Donna Independent School District

J.S. Adame Elementary

2023-2024 Campus Improvement Plan

Mission Statement

The mission of Donna I.S.D. is to ensure academic excellence for all students through a rigorous and supportive learning environment that provides a quality education in accordance with state and national standards.

The mission of Julian S. Adame Elementary is to attain success, achieve superior standards, and maintain high expectations that will empower our students.

Vision

Vision: The District is unified in its commitment to work together to develop successful learners able to compete in a global community

Vision: At Julian S. Adame we stand United, providing the finest education to ensure teh success of all students, instilling a strong foundation for the leaders of tomorrow.

Core Beliefs

1. We believe that every student can perform at or above grade level and graduate prepared for college and/or the workforce

Provide a vertically aligned rigorous curriculum (PK-16).

Provide well-planned student-centered instruction that focuses on project-based learning with real world connections.

Provide accurate, meaningful and authentic assessment of students' mastery of knowledge and skills.

2. We believe that educators have the most powerful impact on student achievement.

Attract and retain highly qualified staff.

Provide ongoing targeted staff development.

Provide the most current research-based and state of the art instructional resources.

3. We believe that educational equity and excellence will eliminate the achievement gap.

Provide opportunities for every student to learn in a manner that is consistent with his/her learning style.

Afford each student targeted instructional interventions to ensure academic success with a rigorous and relevant curriculum.

Provide every student with equal access to outstanding, well-prepared teachers and high quality instructional resources.

4. We believe that every student must be educated in a safe, welcoming, effective, and innovative learning environment.

Enforce the policies of the Donna Independent School District's adopted Student Code of Conduct.

Provide security measures at all campuses to establish a learning climate of mutual respect.

Ensure that every staff member, campus, and classroom is supportive of all students and their unique differences.

5. We believe that our school district must be a model for sound fiscal responsibility and integrity.

Establish policies and procedures to promote ethical practices in all areas of fiscal management.

Provide periodic audits to ensure that all staff and outside providers are committed to following sound fiscal practices.

Provide staff training to encourage ethical conduct and a commitment to compliance with the state and federal laws.

6. We believe that engaged parents and guardians impact a student's academic and personal development.

Schedule Parent Sessions to inform parents about the academic programs and instructional opportunities available to their child.

Accommodate parents' work schedules when creating parent involvement opportunities.

Keep parents informed of their children's performance and school activities (i.e. notes, telephone calls, newsletters, conferences, meetings, etc.).

7. We believe that a supportive community is fundamental to achieving and sustaining our success.

Involve community members by inviting them to serve on school and district committees.

Develop partnerships with business, civic, and academic organization to provide opportunities for students to develop leadership and citizenship skills.

Ensure that our community is supportive of the district's goals by informing the community of pertinent school activities and successes.

8. We believe that communication, collaboration, and coordination at all levels are essential to district success.

Work as unified team to find solutions to the district's most pressing issues.

Require that every project specify the persons responsible to facilitate proper coordination of efforts.

Develop a communication plan for every new initiative in order to ensure that all stakeholders are well informed.

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Comprehensive Needs Assessment

Revised/Approved: June 2, 2023

Demographics

Demographics Summary

Demographics Summary

1.   What do enrollment numbers indicate?

According to the data found in the AEIS report and Fall submission snapshot, there are a total of 600 students at J. S. Adame for the 2022-2023 school year. The enrollment has increased over time as data shown:

2020-2021 - 695 students

2021-2022 - 616 students

2022-2023 - 600 students

2.   What is the breakdown by ethnicity, gender, or category?

In the 2022-2023 school year, J. S. Adame Elementary breakdown is:

Ethnicity:

Hispanic/Latino - 599 students

White - 1 student

Gender:

Female - 307

Male - 293

3.   How has enrollment changed over the past 3 years?

2022-2023 school year; J. S. Adame Elementary had a decrease in the student population of a total of 79 students.

2020-2021: (533-695) there was an increase of 162 students

2021-2022: (695-616) there was a decrease of 79 students

2022-2023: (616-600) there was a decrease of 16 students

4. **What is the number of students in each special program? How do these program numbers look broken up by ethnicity, gender, or another category? Are we underrepresented in certain groups? Why?**

In 2022-2023, J. S. Adame elementary currently served:

    Special Education Program: 60 students

·   Bilingual Program: 406 students

·   GT Program: 43 students

5. **What is the data for special programs over time?**

In the 2022-2023 school year, there are 406 students served under the bilingual education department. There was a decrease of 12 students being served through the GT program and the special education program decreased by 16 students.

6. **What does the data reflect regarding students who exit the special programs? How many? Who are they? What trend or pattern do we see?**

Due to the COVID-19 pandemic, there are no bilingual students exited from the bilingual program. LPAC committee will decide, monitor, and make the decision on to exit bilingual students next school year.

7. **What are our at-risk students? What is their at-risk category?**

Based on data collected from TSDS PEIMS, x students are considered at-risk.

Category	Students
EBs	406
Immigrant	24
Economically Disadvantaged	563
Foster Care	0

Category	Students
Dyslexia	2
At-Risk	507
Migrant	24

8. Who are our migrant students?

During the 2022-2023 school year, J. S. Adame elementary served 24 migrant students in grades PK3 - 5th grade.

9. What is the mobility rate for this campus? What is the stability rate? How are these numbers represented for migrant students?

The mobility rate during the 2022-2023 school year was at a count of 8 students (25 %).

10. What area of the community do these students come from?

The student population of J. S. Adame derives from rural areas around the school community.

11. What are the staff demographics?

Based on the 2022-2023 Texas Academic Performance Report, there are a total of 71 staff members. They are as follows:

Staff members	Gender	Ethnicity
38 Teachers	31 females/7 males	Hispanic
19 Paraprofessionals	16 females/3 males	Hispanic
1 Nurse	Female	Hispanic
1 Counselor	Female	Hispanic
1 Librarian	Female	Hispanic
2 administrators	Females	Hispanic
Support professionals	7 females	Hispanic

By years of experience:

Years of experience:	Number of Teachers
0 years	0
1-5 years	8
6-10 years	6
11-20 years	16
Over 20 years	9

12. What is the teacher/student ratio? How do these ratios compare to performance?

Based on the 2022-2023 Texas Academic Performance Report, the teacher/student ratio is at an average of 20/1.

Category	Teacher/Staff Members
402 Bilingual students	Bil. Certified teachers 27
43 GT students	GT trained teachers 27
24 Migrant Students	1 migrant tutor
60 Special education students (Inclusion, Speech, and life skills)	3 special education teachers

There are enough certified/trained teachers to meet the needs of the students on campus. Overall, the ratio is sufficient to allow students to meet their learning objectives in every subject

13. What are the teacher qualifications, degrees, and certifications?

The qualifications, degrees, and certifications are as follows:

Degrees:

Degrees/Number of teachers	Number of Teachers
Bachelor	38 Teachers
Masters	10 Teachers
Doctoral	0 Teachers

Certifications:

Certifications/Number of teachers	Number of Teachers
Bilingual	26 Teachers
ESL	4 Teachers
GT	1 Teachers
Special Education	3 Teachers

Paraprofessionals:

Total of 19 paraprofessionals are certified through SBEC or through college credit hours to serve as educational aides in the classrooms.

14. What does the general data reflect regarding teacher quality on the campus?

The data reflects that there are enough qualified teachers at J.S. Adame Elementary to meet the needs of all students enrolled in the school.

Demographics Strengths:

Majority of teachers are GT trained/certified.

·   Most teachers have between 11 to 20 years of experience or more

·   Students are being transitioned at an early grade level in order to meet the early-exit bilingual criteria.

Problem statements Identifying Demographics Needs:

·   Additional reading and math tutors are needed to target special student populations (i.e., ELs, GT, Migrant, and SPED).

14. What does the general data reflect regarding teacher quality on the campus?

The data reflects that there are qualified teachers at J.S. Adame Elementary to meet and service the needs of all students enrolled on campus.

Demographics Strengths

Strengths:

- 100% of teachers on campus are certified to teach their level of instruction
- 78% of teachers have 5 to more years of teaching experience in the field of education
- 86% teachers are bilingual certified to assist with first year language acquisition and early-exit transition framework
- 28% of teachers have a master's degree
- 63% of Adame teachers are GT certified
- 5 instructional reading and math tutors (ESSER III Funds)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special Education inclusion population needs more intervention and inclusion personnel.   **Root Cause:** Inclusion population increased with only 1 inclusion teacher and 1 assistant.

Student Learning

Student Learning Summary

Student Learning Summary

1. How is the student Achievement data disaggregated?

Student achievement data is disaggregated into the various subpopulations defined by Donna ISD. This includes, but may not be limited to- grade level, campus, classroom, ethnicity, gender, language of instruction, bilingual status, and other special populations.

