Student School supplies - Title III (263) - 263.11.6399.00.115.25.0.00 - \$1,143, Teacher's /Office Supplies- Teacher's Supplies - Local (199) - 199.11.6399.00.115.11.0.00 - \$1,000, Testing Materials - State Comp. (164) - 164.11.6339.00.115.30.0.00 - \$3,900, Supplies & Maintenance General - Local (199) - 199.51.6319.00.115.99.0.00 - \$400, Librarian Resources and Materials- Books - ESSER III (282) - 282.12.6669.00.115.11.0.LL - \$5,000, Teacher's /Office Supplies - Local (199) - 199.11.6399.00.115.11.0.PE - \$2,716</p>	Formative			Summative
	Sept	Dec	Mar	June
				
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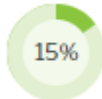
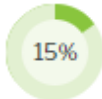




Goal 2: Focus on Family and Community Engagement

Performance Objective 1: Evaluate family engagement efforts and use evaluations for continuous improvement by increasing the digital communication usage and the number of returned surveys by 5% each year.

Evaluation Data Sources: * Digital Communication rubric - included in the handbook
(<https://docs.google.com/document/d/1Mufds5BJ2mFJALq25TpLynXE6QfnGSD3jx6ERKnXjI/edit?usp=sharing>)
* Family and Community Engagement Survey Checklist
(https://docs.google.com/document/d/1HVVaI4g8_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing)
* surveys

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication. Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration Title I: 2.4, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Develop data collection systems to monitor family engagement including engagement via digital platforms. Strategy's Expected Result/Impact: and strengthen family engagement and improve relationships Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing - Targeted Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Use data to ensure alignment between family engagement and learning goals Strategy's Expected Result/Impact: Promote continuous family engagement to ensure student success Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., District Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
				
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Goal 2: Focus on Family and Community Engagement







Performance Objective 2: Develop staff skills with effective practices that support families in reinforcing their child's education by providing staff professional development once per semester.

Evaluation Data Sources: * training invitation

* training sign-in sheets

* training agendas



Strategy 1 Details	Reviews			
Strategy 1: Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources). Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration Funding Sources: - Local (199)	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc). Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration Title I: 4.1, 4.2 - 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 - Targeted Support Strategy Funding Sources: - Local (199)	Formative			Summative
	Sept	Dec	Mar	June
				





Strategy 3 Details	Reviews			
Strategy 3: Provide professional development that develops skills in working with families (e.g., engaging fathers, customer service, understanding and responding to a child's behavior, etc.) Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration Title I: 4.1, 4.2 - 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 - Targeted Support Strategy Funding Sources: - Local (199)	Formative			Summative
	Sept	Dec	Mar	June
				
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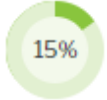
Goal 3: Focus On Operational Excellence







Performance Objective 1: 3.1 J.P Le Noir will, monitor campus facility and adhere to the districts five year strategic plan. Work orders for the necessary upgrades and/or upkeep of the facilities will be done consistently throughout the school year. Accomplishing this objective will provide safe, modern, flexible, and efficient facilities. The team will implement and monitor the long-term facilities plan on a quarterly basis and complete 100% of the plan's initiatives by July 2026.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
<p>Strategy 1: J.P. LeNoir Elementary will monitor their facilities and send a survey to the staff to see input on the facilities' needs.</p> <p>Strategy's Expected Result/Impact: Ensure the district's and campus 5 year plan is followed.</p> <p>Staff Responsible for Monitoring: Campus administration.</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: - State Comp. (164), - Local (199), - Title I (211), - Title III (263)</p>				

Strategy 2 Details		Reviews			
Strategy 2: Campus administration will review the campus' facilities survey results and monitor the work orders submitted at the campus to ensure areas of need are being addressed. Strategy's Expected Result/Impact: Compare survey and work orders. Staff Responsible for Monitoring: Campus administration. Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Funding Sources: - State Comp. (164), - Local (199), - Title I (211), - Title III (263)		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget. Strategy's Expected Result/Impact: Prioritization of campus needs. Staff Responsible for Monitoring: Campus administration. Title I: 2.4, 2.5, 2.6 - 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 - Targeted Support Strategy Funding Sources: - State Comp. (164), - Local (199), - Title I (211), - Title III (263)		Formative			Summative
		Sept	Dec	Mar	June
					

