

**Donna Independent School District**  
**J.P. Lenoir Elementary**  
**2022-2023 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

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# Demographics

## Demographics Summary

### Demographics Summary:

J.P. LeNoir Elementary is situated in the heart of the city of Donna, Texas. The school currently serves Pre-3, PreK-4, K, and 1st grade through 5th-grade students. The population of J.P. LeNoir Elementary consists of 373 students. The majority of students are zoned to J.P. LeNoir has 22% of transfer students.

#### Gender

Male - 197

GT - 29

504 - 8

Military - 0

At-Risk - 273

Female - 164

#### Ethnicity

Black - 1

Migrant - 3

SpEd - 29 (Fall)

Foster Care - 0

Homeless - 2

Hispanic - 359

Temp. Doubled up - 4

White - 1

### Staff Demographics:

- **Teacher Certification = 100% teachers are certified**
- **60 hours of advanced academic hours or equivalent exams approved by the district = 100% of paraprofessionals**
- **71 staff members**
- **13 male staff members**
- **58 female staff members**
- **28 teachers**
- **17 TA's**
- **6 Office staff**
- **5 Cafeteria Staff**
- **4 Custodians**
- **4 Volunteers**
- **2 Administration**

## Demographics Strengths

### Demographic Strengths:

- J.P. LeNoir Elementary has a zero-tolerance for bullying.
- Highly qualified teachers serve all our students with fidelity and quality education.
- A strong Parent Involvement Center.
- Secure a Safe Learning Environment.
- Teachers' cultural background mirrors the background of students.
- There is a high percentage of Hispanic teachers assisting students (culturally responsive).
- Teachers attend staff development to meet the needs of the school's population.
- J. P. LeNoir has a wonderful after-school ACE program.
- The teacher demographics meet the needs of Emergent Bilingual Learners.

### Demographic Needs:

- LeNoir needs to have after-school programs: Cheerleading, Dance, Art Club, Choir, Drum Corp, etc. The effort will help recruit students to enroll, here at LeNoir Elem.
- Provide teacher/sponsor with a stipend, similar to upper grades, for after-school programs.
- Campus efforts need to continue to close the educational gaps with all student populations (intervention/tutorials).
- Campus needs to continue to increase differentiated instruction for all special populations.
- J.P. LeNoir needs to improve on monitoring attendance records so the campus can improve attendance for better ADA.
- Campus needs to help the new teachers (student teachers and first-year teachers) by providing an experienced teacher to guide them through the school year. (mentor teachers will be given a stipend for their extra efforts and work). \*Mentors of any kind
- The campus will continue to meet and exceed the State Passing Rate in all areas of the STAAR testing.
- The campus will continue to recruit and retain effective teachers, principals, and other instructional staff.
- Providing teachers with time to meet across content. \*ELA 3rd-5th, Math 3rd-5th

\* COVID-19 caused a disruption in learning due to students having to attend virtual school for a part of the 2020-2021 and 2021-2022 school years.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** J.P. LeNoir student population is decreasing. **Root Cause:** Students are enrolling in nearby public charter schools or neighboring districts.

# Student Learning

## Student Learning Summary

The committee found that Student Achievement/Student Learning was significantly impacted due to the Pandemic/Covid 19. The Pandemic caused schools to close down and seek innovative ways of teaching through virtual instruction using Google Classroom and multiple programs such as Quizizz, Nearpod, Peardeck, etc.

Teaching moved from face to face to virtual instruction instantaneously, and everyone, especially Teachers had to acquire additional technology skills overnight to be able to adapt to and implement virtual instruction in an effective way.

This created a lot of challenges for classroom teachers as well as students. A large number of students were not logging into google classrooms during virtual instruction due to wifi connection issues because students, teachers, administrators were using the network simultaneously, many students and parents did not have full knowledge of operating ipads or chromebooks or any knowledge of the school programs being used in the virtual classroom, and many students were left unattended while on screen. This had an overwhelming effect on many students performing below level on online assessments and a significant impact on student achievement.