2. How does student achievement data compare from one data source to another?

Various data sources are used to measure student achievement. Sources vary by subject matter, but all are comparable within their subject area throughout the various grade levels.

Reading is measured in the lower grade levels, PK - 2nd, using the Amplify reading program. Here, students are measured on letter name fluency and sound recognition. Although this allows the teacher to tweak and adjust instruction, the data is limited. As students progress to the upper grade levels reading is measured using I-Station to track student fluency, spelling, vocabulary and reading comprehension. It then places students in one of five reading tiers. This data, in conjunction with routine assessments and district exams, provides more detailed data that allows for instruction to be more targeted and specific. The district also uses this I-station data to create a baseline of which students will approach, meet and master the Reading STAAR assessment.

Math is measured using a combination of the Imagine Math computer program and, like reading, routine assessments and district exams. Imagine Math data is used to gauge what grade level a student is performing at. It is self adjusting and allows students to build upon their current skill level and repeat lessons until they have shown mastery.

3. What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program or other category?

The disaggregated data allows us to see results that were otherwise masked when looking at the student population as a whole. Specifically, we are able to see that when student achievement data is disaggregated based on a special program category, such as bilingual or special education, students within these subgroups generally perform lower due to limited vocabulary, learning disabilities, or other external issues. Using this data, teachers are able to refine their instruction based on student needs and target specific groups with well defined, evidence-based, intervention. We are also able to use the disaggregated date to identify the population that needs tutoring. In all grade levels the NonLep groups did score higher in reading and math than the emergent bilingual students.

4. In which areas are we showing growth? At what rate? Compared to which standard of achievement?

According to 2021-2022 STAAR data, our results are inconclusive as not all students 3rd-5th grade tested the STAAR assessments. STAAR results cannot be compared as the last 2 years have been declared a disaster due to the pandemic.

5. Which students are making progress? Why?

According to 2021-2022 STAAR data, our results are inconclusive as not all students 3rd-5th grade tested the STAAR assessments. Based on the preliminary results of STAAR 2023,

we are seeing trends where the nonlep groups are scoring higher than the emergent bilinguals.

6. What impact are intervention programs having on student achievement? Which students are benefitting or not?

 Improved academic performance: Intervention programs offer personalized instruction and support tailored to individual student needs. By providing targeted interventions, these programs can help students catch up to their peers, improve their skills, and achieve academic success

The I-Station program provides computer-adaptive assessments that correspond to individual student's reading skill levels. I-Station is a resource that is practiced on a weekly basis and for some Tier 3 students on a daily basis both in the classroom and in the computer lab. It allows all students to progress in a timely manner showing weaknesses and strengths for further extensive interventions. Although I-Station is considered a technology resource for intervention, nothing can compare to the communication between teacher and student in a small group setting. Our English Learners benefit from this program as well as our Special Education students. Imagine Math (Think Through Math) is a computer based resource that targets the math level of the students. Teachers analyze the data and make appropriate action plans to target all populations of students to ensure success. Progress is monitored through 3 benchmark assessments that show student gains. Implementation of our intervention block during the day is also helping student achievement.

7. What does the longitudinal student achievement data indicate?

Julian S. Adame Elementary has been in existence for 16 years. The campus has reflected consistent progression and improvement throughout the years before 2019-2022, the pandemic years. This school year 2022-2023, will be the starting point from the 2021-2022 school year in seeing student achievement once again due to all students testing in all grade levels.

8. What does the data reflect within and among content areas?

The data reflects that reading continues to be a problematic area for our students. The emergent bilinguals continue to struggle in reading and writing. Students are reading below grade level due to the learning gap brought on by the pandemic. Although, there was some growth with the help of guided reading during the intervention block, tutors who targeted the STAAR questioning and the new IXL program which contributed to help target foundational skills.

 9. What does the data indicate when disaggregated at various levels of depth?

Reading, Math and Science is still problematic for some of the emergent bilingual students that are beginners and intermediates.

 10. Which students are making annual progress? Which ones are making projected growth? Who are these students? How does this data compare across programs, content areas, subgroups, etc.?

Our English Learner population is making progress annually. Special Education students have to meet general education curriculum standards as per state testing standards. Our Special Education teacher implements Intense Plans of Instruction for a few students still struggling with mastering these skills. As per Mr. Felipe Panola, Special Education Teacher, an Intense Plan of Instruction allows students to have access to additional resources in an effort to help them be successful on state assessments. It also offers additional differentiated instruction that corresponds to RTI and provides measurable results in elevating students to perform on grade-level in Math and Reading.

11. What evidence exists to determine that the curriculum is clearly linked to the TEKS and other standards of learning?

 The district provides a curriculum online to all teachers available for use on SharePoint. This curriculum is designed and evaluated by strategists and teachers who have been chosen based on knowledge and expertise of the resources of each adopted text. Teachers attend trainings every six weeks and data analysis meetings to evaluate the success of resources for the TEKS and instructional planning. Educators use this curriculum to guide their future lessons and instruction ensuring that TEKS are targeted and scaffolding that best provides positive student learning outcomes.

 Evidence of TEKS and ELPS must be embedded in all lesson plans in which administrators have access to. They must be clearly stated and visual in the classroom and in a

manner in which students and adults can understand. There are many teachers who also provide parents with an account of the weekly skills and objectives that are linked to particular TEKS in order to make them aware of what their child is learning.

- Eduphoria
- Basals (PK - 5)
- DLM (PK)
- Texas Performance Standards Project (GT)
- Guided Reading
- District Timeline
- District Benchmarks
- Campus Assessments
- Special Education Approaches
- Bilingual Education Approaches
- Bundle Assessments
- I-Station (K - 5)
- CL 1 Engage (Pre-K)
- Imagine Math

12. How is data used to inform curriculum, instruction, and assessment decisions?

Various data is analyzed to determine the effective way(s) to improve student achievement. Grade levels meet with administration regularly, to discuss district and campus data. The Special Education teacher and/or diagnostician also meet with teachers and administrators to analyze individual student data that are either in Special Education or in the process of being identified for the program. Educators design a plan to expose students to real world knowledge outside of their personal living space and make connections with the instruction given in the classroom.

In addition, the Language Proficiency Assessment Committee (LPAC), Admission, Review, and Dismissal (ARD), and response to intervention (RTI) committees meet at the end of every six weeks to discuss data and help make academic decisions that are in the best interest of the students.

The aforementioned groups analyze data and make decisions on how to best improve student achievement via whole group, small group, and individual instruction. Decisions on instructional approaches, language of instruction, and/or modifications are also determined based on data, student performance, and/or teacher observations. Assessment decisions are based on the ongoing implementation set by educators and the LPAC committee for English Learner students.

- District Benchmarks
- Campus Assessments
- DLM (Pre-K)
- STAAR (3 - 5)
- Reading A-Z Levels (Pre-K - 5)
- Guided Reading
- I-Station
- TELPAS
- Bundle Assessments
- CL 1 Engage (Pre-K)
- Imagine Math
- STEM scopes

13. What does the data reflect about how curriculum, instruction and assessments are aligned. How are they focused on supporting and challenging all students?

In the past couple of years, Julian S. Adame Elementary had an increase in STAAR scores for the 3rd-5th grade students. STAAR scores for 2022-2023 have not been received due to the change in testing format. Our campus received a "B" rating for STAAR scores 2021-2022. Typically, TEKS alignment with the delivery of instruction in the classroom coupled with targeting and serving the diverse needs of all student populations has aided in the increase of STAAR scores. The administration of assessments varies. Weekly assessments have been created by the district strategists to simulate the new testing format for STAAR. The updated assessments were utilized by the classroom teacher to better prepare the students for the new testing format. Six Weeks Bundle assessments are created and provided for teachers by Donna ISD. Once the data is available after assessing students it is analyzed. Instruction is then adjusted in an effort to target student needs. The decision to target skills that were not mastered, whether individually, via small group or in a whole group setting is made by teachers after meeting with grade level or administrators when necessary. Enrichment activities are presented to students who are at or above grade level, while students that are below are provided with additional support in the form of educational tutors in their language of instruction.

14. How are curriculum, instruction and assessments aligned with 21st Century Learning Skills?

Donna ISD is a "Future Ready" district and its curriculum, instruction and assessments are aligned to provide the skills necessary for students to confidently participate in the 21st Century. Donna ISD's curriculum and instruction is aligned with standards based on research and enhanced with genuinely authentic problem solving opportunities on a daily basis. Teachers and students have enriched and adaptive tools to customize learning and teaching. Assessments are making the shift to online administration, embedded and based on performance. The alignment to 21st Century Learning Skills is achieved through the utilization of:

- Online access via Chromebooks/iPads
- Sheltered Instruction
- Cooperative Learning
- Interactive Lessons
- Technologically Based instruction
- Alignment of College and Career Readiness Standards
- Science Experiments in the Classroom
- Hands-On Learning
- STEM
- Task-Based Learning
- Blended Learning
- Project-Based Learning

15. How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement? How consistent is this across the district and school? What is the impact on specific student groups?