Strategy 4 Details		Reviews			
Strategy 4: Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget. Strategy's Expected Result/Impact: A campus based 5 year plan and ensure campus administration monitors implementation of said plan. Staff Responsible for Monitoring: Campus administration. Title I: 2.4, 2.5, 2.6 - 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 - Targeted Support Strategy Funding Sources: - State Comp. (164), - Local (199), - Title I (211), - Title III (263)		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 5 Details		Reviews			
Strategy 5: J.P. LeNoir Elementary will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc. Strategy's Expected Result/Impact: Ensuring of proper procedures for purchases, etc. Staff Responsible for Monitoring: Campus administration Title I: 2.4, 2.5, 2.6 - 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 Funding Sources: - State Comp. (164), - Local (199), - Title I (211), - Title III (263)		Formative			Summative
		Sept	Dec	Mar	June
					

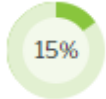

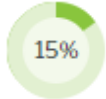

Strategy 6 Details	Reviews			
Strategy 6: J. P. LeNoir Elementary will meet with necessary personnel to have general funds allocated to complete campus prioritized projects Strategy's Expected Result/Impact: Allocate funding appropriately to address facilities Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
	 10%	 15%		
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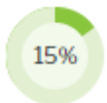




Goal 3: Focus On Operational Excellence

Performance Objective 2: JP LeNoir will ensure to follow the comprehensive plan to ensure student and staff safety by maintaining an environment that will contribute to conducive learning spaces.

Evaluation Data Sources: Work orders

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: J.P. LeNoir Elementary custodial department will secure janitorial supplies to clean and disinfect campus buildings and report any facilities needs to campus administration to provide safe learning environment. Strategy's Expected Result/Impact: Clean and safe campus Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture - Targeted Support Strategy Funding Sources: - Title I (211), Supplies & Maintenance- General (Garden Hoses, Tent, (3) Speakers, Megaphone - Local (199) - 199.51.6395.00.115.99.0.00 - \$6,210	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: J.P. LeNoir Elementary child nutrition staff will ensure to follow guidelines and regulations to provide healthy meals to students and ensure to have a clean/safe cafeteria for all students. Strategy's Expected Result/Impact: Appropriate meals in a clean and safe environment Staff Responsible for Monitoring: Campus administration and CNP staff Title I: 2.4, 2.5 - 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 Funding Sources: - State Comp. (164), - Local (199), - Title I (211), - Title III (263)	Formative			Summative
	Sept	Dec	Mar	June
				

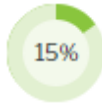

Strategy 3 Details	Reviews			
Strategy 3: J.P. LeNoir Elementary will ensure to secure campus work orders to the maintenance department as needed to ensure safe conducive learning spaces. Strategy's Expected Result/Impact: Facilities needs addressed Staff Responsible for Monitoring: Campus administration and campus custodial staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing - Targeted Support Strategy Funding Sources: - State Comp. (164), - Local (199), - Title III (263), - Title I (211)	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: J.P. LeNoir Elementary will monitor all bus riders, referrals etc to ensure students follow bus rules in order for DISD to provide safe transportation of students in a conducive learning environment. Strategy's Expected Result/Impact: Safe transportation Staff Responsible for Monitoring: Campus Administration and transportation personnel Title I: 2.4, 2.6 - 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 - Targeted Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
				
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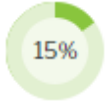

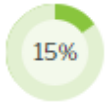




Goal 4: Focus On Employees And Organizational Excellence

Performance Objective 1: 4.1 J P. Le Noir Discovery Intermediate Academy will develop and provide to personnel, professional development that will lead to the implementation of safe, innovative, and customer service practices within their field of expertise.