Assessments, learning objectives, and instructional strategies need to be closely aligned so that they reinforce one another. They are aligned with specific state goals and district goals.

Teachers accommodate learners in the classroom. Lesson are adapted to class needs and establish inclusive learning environments. Students perceive assessments as intimidating and challenging. Teachers work with students daily to reduce this stress and get them prepared for assessments. Campus personnel such as the school counselor, administrators and campus nurse all help in this aspect. Assessments measure how students are effectively learning and what changes need to be made. We found that rewards and student incentives like parties, AR celebrations, student dances, rewards such as: (certificates, ribbons, pencils, Teacher provided incentives) motivate students to do better and it increases student achievement.

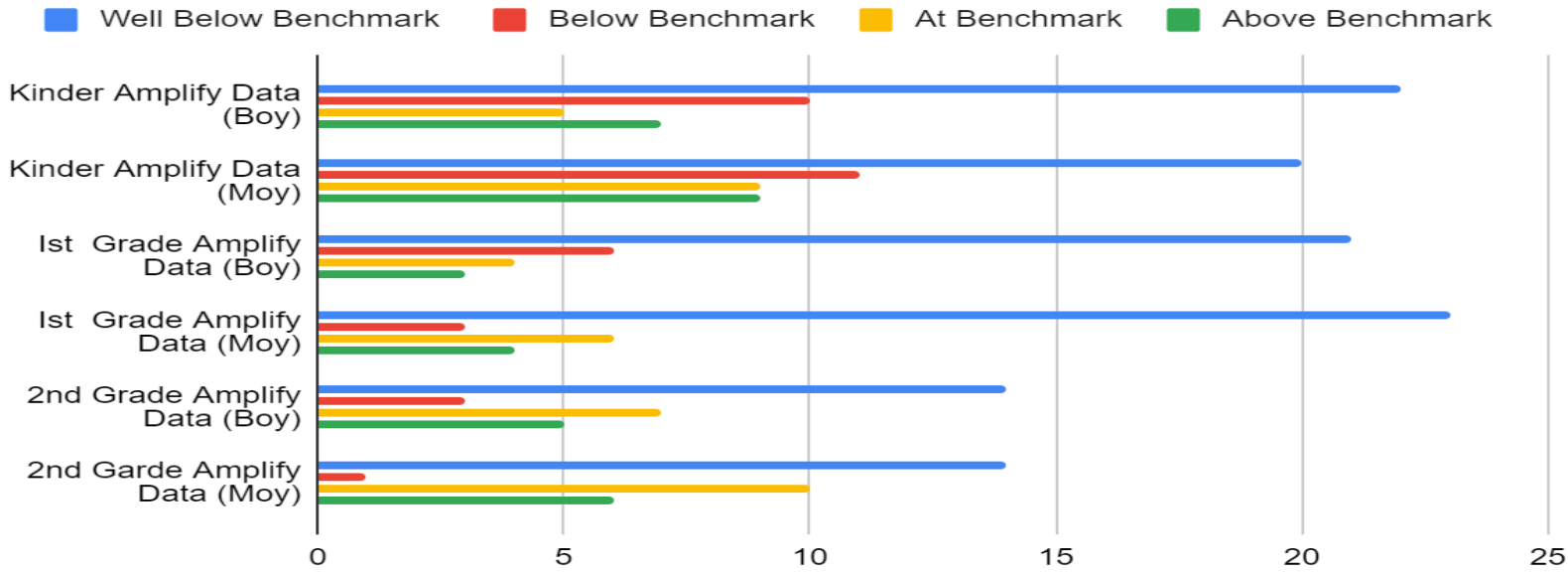
Sources used:

Our committee used a variety of sources to gather our information.

Pre-K 4 Teachers administered a BOY/CLI engage to determine areas of need for students. Teachers continue to monitor student progress by progress monitoring every 2 weeks throughout the school year and administering a MOY/CLI engage and EOY/CLI engage.