There are a variety of ways that instructional activities and strategies are aligned with the learning needs of students at Julian S. Adame Elementary. They include, and are not limited to:

- the use of Spanish/English cognates
- guided reading lessons via small group in the classrooms
- small group instruction in the classroom
- the implementation of DOK (Depth of Knowledge) questioning in the classroom

Consistency is evident throughout Julian S. Adame Elementary through the feedback and analysis of data presented at grade level meetings. Teachers at Julian S. Adame Elementary follow the same curriculum provided by the district, including timelines and decisions made at PLC meetings. JSA educators ensure that they align the appropriate strategies with the assessed needs in an effort to promote and improve student success. A positive impact has been made on the following student populations:

- Emergent Bilinguals
- Gifted and Talented
- Migrant
- Special Education
- Recent Immigrant
- At Risk

Their data is analyzed periodically and its analysis contributes to the regrouping of students according to their specific educational needs. The utilization of instructional strategies is evident at Julian S. Adame Elementary in each grade level, and in every content.

16. What evidence supports the implementation of high impact/high yield additional interventions for students who need assistance beyond primary classroom instruction? Which students need this type of instruction? What has been the effect over time?

J.S. Adame Elementary has one SLP assistant that services our speech impaired students. We also have a Registered Occupational Therapist that serves our students who have physical, sensory, or cognitive disabilities. Students are first observed by classroom teachers. Their concerns and observations are brought up to the specialist. Students needing this type of service range from all demographics from our community. The specialists at that point collect data from the teacher and conduct their own observations and screen the students. If the student qualifies for the service, the specialist then sets 1-3 short term goals every six weeks for the student to achieve as a measurement of mastery. Students attend therapy 3-4 times every six weeks. Every six weeks, the specialists monitor by tallying a percentage of observations and screenings held between them and the student. The specialists collect data and they continue to monitor and record their information with any progress the student is making. When the student reaches their goals, the student is then processed to be dismissed with one year monitoring by the campus. If the student reaches their goals or is close, the student is put in consult status which means the planning for progress is now done with a team of the student's teachers and school support staff. Mr. Jerry Martinez (Certified Occupational Therapist Assistant) works hand in hand with Silia Robles (OTR) and Teachers to provide treatments, progress monitoring reports, as well as ARD meetings. According to Diana Morrison, M.A. CCC-SLP, Speech Language Pathologist, almost always, the students show growth, improvement, or mastery.

17. How does instructional design and delivery maximize student engagement, a positive learning climate, higher order thinking skills, problem solving, critical thinking, etc?

Instructional design is the process by which learning products and experiences are designed, developed, and delivered. As an educator, one is expected to know their students' demographics. Their demographic information is recorded in their permanent folders and understanding and analyzing this information will better assist in planning instruction based on the needs and academic level of each student. Using the district's technology program, Euphoria, educators are able to view prior years' plans and notes in each student's IEP. Planning is a very critical component in delivering all lessons at any level of learning ranging from but not limited to: Special Education, Emergent Bilingual and Gifted and Talented (GT) students. In order for students to reach the expectations set for them, they should be engaged in their level of learning and aim to reach the expectations that are set for them to ensure accountability. Proper planning leads to a smooth and positive learning climate which then allows a higher order thinking pattern to flourish from students at all levels of learning. A positive learning climate develops when instructional design, planning and delivery are prioritized by the educator and team teachers. To allow this development, instructional days are scheduled for all teachers in an effort to provide time to collaborate with colleagues to provide ideas, feedback, and or suggestions to plan for the upcoming six weeks. A 45 minute conference period is allotted for every educator to connect daily with the home environment over the students' progress, issues, concerns, or simply to supply positive feedback. This ongoing process is preparation in every educator's instructional design. Without proper and sufficient planning, delivery is almost nonexistent.

18. Is there evidence that assessments are aligned with clearly specified and appropriate achievement expectations? How are they developed and linked to measure the effect of curriculum and instruction?

The district provides weekly and six weeks assessments that are aligned with the TEKS for English/Spanish Reading and in Math in the Sharepoint curriculum. Campus based/teacher created assessments as well as additional supplemental materials are also aligned with the district curriculum and TEKS. Computerized programs that students use such as I-Station in English/Spanish Reading, and Imagine Math are assessments developed to monitor student growth and mastery in BOY, MOY, and EOY, along with the diagnostic assessment of Amplify for Reading in English and Spanish also given in BOY, MOY, EOY; these assessments are given prior to the state assessments.

19. How do we know assessments are designed, developed and used in a fair and equitable manner that eliminates biases? How do students perceive these assessments?

The district assessments and benchmarks have provided more reliable content to the students by including word problems in Math that use familiar cultural experiences, names, regional vocabulary, Istation, etc. In Reading the district assessments and benchmarks have changed to include short response questions as well as an extended constructed response, the district has also added a revise and edit portion to assimilate how the students were tested in the STAAR 2.0. Reading passages vary by genre, and students (especially EL's with limited experiences) perceive the assessments as difficult to relate to as well as to make corrections in the revise and edit part of the tests since they are just acquiring their second language . Teachers, aware of this setback, teach students strategies to help them overcome their lack of background knowledge and Grammatical rules and patterns. .

20. How does the scope of assessments provide a comprehensive and representative sampling of student performance that allows for confident conclusions about achievement?

 Eduphoria provides teachers and administrators the ability to analyze student performance by providing district, campus, grade level, and individual class comparisons. The data is also available by demographics (Bilingual, Gifted and Talented, Special Education, Migrant, At-Risk, Economically Disadvantaged, Limited English Proficiency, gender, and ethnicity). These reports can identify teachers' strengths/weaknesses. I-Station provides educators with accurate data driven information that determines the reading levels and the specific needs of each individual on a monthly basis. With this data teachers are then able to analyze how students are progressing and what is needed to help them succeed. However, because of the assessment being timed, sometimes students just press any answer,so the results are not completely accurate.

21. What technology do we have for student learning?

 2022-2023 The majority of the classrooms on campus have a 1 teacher computer, 1 printer, and 4 student computers. Most classrooms have an interactive whiteboard/ OneScreen and a document camera. There are 2 computer labs with 30 computers, 1 printer, and 1 teacher computer. The main computer lab also includes a Smart Board that is accessible to teachers and the library has about 30 student computers Each grade level has access to a flip video and digital camera available for check out at the library. Pre-K classrooms have iPads and 3rd-5th grade have ChromeBooks for student use.*

 *Due to Covid-19 pandemic, Donna ISD provided an electronic device to all students enrolled at J.S. Adame Elementary. K-2nd grade will each receive IPads, 3-5th will get ChromeBooks, and every single teacher has received a laptop.

22. What is the technology proficiency for staff and students?

Most of the staff at Julian S. Adame Elementary feel as if they are proficient with technology and a few teachers feel that they can teach others about technology. Although most teachers feel they are proficient in the use of technology, there is a lack of knowledge in OneScreen and certain technology applications among the staff and students to fully integrate technology into class assignments and school projects. Computer programs such as Learning.com have introduced some of the basic uses of technology to students, however, more training is needed for teachers to completely integrate the use of it in class. Due to COVID-19, all teachers have had professional development in Google Classroom. Staff such as Paraprofessionals, need to be familiarized with the technology (iPads, Chromebooks, OneScreens) in order for the classroom management and assignments to be effective for all students. Alternative Google certifications are available for those that wish to keep advancing in their tracks.

23. What are some barriers that potentially prevent effective use of technology? When it's working, why is that so? When it's not working, why not?

 Some barriers that potentially prevent the effectiveness of technology include lack of reliable technology. At the beginning of every school year, students are issued either a chromebook or an iPad. However, as time progresses throughout the year, some of these resources pose technological complications or become permanently damaged. As a result of these issues, students may only have access to technology on campus which interferes with overall student learning opportunities. Other barriers include, disruptions with the internet signal, absence of a mouse with chromebooks/iPads, and limited access to reliable electronic resources on campus (computers in computer/research lab and library).

24. What types of technology professional development have we provided? What was the impact for staff and students?

This year our lower grades (k-2nd) were given iPad training by Apple. Teachers were taught how to integrate the iPad into the classroom to move some of their paper based learning to the iPad. Assignments could be given electronically and turned in virtually by students. Virtual trips could be taken on the iPad for social studies via maps and websites.

IXL was another software introduced to our teaching staff this year. This software allows teachers to assess student's reading skills so that they may tailor lessons specific to the learners needs.

For the upper grades, teachers were trained on iReady. This software provides both online lessons to build skills in Reading and math, and provides practice work in reading, math and science. Teachers can assign specific skills that students may be struggling with. Students are then given interactive lessons that the teacher can track and adjust. Coupled with the many teach and re-teach resources that can be printed or virtually assigned, iStation gives teachers and students a powerful supplement to classroom learning.