Evaluation Data Sources: District and Campus Professional Development, Surveys, Employee Handbook, District and Campus Initiatives, Organization Health Inventory, Monthly Gatherings/Meetings, Data Trackers

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
<p>Strategy 1: Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health.</p> <p>Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Funding Sources: Travel Employee- Librarian - Local (199) - 199.12.6411.00.115.11.0.00 - \$1,500, Regional Education Services- Teacher, CS - Title I (211) - 211.13.6239.00.115.24.0.00 - \$500, Travel Employee- Abydos, TEPSA for Ms. Jackson - Title I (211) - 211.13.6411.00.115.24.0.00 - \$1,500, Travel Employee- TEPSA for Ms. Nieto - Title II Teacher/Principal (255) - 255.23.6411.00.115.24.0.00 - \$1,404, Travel Employee-Registration - Title I (211) - 211.13.6299.00.115.24.0.00 - \$1,500, Travel Student - Student Activity (865) - 865.00.2190.00.115.00.0.00 - \$1,000, Travel Staff - Faculty Account (897) - 897.00.2190.01.115.00.0.00 - \$500, Travel Employee- TEPSA registration for Ms. Nieto - Title II Teacher/Principal (255) - 255.23.6299.00.115.24.0.00 - \$700, Travel Employee- ABYDOS/Martha Morales registration -Teacher's - Title II Teacher/Principal (255) - 255.13.6299.00.115.24.0.0.00 - \$1,200</p>				

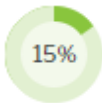

Strategy 2 Details	Reviews			
Strategy 2: 4.1(2): Design and implement guidelines, expectations, and high priority goals for principals. Strategy's Expected Result/Impact: A year-long plan for growing principals that is focused, clear, connected, and aligned to LSG. Staff Responsible for Monitoring: Executive Cabinet, Leadership Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement opportunities to discover that relationships are at the core of performance, and that trust and respect are essential to any organization seeking to grow and improve. Strategy's Expected Result/Impact: Leaders learn and practice specific skills that make clear, candid communication possible. They learn to use these skills in their relationships and to model and apply them on the job. Staff Responsible for Monitoring: Campus Administration, Campus Leadership Team Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Misc. Operating Expense-STAAR Testing meal - Local (199) - 199.23.6499.00.115.99.0.00 - \$2,000, Awards & Incentive-Student, Staff Awards and Incentive - Local (199) - 199.23.6498.00.115.99.0.00 - \$1,500 , Misc. Operating Expense - Title I (211) - 211.61.6499.00.115.24.0.00 - \$214, - Title II Teacher/Principal (255), - Title III (263), Staff Funds-Incentive - Faculty Account (897) - 897.00.2190.01.115.00.0.00 - \$1,609.26, Student Funds-Incentive - Student Activity Fund (865) - 865.002190.00.115.00.0.00 - \$2,068.96, Author's visit, Books, Awards & Incentive, Supplies etc. - Library Account (898) - 898.00.2190.00.115.00.0.00 - \$1,193.85, Awards & Incentive-Student - Local (199) - 199.11.6498.00.115.11.0.00 - \$3,000, - Coke Activity Account (899) - 899.00.2190.00.115.00.0.00 - \$332.56, Awards & Incentive-Student - Student Activity Fund (865) - 865.00.2190.00.115.00.0.00 - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
				
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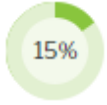

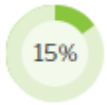
Goal 4: Focus On Employees And Organizational Excellence



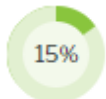

Performance Objective 2: 4.2 J. P Le Noir Discovery Intermediate Academy will provide opportunities to build students' and staff's social and emotional capacity (4.2 Organizational / 4.2A Students / 4.2B Staff).





Evaluation Data Sources: District and Campus Professional Development, District and Campus Initiatives, District and Campus Surveys, Employee Handbook (Counselors/LPCs), Evaluation System, Monthly Gatherings/Meetings, Data Trackers









Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: 4.2 Organizational (1): Partner with health and safety services to provide professional development on adult and youth mental health for district personnel. By 2025 100% of campus staff will be trained in Youth Mental Health First Aid (YMHFA). Strategy's Expected Result/Impact: Increase awareness for staff in addressing and supporting adult and youth mental health well being to foster the skills needed to identify, understand, respond, and provide initial help and support to adults and students who may be developing a mental health or substance use problem or experiencing a crisis (trauma/ grief-informed practices; prevention and intervention practices in early mental health, suicide [including postvention], substance abuse, violence and bullying, human trafficking, child abuse; building skills related to understanding one's emotions and others, managing emotions, establishing and maintaining positive relationships, responsible decision-making; postsecondary planning & career readiness). [Staff Responsible for Implementation: Campus Administration] Staff Responsible for Monitoring: Campus Administration, SEL Supervisor, Leadership, Human Resources, Benefits & Risk Management ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Entire campus will participate in at least 2 district wide/community events (minimum 1 per semester) that support the physical, health, nutritional, and social well-being of students and staff. Strategy's Expected Result/Impact: Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being. Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Local (199), - Title IV (289)		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Campus will work to maintain a balanced schedule by ensuring that a minimum of 80% of daily activities for Professional School Counselors are aligned with the four components (guidance curriculum, individual planning, responsive services, & system supports) of the Texas Model for Comprehensive School Counseling Programs by decreasing the amount of time being allocated to non-counseling activities by 10% each school year from 2024 to 2025. Strategy's Expected Result/Impact: Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Sept	Dec	Mar	June
					

Strategy 4 Details	Reviews			
<p>Strategy 4: 4.2 Organizational (4): Implement an evaluation tool designed specifically for Professional School Counselors (PSCs) and Licensed Professional Counselors (LPCs) in assessing their professional performance in alignment with ten domains (Program Management, Guidance, Counseling, Consultation, Coordination, Student Assessment, Leadership, Advocacy, Professional Behavior, Professional Standards) within the context of the Texas Model for Comprehensive School Counseling Programs four service delivery components (Guidance Curriculum, Individual Planning, Responsive Services, & System Supports) and assess all ten domains over a period of three years, thereafter the practice will be to assess the PSCs' and LPCs' performance against all ten professional development and growth domains annually.</p> <p>Strategy's Expected Result/Impact: To enhance the positive effect Professional School Counselor (PSC) and Licensed Professional Counselor (LPC) have on students and school stakeholders by ensuring professional development and growth and assist appraisers in supporting their development and growth through clear expectations, and a fair and transparent evaluation process that is relevant and accurately assesses the professional effectiveness of PSCs and LPCs.</p> <p>[Staff Responsible for Implementation: Counselors, LPCs, Campus Administration]</p> <p>Staff Responsible for Monitoring: Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10%</p> <p>Strategy's Expected Result/Impact: Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively.</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Misc. Operating Expenses-Clothing - Title I (211) - 211.32.6499.00.115.24.0.00 - \$500</p>	Formative			Summative
	Sept	Dec	Mar	June
				







Strategy 6 Details		Reviews			
Strategy 6: Campus will provide prevention activities that help students live above the influence that support academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug related incidents/offenses/referrals by 10%. Strategy's Expected Result/Impact: Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (drugs and alcohol, bullying, suicide prevention, conflict resolution, and violence prevention). ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - Local (199), - Title III (263), Reb Ribbon Week, Kindness, Child Abuse Prevention, Anti Bullying Week - Title IV (289) - 289.31.6299.00.115.11.0.00, Professional Services - Title I (211) - 211.33.6219.00.115.24.0.00 - \$50		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 7 Details		Reviews			
Strategy 7: Campus will work with the SEL Department to provide teachers and campus staff Social Emotional Learning (SEL) education on responsive and instructional classroom practices to increase the overall teacher campus climate by 10% on district surveys. Strategy's Expected Result/Impact: Increase support for teachers and campus staff in helping build students' social and emotional competence in the school setting to foster resilience and well-being for students, for educator as they work with their students, and for school leaders as they work to build trust and well-being in their school communities that reinforce the teacher and staff perception of staff-student relationship building, skills, and mindsets. Title I: 2.4, 4.1, 4.2 - 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 Funding Sources: - Local (199), - Title IV (289)		Formative			Summative
		Sept	Dec	Mar	June
					

Strategy 8 Details	Reviews			
Strategy 8: Campus will provide parents Social Emotional Learning (SEL) education on tools, practices, strategies, and resources to support students at home to increase parental involvement and satisfaction by 10% on district surveys. Strategy's Expected Result/Impact: Increase support for parents in helping build students' social and emotional competence at home to foster a strong home-school connection and partnership that reinforce social and emotional skills at home, school, and their communities. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Local (199), - Title IV (289)	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: 4.2B Staff (11): Provide support to address our employees' health and social emotional well-being by having a Wellness Facilitator at every campus. Strategy's Expected Result/Impact: Facilitate employee wellness and fitness for DISD employees - 1 per site. Monthly check-in meeting with Director of Benefits & Risk Management Staff Responsible for Monitoring: Human Resources, Benefits & Risk Management, Campus Administration, Health Services TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Focus On Financial Stewardship

Performance Objective 1: 5.1 Create a comprehensive needs assessment in order to prioritize resources equitably based for J. P. Le Noir Discovery Intermediate Academy based on the 5-year Strategic Plan.