Kinder-2nd grade students tested at the beginning of the school year (BOY) and (MOY) middle of the year via Amplify. Students were identified in need of small group intervention in the classroom and continue to be progress monitored every 2 weeks with Amplify.

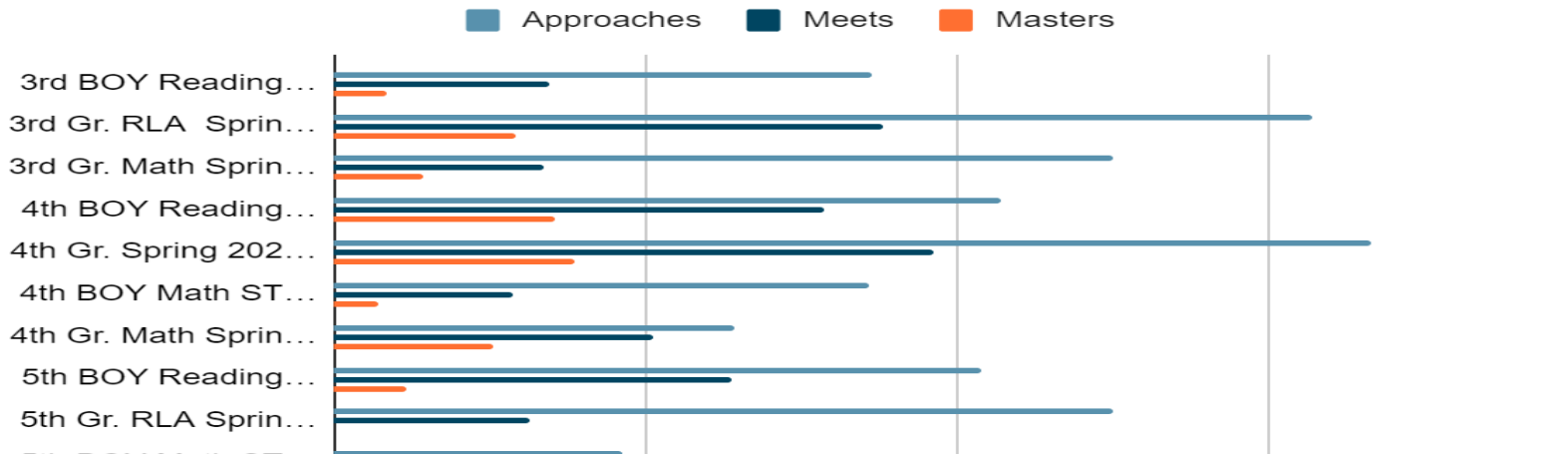
## Amplify Data (Kinder-2nd Grade)



3rd-5th grade- students STAAR Benchmark data was used. They were given a BOY at the beginning of the year (9/2/2021) and a MOY (3/01/2022). Teachers used this data to identify students who are in need of intervention and tutoring.

Data was broken down by grade level, content and special populations (includes economic disadvantage, emergent bilingual and SPED). (Bar graph below)

## Reading/Math





After reviewing the most recent data that was collected from Amplify and STAAR Benchmarks (BOY) and (MOY) we found that we show a gradual increase in scores from the (BOY) to the (MOY) due to the High impact tutorials and small group intervention in the classrooms, but students are still not where they should be. The learning loss due to the Pandemic/Covid 19 has had a significant impact.

Due to the Pandemic heavily impacting Student Achievement there have been numerous changes implemented. We have since returned to face to face instruction, started High impact tutorials after school, began with small group interventions in the classroom, incorporated the use of more technology, and upper grades (3rd-5th) have Reading and Math Camps and Academies. In addition, we also feel that if the student-Teacher ratio remains at 22 to 1 or below and not increased it can produce more effective instruction in all classrooms and be instrumental in helping close the student learning gap caused by Covid 19. All these changes have started to and continue to have a positive impact in our assessments. Student achievement is still not where it should be and needs to be, but student learning is moving forward in a positive direction so that students will ultimately reach their goal.