25. In which content areas are we using technology and how? What is the effect?

K to 2nd Grade Technology Programs	3rd, 4th, & 5th Grade Technology Programs
I-Station: Teachers in the lower grades use I-Station, which begins with a the game-like ISIP) I-Station Indicators of Progress) assessments at the beginning of each month that determine each students' reading and level in English and Spanish and adjust in length and difficulty in real-time based on student academic performance. Life Skills need modification to student's levels in order to move forward. *Imagine Math:* Teachers used this adaptive math program for 2 nd through fifth grade students. Through playing math games and completing math short lessons, students improve foundational math skills, and teachers and administrators receive reports on student progress. Life Skills need modification to student's levels in order to move forward. *Brain Pop Jr.:* Teachers used this essential engagement tool from pre-K through 2nd Grade that allows both students and teachers to be involved in the learning process in all content areas. Brain Pop Jr. has evolved by increasing the depth of knowledge needed to answer quiz questions by content area, and playful assessments by content area that allow students to explain their reasoning while playing a game. Life Skills need modification to student's levels in order to move forward. *MyOn:* Teachers used the Renaissance My On Reader, which is a student-centered, personalized literacy environment that gives students access to more than 6,000 enhanced digital books, and takes online reading assessments to monitor reading comprehension, reading level in English/Spanish, and fluency. Life Skills need modification to student's	*I-Station:* Teachers in the upper grades use I-Station, which begins with a the game-like ISIP) I-Station Indicators of Progress) assessment sat the beginning of each month that determine each students' reading and level in English and Spanish and adjust in length and difficulty in real-time based on student academic performance. Life Skills need modification to student's levels in order to move forward. *Imagine Math:* Teachers used this adaptive math program for 3rd through fifth grade students. Through playing math games and completing math short lessons, students improve foundational math skills, and teachers and administrators receive reports on student progress. Life Skills need modification to student's levels in order to move forward. *Brain Pop Jr. :* Teachers used this essential engagement tool from 3rd Grade through 5th Grade that allows both students and teachers to be involved in the learning process in all content areas. Brain Pop has evolved by increasing the depth of knowledge needed to answer quiz questions by content area, and playful assessments by content area that allow students to explain their reasoning while playing a game. Life Skills need modification to student's levels in order to move forward. *MyOn:* Teachers used the Renaissance My On Reader, which is a student-centered, personalized literacy environment that gives students access to more than 6,000 enhanced digital books, and takes online reading assessments to monitor reading comprehension in English/Spanish, reading level, and fluency.

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STEM Scopes:

The mission of STEM Scopes is to empower teachers to focus on effective science instruction, rather than on devoting time to a search for quality resources and materials. Being fully online, we are instantly accessible and highly customizable for your students' individual needs. Life Skills need modification to student's levels in order to move forward.

Learning.com:

Learning.com provides teachers with solutions to prepare their students with critical digital literacy skills. This web-based curriculum for grades K-2 engages students as they learn keyboarding, online safety, applied productivity tools, computational thinking, and coding. Life Skills need modification to student's levels in order to move forward.

Life Skills need modification to student's levels in order to move forward.

STEM Scopes:

The mission of STEM Scopes is to empower teachers to focus on effective science instruction, rather than on devoting time to a search for quality resources and materials. Being fully online, we are instantly accessible and highly customizable for your students' individual needs. Life Skills need modification to student's levels in order to move forward.

Learning.com:

Learning.com provides teachers with solutions to prepare their students with critical digital literacy skills. This web-based curriculum for grades 3rd to 5th Grade that engages students as they learn keyboarding, online safety, applied productivity tools, computational thinking, and coding. Life Skills need modification to student's levels in order to move forward.

26. How does the design of the network provide for the users it supports?

The network supports most users, except when it is experiencing heavy traffic (TELPAS, bundle testing, grading periods, and I-station testing). The network allows teachers and students to access their accounts anywhere in the school and anywhere in the district as well as from the comfort of their home. The network/internet has worked effectively throughout the year and issues with this area are usually resolved in a timely manner when a work order is placed.

27. How is technology utilized to support curriculum, instructions, and assessment integration and implementation?

Curriculum:

Our school curriculum is a coherent plan that links goals for learning in all subjects, informed by national and state standards, and the work that happens in and out of the classroom. Teachers use the aligned district curriculum that is accessible through Share Point to design, plan, and monitor academic achievement by implementing a rigorous curriculum in the classroom in two languages (English/Spanish).

Instruction:

Teachers used technology instruction using different programs in their classrooms to support both teaching and learning, technology infuses classrooms with digital learning tools, such as computers and hand held devices. Doing so expands course offerings, experiences, and learning materials.

Assessment:

In order to meet students' needs, the staff on campus works to figure out where that is. In a student centered learning environment, teachers collected data and used data to better understand students' strengths and needs, as well as to monitor their progress towards acquiring content knowledge and skills. Using a variety of methods and technology programs, including but not limited to teacher observation, digital diagnostic tools, and developmental knowledge, teachers work to become familiar with students' cognitive and emotional needs, their preferred learning styles, and their prior knowledge and skills.

Student Learning Strengths

Student Learning Strengths

Those well-informed educators are embracing performance data as a useful means for directing school improvement. The ability to track individual student performance, aggregate and disaggregate data with more ease, and the use of sophisticated and high-speed data-collection systems like Eduphoria present new options for strategic planning. Now that such information is available, teachers have the opportunity to compile each student's strengths and weaknesses to ensure the continuous success of all students at J.S. Adame Elementary from Pre-K through 5th grade.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers need to share effective practice and adopt collective expectations for students' performance. **Root Cause:** Teachers need to identify their strengths and weaknesses when examining data and ask for assistance from other teachers when needed.

Problem Statement 2 (Prioritized): All teachers need to systematically and routinely use data to guide instructional decisions and meet students' learning needs. **Root Cause:** Lack of updated staff developments for new data platforms, and data conversions, through a consistent and unified manner.

Problem Statement 3 (Prioritized): All 3rd - 5th grade students have been academically affected in the STAAR content areas (Reading, Math, and Science) due to the learning loss resulting from the pandemic. **Root Cause:** Learning Loss due to pandemic.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary

1. How are follow-up data regarding teacher performance provided to teachers?

- TTess (Texas Teacher Evaluation and Support System)
- TEEMS (Texas Educator Excellence Management System)
- SGMs/SLOs
- Walk-throughs (Eduphoria)
- Grade Level Meetings
- Staff Meetings

2. How are we recruiting highly qualified and effective staff?

We recruit qualified and effective staff through:

- Teacher Recommendations
- Online Posting on District Website & Social Media
- Criteria set by TEA Certification
- Criteria set by Interviewing Committee
- DISD Job Fair

3. What is our staff attendance rate? Retention rate? Turnover rate?

- Attendance: 95%
- Retention 83%
- Turnover 17%

Retention and Turnover rates were a result of retirees, transfers, and TAs leaving for new positions.

4. How is highly effective staff assigned to work with the highest need students?

3rd – 5th

- Intervention
- ELD/SLD
- Resource Teacher (Inclusion)
- Community in Schools
- Migrant Tutor

PK – 2nd

- 1 to 3 small group ratio

- Dual Language Instruction
- Intervention
- Resource Teacher (Inclusion)
- Community in Schools

5. What is the impact/effect of our teacher mentor program?

Our teacher mentor program has a positive effect on new teachers. First year teachers are assigned a mentor teacher that guides them through all teaching practices including campus needs, expectations, and general information on procedures. New teachers attend New Teacher Orientation where they learn how to setup and use district software such as Eduphoria, Aware, TEAMS, Istation, Imagine Math, and other new software used by our district. Teachers that are new to a grade level have a mentor teacher that helps guide them through the new curriculum and skills/objectives of the grade level.

6. How is new staff supported? What feedback do they provide?

New staff is supported by giving them a mentor teacher. They have grade level support throughout the year by attending grade level meetings. New teachers are able to observe highly effective staff members in action when needed and share lesson plans. The district also offers a variety of staff development for new teachers during the first week of contract, and trainings are provided throughout the school year.

Administrators and district strategist provide feedback during walkthroughs. They also receive verbal and written feedback via email as needed.

7. What systems are in place to build capacity and support the notion of continuous improvement?

- Staff Meetings
- District Surveys
- Departmental District Meetings
- Staff Development/Conferences in subject area (Math, ELA, Science, & Technology)
- Region One Trainings
- CLPAC
- Zoom Meetings

8. How are we using data to determine professional development for staff?

Student data from assessments and classroom instruction are accumulated and analyzed to help set priorities for professional development.