Evaluation Data Sources: C.N.A.
Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals Strategy's Expected Result/Impact: Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs. Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - 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 Funding Sources: - State Comp. (164), - Local (199), - Title I (211), - Title II Teacher/Principal (255), - Title III (263)	Formative			Summative
	Sept	Dec	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Focus On Financial Stewardship

Performance Objective 2: J. P. Le Noir Discovery Intermediate Academy will ensure fiscal responsibility by attending annual business symposium and ensuring to follow the purchasing guidelines as dictated by the district.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: J. P. Le Noir Elementary will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed. Strategy's Expected Result/Impact: Campus budget planned to limit if any budget changes/amendments Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6 - 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 3: Positive School Culture - Targeted Support Strategy Funding Sources: - State Comp. (164), - Local (199), - Title I (211), - Title III (263), - Title IV (289)	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: J.P. Le Noir will use their campus budget appropriately by expending 10-15% of their budget on a monthly basis to meet the needs of the students to improve student achievement of the current year's students. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

CNA/CIP Planning Committee Members

Committee Role	Name	Position
Classroom Teacher	Cindy Gonzalez	Teacher
Classroom Teacher	Diana Reyes	
Classroom Teacher	Erika Quintanilla	
Classroom Teacher	Eunice Gonzalez	
Administrator	Karen Nieto	
Administrator	Noemi Jackson	
Paraprofessional	Mariela Domiter	

Campus Funding Summary

State Comp. (164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teacher/Office Supplies-Student Supplies	164.11.6399.00115.30.0.00	\$2,200.00
1	1	4	Testing Materials	164.11.6339.00.115.30.0.00	\$3,900.00
1	1	4	Teacher's /Office Supplies- Student School supplies	164.11.6399.00.115.30.0.00	\$7,954.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
5	1	1			\$0.00
5	2	1			\$0.00
Sub-Total					\$14,054.00
Budgeted Fund Source Amount					\$14,054.00
+/- Difference					\$0.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Operating Leases for front office-Front Office Printing Fees	199.23.6269.00.115.99.0.00	\$2,000.00
1	1	1	Library Operating Leases-Librarian Printing Fees	199.12.6269.00.115.11.0.00	\$300.00
1	1	1	Operating Leases-Teachers Printing Fees	199.11.6269.00.115.11.0.00	\$15,000.00
1	1	4	Teacher's /Office Supplies- Teacher's Supplies	199.11.6399.00.115.11.0.00	\$1,000.00
1	1	4	Librarian Resources and Materials- Books	199.12.6399.00.115.11.0.00	\$1,000.00
1	1	4	Supplies & Maintenance General	199.51.6319.00.115.99.0.00	\$400.00
1	1	4	Magazine Subscription- Library	199.12.6325.00.115.11.0.00	\$300.00
1	1	4	Teacher's /Office Supplies-Office toners Cartridges, Document Camera, Smores, Garden hoses, Tent, Vertical Rack for Butcher paper, Plan4 Learning Fee, etc.	199.23.6399.00.115.99.0.00	\$8,600.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Library Reading Materials- Library	199.12.6329.00.115.11.0.00	\$500.00
1	1	4	Teacher's /Office Supplies	199.11.6399.00.115.11.0.PE	\$2,716.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	2	1	Supplies & Maintenance- General (Garden Hoses, Tent, (3) Speakers, Megaphone	199.51.6395.00.115.99.0.00	\$6,210.00
3	2	2			\$0.00
3	2	3			\$0.00
4	1	1	Travel Employee- Librarian	199.12.6411.00.115.11.0.00	\$1,500.00
4	1	3	Misc. Operating Expense-STAAR Testing meal	199.23.6499.00.115.99.0.00	\$2,000.00
4	1	3	Awards & Incentive-Student	199.11.6498.00.115.11.0.00	\$3,000.00
4	1	3	Awards & Incentive-Student, Staff Awards and Incentive	199.23.6498.00.115.99.0.00	\$1,500.00
4	2	2			\$0.00
4	2	6			\$0.00
4	2	7			\$0.00
4	2	8			\$0.00
5	1	1			\$0.00
5	2	1			\$0.00
Sub-Total					\$46,026.00
Budgeted Fund Source Amount					\$46,026.00
+/- Difference					\$0.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Teacher's /Office Supplies- Student School supplies	211.11.6399.00.115.24.0.00	\$4,614.00