### Student Learning Strengths

- Teachers have acquired more advanced technology skills
- Teacher assistant for 1st and 2nd Grade
- Students benefit from small group interventions in the classroom and High impact tutorials
- Students benefit from Reading and Math Camps
- Students benefit from STAAR Academies
- Student incentives like parties, AR celebrations, student dances, rewards such as: (certificates, ribbons, pencils, Teacher provided incentives)

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** There is a need for tutors for Migrant and Bilingual students. **Root Cause:** There is lack of funding budgeted for migrant and bilingual tutors. The Pandemic (Covid 19) created huge learning gaps in all grade levels and in order to help close these learning gaps with these demographics it is imperative that we have tutors for Migrant and Bilingual students.

**Problem Statement 2:** There is a need for Professional Development for Teachers in all grade levels. **Root Cause:** Covid caused a significant learning gaps among students of all grade levels. Professional development is needed in the content area of Math, Reading and Science for the upper grade Teachers and on foundational skills for lower grade teachers to help with closing the gaps caused by the pandemic in student achievement.



**Problem Statement 3:** There is a need for Student-Teacher ratio not be increased in classrooms. **Root Cause:** Covid 19 caused a learning gap in student achievement so it is instrumental for Student-Teacher ratio to be maintained at 22-1 or less to help in producing more effective instruction in the classroom.

## School Processes & Programs

### School Processes & Programs Summary

#### School Processes and Programs:

DISD hires highly qualified teachers by making sure that they are Texas State Certified by TEA. In alignment with the district, J.P. LeNoir ensures that all professionals are highly qualified by aligning its recruitment and hiring practices with those of the district. Administrators are able to select, interview, and hire those applicants that meet the highly qualified criteria. All professionals serving our special populations hold the required Bilingual Certification, Special Education Certification, and GT requirements to ensure they have obtained the skills required to serve those students. T-TESS is an instrumental tool that ensures teachers are aware of expectations necessary to retain their highly qualified status. Administrators conduct formal and informal evaluations and provide teachers with constructive feedback in a timely manner.

With COVID still being present, there are still many challenges that teachers are faced with on a daily basis. J.P. LeNoir has made it their number one priority to keep all safe measures in place to keep all staff and students safe at all times. But even with safe measures, we have had high surges of COVID in the beginning and middle of the school year in which many teachers were out due to having COVID and this caused a high percentage of absences.

J.P. LeNoir has ensured to have highly effective mentorship programs which promotes instructional consistency among educators. Mentoring programs not only increase job satisfaction but help teachers emerge as leaders within the school. Experienced instructors serve as mentors for novice staff members, walking them through proven efficient strategies for managing disciplinary problems, time management, parent interactions, and formulating lesson plans. Here at J.P. LeNoir, new teachers are appointed a mentor and have ongoing support to ensure proper guidance is provided. Due to the pandemic, remote teachers placed at our campus were not assigned a district mentor but were informed to report to the lead teacher and their corresponding grade level that would be available should they have questions or require guidance.

DISD provides teachers with professional development to address the latest needs on education to support the best teaching practices. Through comities among staff like PLC's, Grade Level Meetings, RTI, ARD's, CLPAC, teachers are able to build on their capacity and support the notion of continues improvement. By accessing data gathered through these meeting teachers are able to see the areas where they might need more support and choose the appropriate professional development that suit their needs. The district has also provided Capturing Kids Hearts training over the summer to address and assist with classroom management. Administration monitors the CKH by ensuring teachers display students social contract and encourage positive culture in the classroom. Having high impact professional development ensure that teachers are equipped to deliver quality instruction to the students they serve.

J.P. LeNoir has effective communication methods and parental involvement activities in place. Class Dojo has been instrumental in increasing teacher/parent communication. Administration utilizes Blackboards to communicate and remind the community of events

happening in our campus. J.P. LeNoir has meaningful activities that support student's learning and motivate parents to get involve like: Chuck E. Cheese Night, Christmas Programs, and Reading Nights. On reading nights, parents are provided with a list of books to check out and encouraged to read with their child. Other events include Career Day, Parent Center Volunteers, School Committees, and ACE. J.P. LeNoir takes community opinion into consideration through parent surveys. Compact logs are also utilized to ensure parents, students, and teachers are aware of mutual expectations. This promotes a positive culture and prevents issues that may arise when expectations are not clearly defined.