- Grades
- Imagine Math
- Amplify
- Six Weeks Exams
- Benchmarks
- Comprehensive Exam

9. How are collective and individual decisions regarding professional development determined?

- Staff Development Requests (e.g. CAMPT & Trail of Breadcrumbs)
- District Surveys
- Sped Survey
- Dual Language Survey
- Areas of greatest student/teacher need, based on state assessments (3rd-5th)

- TEA

10. What types of professional development has staff attended? How is implementation monitored? What impact has it had on performance? What is the follow-up?

Language Arts:

- STAAR Trainings
- Summer Trainings
- District Trainings (ELAR/SLAR)
- Amplify
- Dual Language
- IXL
- Technology
- iReady
- Trail of Breadcrumbs (Gretchen Barnebei)
- Seidlitz Education: Visuals & Academic Vocabulary

Math:

- District Trainings
- CAMPT in Summer

Science:

- TEA Lab Safety
- District Trainings
- Stemscopes

Other:

- T-TESS
- STAAR
- TELPAS
- Safe School Trainings
- Cambium (3rd-5th)
- Gradual Release
- GT-Responsive Learning

Implementation Monitored Through:

- Walk-Throughs
- Student Performance
- Upcoming STAAR Scores
- Six Weeks Benchmarks
- Bundle Assessments
- Weekly Assessments
- Comprehensive Assessment

- Amplified Data

11. What evidence exists that families and community members are involved in meaningful activities that support students' learning?

There are few activities that occur during the school year which encourage families and the community to be involved in student learning. While some are held on campus, others take place throughout the school district. Sign in sheets are in place for meetings and events that take place on campus.

Activities:

- Choir Performances
- Grade Level Home Projects
- Literacy Night (x2)
- Science Fair
- R.E.A.D.Y Program
- Cultural Activities

Parents and community members

All parents of students enrolled in our campus are invited to attend and participate in the various school activities. Parents are made aware of events through Class Dojo and social media. In some instances, notes are delivered.

Trends and patterns observed

The number of parents involved is not substantial. Parents that attend these events/meetings are the parents of the students involved in the activity at hand. Additionally, these parents are also the ones who visit with teachers and are involved in student matters. Parental involvement at our campus is minimal.

12. How are families and the community members involved in school decisions?

Parents are asked to participate in campus and district committees. A parent currently serves on our campus LPAC committee but most school decisions are made without a parent.

13. What types of services are available to support families, community members, and students to encourage healthy family relationships?

Services available to help cultivate healthy family relationships include:

- Literacy Pumpkin decoration home projects
- Literacy Night
- Fresh Fruits and Vegetables Program (Students Only)
- P.B.I.S. (Students Only)
- Campus Counselors/Counseling Sessions
- Rodeo Dental Presentations
- Texas Public School Week
- Honor Roll Parades (Every Six Weeks)

14. If families speak languages other than English, what are these languages?

The majority of the families at our campus speak Spanish, aside from English. How does the school communicate in those languages?

- ClassDojo

- Social Media posts and notices
- Parent Portal
- Communication via notes in English and Spanish
- Parental Presentations conducted in English and Spanish

15. What type of services are available to support students in special programs?

Some services offered are:

- Inclusion Instruction
- Social Workers
- GT Classes
- Migrant Tutor
- Communities in School
- Dual Language and Bilingual Classes
- A.C.E.

What are the results?

These services provide student support for the different challenges that our students face. Through these special services, our students are able to succeed academically.

16. What types of community partnerships exist to support families and students?

There is a variety of community services available to our families.

- Linus Project
- Lions Club
- Employee Emergency Foundation
- 5K Run
- Rodeo Dental
- Mental Health
- Raising Kids Workshops

17. To what degree does the district/school support the organization and how?

Our partnerships with organizations are minimal on campus. The community services available, educate our students or provide them with artifacts and goods that they can take home.

18. What does the data reflect about classes, schedules, and student/staff teams?

According to the 2022-2023 data, a total of 629 students are served at J. S. Adame Elementary. Class sizes vary at about 15-22 students per teacher. According to the school report, 68% of the student body is made up of Emergent Bilinguals (EBs) and 32% Non-EBs. This past year K-2nd implemented the Dual Language Program while 3rd-5th continued with Early Exit. The students identified as Gifted and Talented (G/T) are served through the Gifted and Talented Program by a teacher, and the children identified under Special Education, receive inclusion services through the Special Education Program. The school's master schedule is set up by the district based on time allotment. However, accommodations are made across grade levels according to content areas as well as needs specific to each team.

19. How is adequate time devoted to subjects in which students perform poorly?

Teachers use data collected from district benchmarks, six weeks' assessments, comprehensives, and weekly tests to identify the students' weaknesses and strengths on certain subjects. This data provides teachers with information on which subject needs immediate priority and reveals skills that require mastery for standardized assessments. In turn, these areas are quickly addressed though the campus intervention blocks (30 min-45 min) and/or tutors. The focus of Intervention is to work with small groups to emphasize and continually build all language arts components and math objectives. Those students who are struggling and failing due to language have and ELD/SLD block (30 min) for bilingual strategies such as sheltered instruction, total physical response, visual aids, bilingual pairs, and vocabulary development.

20. How do teachers have a voice in decision making and school policies?

Teacher's voices are heard in the decision making of school policies or campus initiatives during staff/grade level meetings. Teachers also express their opinions during the annual comprehensive needs assessments, CLPAC committee, and voicing any needs with our principal and administration team. Our principal operates with an open door policy and is open to suggestions and recommendations that benefit our school. However, a better transparency is needed with written documentation on campus procedures and implementation that include the teacher input and feedback that was offered in the decision making process.

21. What role do teachers have in deciding what assessments will be used?

Teachers are only allowed to decide which weekly assessments will be used to evaluate students on concepts being taught throughout the week.

K-2nd grade teachers use Amplify to determine the students' overall reading performances. Six Weeks Assessments, Benchmarks, and Comprehensive are determined by the district and uploaded into Eduphoria according to subject. In grades 3rd-5th, students are tested during the Spring in the areas of Reading, Writing, Math and Science using STAAR. The LAS is also used in the lower grades to evaluate students in PK-2nd.

22. Do school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn for all groups to be a part of solutions to identified problems?

The campus continues to implement the CLPAC which meets to make decisions and discuss events for teachers, staff, and students. Our CNA committees are composed of members from different grade levels and meet to discuss the strengths and needs of our campus. The ILT members meet regularly to discuss academic decisions and support/services that help students be successful. However, many decisions discussed in these committees are not given to all teachers via written documentation. Some decisions made by these committees are also altered which leads to miscommunication among all staff members.

23. What evidence is there that there is a process for monitoring, evaluating, and renewing the curriculum to meet the needs of all learners?

Teachers are hired, along with strategist and directors, to write the district curriculum of all subject areas. Based on classroom observations and data from any assessment administered throughout the year, both teachers and curriculum personnel are able to use this information to design new strategies, offer trainings, and/or professional development that best meets the needs of our current demographics. Suggestions are evaluated and taken into consideration in order to meet the needs of all our learners at the district and campus level.

School Processes & Programs Strengths:

- Teachers/Administrators are available to meet with parents.
- Teachers are bilingual and can communicate effectively with parents in their native languages.
- Teachers have up to date computer software and equipment for delivery of instruction.
- Student weaknesses are targeted through the implementation of different computer programs, data analysis, regrouping and small group tutoring.
- Many teachers are currently using Class Dojo for the classroom. They connect teachers, parents, and students and are able to share photos, videos, and messages throughout the school day.
- Highly Qualified Staff with Many Years of Experience
- Teacher Mentoring Program throughout Grade Levels

- Attendance Incentives
- Fully Certified Teachers
- Paraprofessionals Meet District Requirements
- Staff Support
- Google Classroom
- Digital Communications Manager (DCM) for social media communication

School Processes & Programs Strengths

School Processes & Programs Weaknesses:

- There is a lack of Parental Involvement
- There is a lack of Community and Campus Partnerships
- There are few reward events that target ALL students (Honor Roll Parades only target high achieving students)
- Campus decisions are often altered or implemented at the last minute

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Even after the pandemic, there is a lack parental involvement activities to promote and foster campus and family relationships.   **Root Cause:** The campus needs to incorporate events such as festivals, family centered literacy nights, cultural events, campus Market Days, Student Gallery Art Show, Family Mile Run, Family Engagement Games, or Project Based Performances (e.g. Science Fair Show, Dia de los Muertos Altar, Valentine Grams from Sister). The goal is to bring back parents though activities and lessons that build a bridge between f

Problem Statement 2 (Prioritized): Reward events that Target ALL Students should be implemented.   **Root Cause:** Honor Roll parades should bring back goodie bags or movie and popcorn. AR GOALS should be included in rewards. Continue PBIS from beginning of the school year with expectations and consequences.