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
4	1	1	Regional Education Services- Teacher, CS	211.13.6239.00.115.24.0.00	\$500.00
4	1	1	Travel Employee- Abydos, TEPSA for Ms. Jackson	211.13.6411.00.115.24.0.00	\$1,500.00
4	1	1	Travel Employee-Registration	211.13.6299.00.115.24.0.00	\$1,500.00
4	1	3	Misc. Operating Expense	211.61.6499.00.115.24.0.00	\$214.00
4	2	5	Misc. Operating Expenses-Clothing	211.32.6499.00.115.24.0.00	\$500.00
4	2	6	Professional Services	211.33.6219.00.115.24.0.00	\$50.00
5	1	1			\$0.00
5	2	1			\$0.00
Sub-Total					\$8,878.00
Budgeted Fund Source Amount					\$8,878.00
+/- Difference					\$0.00
Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Travel Employee- TEPSA for Ms. Nieto	255.23.6411.00.115.24.0.00	\$1,404.00
4	1	1	Travel Employee- TEPSA registration for Ms. Nieto	255.23.6299.00.115.24.0.00	\$700.00
4	1	1	Travel Employee- ABYDOS/Martha Morales registration -Teacher's	255.13.6299.00.115.24.0.0.00	\$1,200.00
4	1	3			\$0.00
5	1	1			\$0.00
Sub-Total					\$3,304.00
Budgeted Fund Source Amount					\$3,304.00
+/- Difference					\$0.00

Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Teacher's /Office Supplies- Student School supplies	263.11.6399.00.115.25.0.00	\$1,143.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
4	1	3			\$0.00
4	2	6			\$0.00
5	1	1			\$0.00
5	2	1			\$0.00
Sub-Total					\$1,143.00
Budgeted Fund Source Amount					\$1,143.00
+/- Difference					\$0.00
Coke Activity Account (899)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3		899.00.2190.00.115.00.0.00	\$332.56
Sub-Total					\$332.56
Budgeted Fund Source Amount					\$332.56
+/- Difference					\$0.00
Faculty Account (897)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Travel Staff	897.00.2190.01.115.00.0.00	\$500.00
4	1	3	Staff Funds-Incentive	897.00.2190.01.115.00.0.00	\$1,609.26
Sub-Total					\$2,109.26
Budgeted Fund Source Amount					\$2,109.26
+/- Difference					\$0.00

Library Account (898)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Author's visit, Books, Awards & Incentive, Supplies etc.	898.00.2190.00.115.00.0.00	\$1,193.85
Sub-Total					\$1,193.85
Budgeted Fund Source Amount					\$1,193.85
+/- Difference					\$0.00
ESSER III (282)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Part Time Tutors	282.11.6125.TT.115.24.0.LL	\$52,182.00
1	1	4	Librarian Resources and Materials- Books	282.12.6669.00.115.11.0.LL	\$5,000.00
Sub-Total					\$57,182.00
Budgeted Fund Source Amount					\$57,182.00
+/- Difference					\$0.00
Student Activity Fund (865)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Student Funds-Incentive	865.00.2190.00.115.00.0.00	\$2,068.96
4	1	3	Awards & Incentive-Student	865.00.2190.00.115.00.0.00	\$1,000.00
Sub-Total					\$3,068.96
Budgeted Fund Source Amount					\$3,068.96
+/- Difference					\$0.00
Grand Total Budgeted					\$137,291.63
Grand Total Spent					\$137,291.63
+/- Difference					\$0.00