Services that are available in J.P. LeNoir to support students in special programs:

**Bilingual Program:** Bilingual certified teachers who provide services to emergent bilingual students.

**Special Education:** Certified Special Education teachers who serve and address the needs of population.

**504:** Plans that allow teachers to serve students through accommodations and the committee agrees if 504 plan is appropriate and in order for student success.

**Gifted and Talented (GT):** Coaches work with students to complete projects and expand their learning.

**Migrant Program:** migrant students receive services and supplies from a migrant strategist assigned to the campus. Students on a priority list are sent to the campus and a plan of action and services are provided to the migrant department. This plan is carried out by the teachers.

**Dyslexia:** J.P. LeNoir has two trained teachers to provide reading programs in English and Spanish.

Community partnerships that support families and students are Whataburger, Cici's, Reyna's BBQ, and DD's. DD's donated books to the library to support literacy to our students. These partnerships help build community involvement and foster good relationships for student academic success.

#### **School Processes & Programs Strengths**

##### **Strengths:**

- Teacher Retention- 100%
- Teacher Turn Over- 2%
- Teachers are provided with year round opportunities for professional growth.
- J.P. LeNoir provides a positive culture for all staff, students, and parents. Capturing Kids' Hearts has made a great impact on campus culture.

- ACE program provides extra support in helping students and with social skills, working on homework, and creativity.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Professional Development for teachers to support and help close learning gaps. **Root Cause:** Professional Developments are mainly focused on upper grades. Lower grades need more PD's to help with the foundation to help close these learning gaps. PD's need to be more in person and during school hours and less during conference and after school.

**Problem Statement 2:** Mentoring for teachers that move from grade level. **Root Cause:** Teachers who are moved to a different grade level should also be assigned a mentor, to ensure that they understand the curriculum and grade level expectations. Though a teacher might have experience teaching, being moved to a different grade level can be challenging as expectations differ for every grade level.

**Problem Statement 3:** Low percentage of parent involvement in child's education. **Root Cause:** Due to our student demographics many parents work, reside elsewhere, or lack the necessary skills to assist in their child's education.

# Perceptions

## Perceptions Summary

At J.P. LeNoir Elementary, there is a positive culture and climate within faculty and staff. Views of our campus are positive due to the safe and friendly environment that has been established within the school. Having wellkept and maintained facilities improves our overall capacity as a campus. Safety is always the number one priority when it comes to the students. Having safety mechanisms established on campus promotes our safe environment which in turns promotes student and staff success. We believe having these guidelines in place, makes parents feel comfortable knowing their child is at a great campus.

## Perceptions Strengths

1. Staff and students promote a friendly environment
2. Students and staff feel safe while on campus
3. Playground areas have been updated
4. No gang relations on campus
5. One main entrance and new key system for security
6. Nightlock system for campus doors
7. School facilities are clean and wellkept
8. Most staff and students have electronic devices
9. School has positive rapport with parents

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Staff and students feel that the facilities for Physical Education is not up to par for student success **Root Cause:** There is an insufficient HVAC system in our gym that becomes too hot for students safety and pavilion roof needs to be replaced. It makes class difficult for our students and their needs in Physical Education.

**Problem Statement 2:** With the new perimeter of concrete on the playgrounds, there are needs for more entrances and ways to make it safer for students. **Root Cause:** There are high traffic flows of students who are entering and exiting the only entrance to the playgrounds. With the border being cement staff are concerned for students if they fall on or near the cement.

**Problem Statement 3:** Students who continuously act against school rules are not being held accountable and there are no prevention strategies. **Root Cause:** While programs such as Capturing Kids Hearts and PBIS are in place, there is no clear direction on what program will be used and how to redirect students who continuously disrupt class misbehave.