Problem Statement 3 (Prioritized): Campus decisions should be written and with ample time for teacher and campus planning.   **Root Cause:** An Events Committee should be created to help address school events and/or give teaches enough time to plan for initiatives set by the CLPAC, for holiday activities, or family and school connection matters.

Perceptions

Perceptions Summary

Perceptions Summary

1. How do students describe the school climate? How does this compare to staff?

After collecting data through surveys, most students and staff feel safe at school. 96% of 3rd graders, 84% of 4th graders, and 98% of 5th graders surveyed feel safe in the classrooms. 64% of 3rd graders, 62% of 4th graders, and 87% of 5th graders surveyed feel safe in the restrooms, hallways, cafeteria, gym and playground. 92% of staff feels safe and secure in school. Both students and staff feel safe overall.

2. What evidence is there that students and staff are collectively aligned with the vision and mission of the school?

Students and staff are required to recite the Mission Statement of Adame Elementary every morning before class begins. Within our Campus Mission Statement, students commit to do their best at all times and they state that they are the driving force behind J.S. Adame Elementary. Students are held accountable for their own actions and behaviors. Students use the MyOn program, Imagine Math, Istation and Learning.com to meet the required district minutes.

3. How do students and staff describe attitudes, respect, relationships, belonging, support, etc? How does this data compare across groups? Which groups respond in which manner? (*Demographics)

From the data collected, 85% of 3rd graders, 82% of 4th graders, and 91% of 5th graders surveyed feel that they are respected by their peers. 95% of 3rd, and 100% of 4th/5th graders surveyed believe that their teachers are respectful. 93% of 3rd graders, 58% of 4th graders, and 67% of 5th graders surveyed believe that discipline is administered fairly. 97% of 3rd graders, 95% of 4th graders, and 100% of 5th graders surveyed feel that their teachers are enthusiastic about teaching. 88% of 3rd graders, 77% of 4th graders, and 88% of 5th graders surveyed feel like they belong at school. 88% of 3rd graders, 72% of 4th graders, and 90% of 5th graders surveyed feel they have a supportive learning home environment.

4. What does the data reflect regarding student behaviors, discipline, etc.?

· This year we had a total of 38 discipline incidents PK-5th

· Out of the 38 discipline referrals, 24 of them occurred on the bus and not at school

· There were 9 bus suspensions this school year

· There was 4 full days Out of school suspensions, 5 partial day out of school suspension

· 2 ISS, 8 lunch or afterschool detentions

5. To what degree do students and staff feel physically safe?

According to the data collected, 93% of students surveyed feel safe while in their classroom. However, only 68% of students feel safe in the hallways, restroom, cafeteria, gym or playground. 92% of staff generally feel safe while at school.

6. What do students and staff indicate about expectations: academic, behavioral, social, extracurricular, etc?

Staff members' data showed that only 92% of them felt that school events are well attended by staff. 76% of staff believe that students know what behaviors are expected of them. Student data showed that 98% of the students surveyed care about learning and getting a good education. Our school has the following extracurricular activities available for our

students, Cheer Squad, ACES/UIL events, choir, drumline, R.E.A.D.Y. afterschool program, and the ACE afterschool program. The data collected revealed that 81% of students surveyed feel like they belong to our school.

7. Which students are most satisfied with the school's culture and climate? How does this compare to the students' attendance, tardies, and other behaviors?

Overall the female population is more satisfied with our school's culture and climate. More boys responded negatively than girls did. Based on the students surveyed 4th graders were the most dissatisfied and the 3rd graders were the most satisfied. Student body attendance was an average of 92% which was a 5% decrease from last year.

8. What does the data indicate regarding classroom management and organization? How does this compare to classroom student achievement data? (*School Process and Student Learning)

Good classroom management is crucial for students' academic achievement. Our school achieved 1st place overall in our districts A.C.E.S./UIL for grades K-5. Overall, teachers have good classroom management; however due to 26% of the staff expressing that students don't know what behaviors are expected of them a classroom behavior management training should be considered for next year. (Pending STAAR data to compare any growth from last year to this year)

9. What does the data indicate regarding gang, substance abuse, weapons, and other safe school areas? Who are the students involved? What do we know about these students? What services have these students received? (*Demographics)

The discipline data collected showed that there were a total of 4 fighting incidents involving the same group of 4th and 5th graders. Another 5th grade student had the following incidents: aggressive threatening behavior, inappropriate physical conduct, and assault. The above mentioned students were conferenced with by administration, parents and counselor.

Our counselor had presentations every six weeks targeting safety, substance abuse and other topics. All students participated in the counselor presentation. Students attend health class weekly. "Happy" the comedian presentation on self-worth and safety for all students. Our nursing department sent out information regarding health tips and awareness. The Donna Fire and Police Departments participated in our Career Day events.

10. What students are involved in extracurricular activities, clubs, and other areas? Who are these students What does student achievement reflect about these students versus others who are not involved/ (*Demographics & Student Learning)

Students at our campus are encouraged to participate or be a part of the extracurricular activities that our campus offers. Among the extracurricular activities we have A.C.E.S./ District UIL for K - 5th graders, Cheerleading 3rd - 5th, R.E.A.D.Y. Program, ACE Program, choir 3rd-5th and Drumline 3rd-5th. All students involved in any of the extracurricular activities are required to maintain good grades and display good conduct. All students are given the opportunity to participate or tryout.

11. What are the students' and staffs' perceptions of facilities and the physical environments? What is the impact of the facilities on culture and climate?

60% of staff members feel that our school is generally clean. Which in turn can affect the working and learning environment for our students. Most students recognize that our custodians and staff work hard to keep the campus clean and assist with ensuring their area is neat and well kept.

12. How does staff feel about technology?

Our staff is knowledgeable in technology and different computer applications. With the exception of PK3 and PK4 all our students were equipped with iPads or Chromebooks which enabled them to have one-to-one technology access. This allowed all students the opportunity to use district selected computer applications and improve their computer skills.

13. What are the students', parents' and community perceptions of the school?

Our school functions are well attended by parents. Examples include: Meet the Teacher Night, Public School Week, 2 Literacy Nights, Music Performances, Academic Parades, Christmas Program and Awards Assemblies. In addition, Adame's Facebook page was recognized by the district for outstanding student, staff, community, and parental involvement.

Based on the data between students' and staff members the overall perception of our school is positive with minimal people unsatisfied. The areas of concern are the general cleanliness of our school, staff being listed to so that they feel like they have a voice, and setting higher expectations for positive student behaviors.

Perceptions Strengths

<u>Perceptions Strengths</u>

- Staff demonstrate they have the capability to help ALL students to achieve mastery.
- Focused staff with the same academic goals for the school.
- The campus is physically a good place to work.
- Parent/Teacher contacts.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff does not feel listened to, represented, and feel they do not have a voice.   **Root Cause:** Last minute assignments delegated without enough notice.

Problem Statement 2 (Prioritized): Classrooms are not being cleaned (ie: mopped, dusted, and vacuumed).   **Root Cause:** Short staffed; we need full time staff and those hired need to be trained on what the expectations are.

Problem Statement 3 (Prioritized): More students feel unsafe than any other year.   **Root Cause:** Same group of students causing trouble and making other students feeling insecure.

Priority Problem Statements

Problem Statement 1: Special Education inclusion population needs more intervention and inclusion personnel.

Root Cause 1: Inclusion population increased with only 1 inclusion teacher and 1 assistant.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Teachers need to share effective practice and adopt collective expectations for students' performance.

Root Cause 2: Teachers need to identify their strengths and weaknesses when examining data and ask for assistance from other teachers when needed.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: All teachers need to systematically and routinely use data to guide instructional decisions and meet students' learning needs.

Root Cause 3: Lack of updated staff developments for new data platforms, and data conversions, through a consistent and unified manner.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: All 3rd - 5th grade students have been academically affected in the STAAR content areas (Reading, Math, and Science) due to the learning loss resulting from the pandemic.

Root Cause 4: Learning Loss due to pandemic.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Even after the pandemic, there is a lack parental involvement activities to promote and foster campus and family relationships.

Root Cause 5: The campus needs to incorporate events such as festivals, family centered literacy nights, cultural events, campus Market Days, Student Gallery Art Show, Family Mile Run, Family Engagement Games, or Project Based Performances (e.g. Science Fair Show, Dia de los Muertos Altar, Valentine Grams from Sister). The goal is to bring back parents though activities and lessons that build a bridge between f

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Reward events that Target ALL Students should be implemented.

Root Cause 6: Honor Roll parades should bring back goodie bags or movie and popcorn. AR GOALS should be included in rewards. Continue PBIS from beginning of the school year with expectations and consequences.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Campus decisions should be written and with ample time for teacher and campus planning.

Root Cause 7: An Events Committee should be created to help address school events and/or give teaches enough time to plan for initiatives set by the CLPAC, for holiday activities, or family and school connection matters.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Staff does not feel listened to, represented, and feel they do not have a voice.
Root Cause 8: Last minute assignments delegated without enough notice.
Problem Statement 8 Areas: Perceptions

Problem Statement 9: Classrooms are not being cleaned (ie: mopped, dusted, and vacuumed).
Root Cause 9: Short staffed; we need full time staff and those hired need to be trained on what the expectations are.
Problem Statement 9 Areas: Perceptions

Problem Statement 10: More students feel unsafe than any other year.
Root Cause 10: Same group of students causing trouble and making other students feeling insecure.
Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data

Goals

Revised/Approved: September 26, 2023

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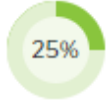
Performance Objective 1: 1.1 Create and promote engaging learning opportunities that focus on student needs and high-risk populations so that we meet the following goals by May of 2024:

*3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase from 15% to 25%
*3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 17% to 24%
*The percentage of graduates demonstrating college/career/military readiness (CCMR) will increase from 64% to 67%

HB3 Goal

Evaluation Data Sources: Instructional pulse checks, administration walkthroughs, state/local assessments

Strategy 1 Details		Reviews			
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).		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
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 10% to 100% by September 30, 2024.		15%	50%		
Staff Responsible for Monitoring: Campus administration					
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Results Driven Accountability**					
Funding Sources: TUTORS - ESSER III (282) - 282.11.6125.TT.118.24.0.LL, Purchase instructional Materials/ Supplies. - State Comp. (164) - 164.11.6399.00.118.30.0.00, Instructional Consultant for Reading & Math - Local (199) - 199.11.6290.00.118.11.0.00, REWARDS AND INCENTIVES - Library Account (898), Teacher/ Office Supplies - Title I (211)					

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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from 15% to 100% ,the use of visual stimuli from 20% to 100% and utilization of processing tools from 10% 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, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Results Driven Accountability** **Funding Sources:** Supplies for daily instruction and student remedies. - Local (199) - 199. 11.6399.00.118.11.0.00, Teacher/Office Supplies - Title I (211) - 211.11.6399.00.118.24.0.00, Staff Development for teachers - Title II Teacher/Principal (255) - 255.13.6399.00.118.24.0.00, Part time tutors - ESSER III (282) - 11.6125.TT.118.24.0.LL, Operating leases for two copiers - Local (199) - 199.11.6269.00.118.11.0.00, Student travel entry fees 6.00 per student - Local (199) - 199.11.6412.00.118.11.0.00, Student Travel for add. trips - Local (199) - 199.11.6412.00.118.11.0.00, Field Trips- Buses for field trips, travels, plays, competitions, pep rally, sport games - Local (199) - 199.11.6494.00.118.11.0.00, Awards/incentives for each SWs, and up to EOY. - Local (199) - 199.11.6498.118.11.0.00, Reading Material - Local (199) - 199.12.6329.00.118.11.0.00, Supplies, printer and ink - Local (199) - 199.12.6399.00.118.11.0.00, Awards/Incentives for AR celebrations, 100 points, Millionaires' Field trips - Local (199) - 199.12.6498.118.11.0.00, Purchase Printer for Principal, projector, radios, conference table, and Tech equipment - Local (199) - 199.23.6395.00.118.99.0.00, Purchase teacher office supplies, Plan4Learning - Local (199) - 199.23.6399.00.118.99.0.00, Instructional supplies - State Comp. (164) - $4,000, Student Activity - Student Activity Fund (865)	25%	50%		

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.	**Formative**			**Summative**

	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase observation and direct feedback protocol implementation from 30% 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 5: Effective Instruction - **Results Driven Accountability**	5%	50%		

Strategy 4 Details	Reviews			
Strategy 4: Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support.	**Formative**			**Summative**

	Sept	**Dec**	**Mar**	**June**
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. ILts at the campus will go from 0% to 100% protocol implementation based on observation tracker and weekly meeting notes. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	10%	55%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

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/1Mufds5BJ2mFJALq25TpLynXE6QfnGSDe3jx6ERKnXjI/edit?usp=sharing)
* Family and Community Engagement Survey Checklist
(https://docs.google.com/document/d/1HVVaI4g8_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing)
* surveys

Strategy 1 Details	Reviews			
Strategy 1: Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication.	**Formative**			**Summative**
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, 2.5, 2.6	**Sept**	**Dec**	**Mar**	**June**
	10%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Develop data collection systems to monitor family engagement including engagement via digital platforms.	**Formative**			**Summative**
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, 2.5, 2.6	**Sept**	**Dec**	**Mar**	**June**
	15%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Use data to ensure alignment between family engagement and learning goals	**Formative**			**Summative**
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, 4.2	**Sept**	**Dec**	**Mar**	**June**
	15%	55%		
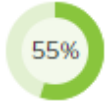
Goal 2: Focus on Family and Community Engagement

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).		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
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		10%	55%		
Strategy 2 Details		**Reviews**			
Strategy 2: Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.)		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
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		15%	55%		
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.)		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
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		10%	55%		
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 3: Focus On Operational Excellence

Performance Objective 1: 3.1 JS Adame Elementary will, monitor campus facility and adhere to the district's 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.

Strategy 1 Details	Reviews			
Strategy 1: JS Adame will monitor their facilities and send a survey to the staff to see input on the facilities' needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure the district's and campus 5 year plan is followed.	**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administration.	15%	60%		

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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Compare survey and work orders.	**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administration. **Funding Sources:** Resources - Local (199)	10%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Prioritization of campus needs.	**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administration. **Funding Sources:** Admission Slips - Local (199), Operating Lease- instructional materials/copies - Local (199) - 199.12.6269.00.118.11.0.00, ESSER BK ORDER - ESSER III (282), CAMPUS SECURITY EQUIPMENT - Local (199)	5%	55%		

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.	Formative			Summative
	Sept	Dec	Mar	June
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.	15%	50%		

Strategy 5 Details	Reviews			
Strategy 5: JS Adame will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals, etc.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Ensuring of proper procedures for purchases, etc. **Staff Responsible for Monitoring:** Campus administration	10%	55%		

Strategy 6 Details	Reviews			
Strategy 6: JS Adame will meet with necessary personnel to have general funds allocated to complete campus prioritized projects.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Allocate funding appropriately to address facilities **Staff Responsible for Monitoring:** Campus Administration **Funding Sources:** Snacks for meetings - Local (199)	10%	55%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Focus On Operational Excellence

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

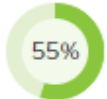   **Evaluation Data Sources:** Work orders

Strategy 1 Details	Reviews			
Strategy 1: JS Adame's custodial department will secure janitorial supplies to clean and disinfect campus buildings and report any facilities needs to campus administration to provide a safe learning environment.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Clean and safe campus **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.5, 2.6, 4.1, 4.2 **Funding Sources:** PPE Supplies - ESSER II (281)	10%	55%		

Strategy 2 Details	Reviews			
Strategy 2: JS Adame's 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
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, 2.6, 4.1, 4.2	10%	55%		

Strategy 3 Details	Reviews			
Strategy 3: JS Adame will ensure to secure campus work orders to the maintenance department as needed to ensure safe conducive learning spaces.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
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, 4.1, 4.2 **Funding Sources:** Mid Valley Office Supplies & MJ's - Local (199), - ESSER II (281)	10%	55%		

Strategy 4 Details		Reviews			
Strategy 4: JS Adame will monitor all bus riders, referrals, etc to ensure students follow bus rules in order for DISD to provide safe transportation for 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, 2.5, 2.6, 4.1, 4.2		Formative			Summative
		Sept	Dec	Mar	June
		10%	55%		
	0% No Progress	100% Accomplished		Continue/Modify	Discontinue

Goal 4: Focus On Employees And Organizational Excellence

Performance Objective 1: 4.1 Adame will develop and provide personnel, and 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

Strategy 1 Details	Reviews			
Strategy 1: Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.5, 2.6, 4.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** The Basics: Grammar & Writing for the New STAAR (McAllen) - Title I (211) - 211.13.6411, Travel to Conference and local trainings - State Comp. (164) - 164.13.6411.00.118.30.0.00, Author's Visit - Local (199) - 199.12.6299.00.118.11.0.00, SWANK/other licenses - Local (199) - 199.12.6299.00.118, REGIONE ONE -2022 MEDIA FAIR - Local (199) - 199.12.6411.00.118.11.0.00, CAMT 2023 - State Comp. (164) - 164.13.6411.00.118.30.0.00, CAMT 2023 - Local (199) - 199.23.6411.00.118.99.0.00, CAMT 2023 - State Comp. (164) - 164.13.6299.00.118.30.0.00, TMEA - Title IV (289)	10%	55%		

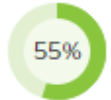| Strategy 2 Details	Reviews			
Strategy 2: 4.1(2): Design and implement guidelines, expectations, and high priority goals for principals.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: A year-long plan for growing principals that is focused, clear, connected, and aligned to LSG. **Staff Responsible for Monitoring:** Executive Cabinet, Leadership **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **ESF Levers:** Lever 3: Positive School Culture	10%	55%		

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.	Formative			Summative
	Sept	Dec	Mar	June
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:** 2.4, 2.5, 2.6, 4.1, 4.2 - **ESF Levers:** Lever 3: Positive School Culture	10%	55%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 4: Focus On Employees And Organizational Excellence

Performance Objective 2: 4.2 Adame 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

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).	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
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 **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2	10%	55%		

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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
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:** 2.4, 2.5, 2.6, 4.1, 4.2 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Teacher Appreciation - Local (199), Teacher Appreciation - Coke Activity Account (899), Teacher Appreciation - Faculty Account (897)	10%	55%		

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 2023 to 2025.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
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. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **Funding Sources:** ALPHA LINE - SHIRTS - Student Activity Fund (865)	15%	55%		

Strategy 4 Details	**Reviews**			
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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
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. [Staff Responsible for Implementation: Counselors, LPCs, Campus Administration] **Staff Responsible for Monitoring:** Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership **Title I:** 2.4, 2.5, 2.6, 4.2	10%	55%		
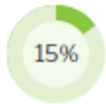
Strategy 5 Details	**Reviews**			
Strategy 5: Campus will provide prevention activities that help students live above the influence that support academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug related incidents/offenses/referrals by 10%.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
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). **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** CLOTHING VOUCHERS - Title I (211) - 211.32.6499.00.118 - $738, SNACKS FOR MEETINGS - Local (199), SNACKS FOR STUDENTS - Student Activity Fund (865)	15%	55%		

Strategy 6 Details	**Reviews**			
Strategy 6: 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
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, 2.5, 2.6, 4.1, 4.2	10%	50%		

Strategy 7 Details	**Reviews**			
Strategy 7: Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10%	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
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. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Clothing Vouchers for students - Title I (211)	10%	50%		

Strategy 8 Details	Reviews			
	Formative			**Summative**
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.	**Sept**	**Dec**	**Mar**	**June**
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, 2.5, 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	15%	55%		

Strategy 9 Details	Reviews			
	Formative			**Summative**
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.	**Sept**	**Dec**	**Mar**	**June**
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 **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2	20%	55%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: Focus On Financial Stewardship
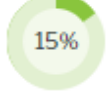
Performance Objective 1: 5.1 Create a comprehensive needs assessment in order to prioritize resources equitably based for JS Adame Elementary based on the 5-year Strategic Plan.

    Evaluation Data Sources: C.N.A.

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:
2.5, 4.2
    Funding Sources: Graduation costs, Food items for school meetings - Local (199) - 199.11.6499.00.11.0.00
	Formative			**Summative**

	Sept	**Dec**	**Mar**	**June**
	15%	55%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: Focus On Financial Stewardship

Performance Objective 2: JS Adame will ensure fiscal responsibility by attending annual business symposium and ensuring to follow the purchasing guidelines as dictated by the district.

Strategy 1 Details	Reviews			
Strategy 1: JS Adame will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**

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, 4.1, 4.2
	10%	50%		

Strategy 2 Details	Reviews			
Strategy 2: JS Adame 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**

Title I:
    2.4, 2.5, 2.6, 4.1, 4.2
    Funding Sources: AWARDS/CERTIFICATES/MEDALS - Local (199), Incentives/Rewards - Student Activity Fund (865), Incentives/Rewards - Local (199)
	15%	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Alicia Sarmiento	Principal
Administrator	Marissa De La Garza	Assistant Principal
Librarian	Anita Gonzalez	Librarian
Counselor	Iris Ortiz	Counselor
Campus Secretary	Rocio Frias	member
Classroom Teacher	Gwenda Gonzalez	5th grade member
Classroom Teacher	Dulce Castillo-Cruz	4th grade member
Classroom Teacher	Yvette Martinez	3rd grade member
Classroom Teacher	Annessa Salinas	2nd grade member
Classroom Teacher	Christian Hernandez	1st grade member
Classroom Teacher	Yvette Pena	Kinder Member
Classroom Teacher	Claudia Lara	PK3/4 member
Classroom Teacher	Irvin Andrade	Life skills member
Classroom Teacher	Aissa Mendez	Parent Educator member
Paraprofessional	San Juanita Pacheco	Paraprofessional member

Campus Funding Summary

			State Comp. (164)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Purchase instructional Materials/Supplies.	164.11.6399.00.118.30.0.00	$0.00
1	1	2	Instructional supplies		$4,000.00
4	1	1	CAMT 2023	164.13.6411.00.118.30.0.00	$0.00
4	1	1	Travel to Conference and local trainings	164.13.6411.00.118.30.0.00	$0.00
4	1	1	CAMT 2023	164.13.6299.00.118.30.0.00	$0.00
				Sub-Total	$4,000.00
				Budgeted Fund Source Amount	$4,000.00
				+/- Difference	$0.00

			Local (199)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Consultant for Reading & Math	199.11.6290.00.118.11.0.00	$0.00
1	1	2	Supplies, printer and ink	199.12.6399.00.118.11.0.00	$0.00
1	1	2	Operating leases for two copiers	199.11.6269.00.118.11.0.00	$0.00
1	1	2	Supplies for daily instruction and student remedies.	199. 11.6399.00.118.11.0.00	$0.00
1	1	2	Purchase Printer for Principal, projector, radios, conference table, and Tech equipment	199.23.6395.00.118.99.0.00	$0.00
1	1	2	Field Trips- Buses for field trips, travels, plays, competitions, pep rally, sport games	199.11.6494.00.118.11.0.00	$0.00
1	1	2	Awards/incentives for each SWs, and up to EOY.	199.11.6498.118.11.0.00	$0.00
1	1	2	Student Travel for add. trips	199.11.6412.00.118.11.0.00	$0.00
1	1	2	Awards/Incentives for AR celebrations, 100 points, Millionaires' Field trips	199.12.6498.118.11.0.00	$0.00
1	1	2	Reading Material	199.12.6329.00.118.11.0.00	$0.00
1	1	2	Purchase teacher office supplies, Plan4Learning	199.23.6399.00.118.99.0.00	$0.00
1	1	2	Student travel entry fees 6.00 per student	199.11.6412.00.118.11.0.00	$0.00
3	1	2	Resources		$0.00
3	1	3	Operating Lease- instructional materials/copies	199.12.6269.00.118.11.0.00	$0.00
3	1	3	Admission Slips		$0.00

Local (199)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	CAMPUS SECURITY EQUIPMENT		$0.00
3	1	6	Snacks for meetings		$0.00
3	2	3	Mid Valley Office Supplies & MJ's		$0.00
4	1	1	CAMT 2023	199.23.6411.00.118.99.0.00	$0.00
4	1	1	SWANK/other licenses	199.12.6299.00.118	$0.00
4	1	1	Author's Visit	199.12.6299.00.118.11.0.00	$0.00
4	1	1	REGIONE ONE -2022 MEDIA FAIR	199.12.6411.00.118.11.0.00	$0.00
4	2	2	Teacher Appreciation		$0.00
4	2	5	SNACKS FOR MEETINGS		$0.00
5	1	1	Graduation costs, Food items for school meetings	199.11.6499.00.11.0.00	$0.00
5	2	2	Incentives/Rewards		$0.00
5	2	2	AWARDS/CERTIFICATES/MEDALS		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$8,100.00
				+/- Difference	$8,100.00

Title I (211)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher/ Office Supplies		$0.00
1	1	2	Teacher/Office Supplies	211.11.6399.00.118.24.0.00	$0.00
4	1	1	The Basics: Grammar & Writing for the New STAAR (McAllen)	211.13.6411	$0.00
4	2	5	CLOTHING VOUCHERS	211.32.6499.00.118	$738.00
4	2	7	Clothing Vouchers for students		$0.00
				Sub-Total	$738.00
				Budgeted Fund Source Amount	$738.00
				+/- Difference	$0.00

Title IV (289)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	TMEA		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,000.00

Title IV (289)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$3,000.00

ESSER III (282)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	TUTORS	282.11.6125.TT.118.24.0.LL	$0.00
1	1	2	Part time tutors	11.6125.TT.118.24.0.LL	$0.00
3	1	3	ESSER BK ORDER		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$8,272.01
				+/- Difference	$8,272.01

Student Activity Fund (865)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Student Activity		$0.00
4	2	3	ALPHA LINE - SHIRTS		$0.00
4	2	5	SNACKS FOR STUDENTS		$0.00
5	2	2	Incentives/Rewards		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,000.00
				+/- Difference	$5,000.00
				Grand Total Budgeted	$29,110.01
				Grand Total Spent	$4,738.00
				+/- Difference	$24,372.01