**Problem Statement 4:** With the increase of technology programs and applications, teachers feel there is not enough time to use the programs effectively with the minimal trainings that are received. **Root Cause:** Training are given at the beginning of the year and there is no updates or refreshers given as the school year goes on.

# Priority Problem Statements

# Goals





## Goal 1: Focus On Student Success

**Performance Objective 1:** 1.1 Create and promote engaging learning opportunities that focus on student needs and high-risk populations so that we meet the following goals by August of 2023:

\*3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase from 38% to 41%

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding).</p> <p><b>Strategy's Expected Result/Impact:</b> 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 2022. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from __% to 100% by September 30, 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Operating Leases - Local (199) - \$15,000, Library Operating Leases - Local (199) - \$300, Operating Leases for front office - Local (199) - \$2,000</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher proficiency in academic vocabulary instruction from __% to __%, the use of visual stimuli from __% to __% and utilization of processing tools from __% to __% by the end of the 2023 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Mar	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback</p> <p><b>Strategy's Expected Result/Impact:</b> Increase observation and direct feedback protocol implementation from ___ to ___ by the end of the 2023 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys.</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support.</p> <p><b>Strategy's Expected Result/Impact:</b> Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILT's at the campus will go from 0% to 100% protocol implementation based on observation tracker and weekly meeting notes.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Magazine Subscription - Local (199) - \$300, Library Reading Materials - Local (199) - \$500, Librarian Resources and Materials - Local (199) - \$500, Teacher's /Office Supplies - Local (199) - \$9,000, Teacher's /Office Supplies - State Comp.(164) - \$5,460, Teacher's /Office Supplies - Title I (211) - \$3,125, Teacher's /Office Supplies - Title III (263) - \$2,180, Teacher's /Office Supplies - Local (199) - \$1,000</p>	Formative			Summative
	Sept	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**Goal 2: Focus on Family and Community Engagement**

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





- Evaluation Data Sources:** \* Digital Communication rubric - included in the handbook  
 (https://docs.google.com/document/d/1Mufds5BJ2mFJALq25TpLynXE6QfnGSD3jx6ERKnXjI/edit?usp=sharing)  
 \* Family and Community Engagement Survey Checklist  
 (https://docs.google.com/document/d/1HVVal4g8\_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing)  
 \* surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop &amp; train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase and strengthen family engagement and improve relationships</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop data collection systems to monitor family engagement including engagement via digital platforms.</p> <p><b>Strategy's Expected Result/Impact:</b> and strengthen family engagement and improve relationships</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Use data to ensure alignment between family engagement and learning goals</p> <p><b>Strategy's Expected Result/Impact:</b> Promote continuous family engagement to ensure student success</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., District Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>				

**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			
<p><b>Strategy 1:</b> Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources).</p> <p><b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration</p> <p><b>Funding Sources:</b> - Local (199)</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc).</p> <p><b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration</p> <p><b>Funding Sources:</b> - Local (199)</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.)</p> <p><b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration</p> <p><b>Funding Sources:</b> - Local (199)</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
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**Goal 3: Focus On Operational Excellence**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> J.P. LeNoir Elementary will monitor their facilities and send a survey to the staff to see input on the facilities' needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure the district's and campus 5 year plan is followed.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration.</p> <p><b>Funding Sources:</b> - State Comp.(164), - Local (199), - Title I (211), - Title III (263)</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Compare survey and work orders.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration.</p> <p><b>Funding Sources:</b> - State Comp.(164), - Local (199), - Title I (211), - Title III (263)</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget.</p> <p><b>Strategy's Expected Result/Impact:</b> Prioritization of campus needs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration.</p> <p><b>Funding Sources:</b> - State Comp.(164), - Local (199), - Title I (211), - Title III (263)</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget.</p> <p><b>Strategy's Expected Result/Impact:</b> A campus based 5 year plan and ensure campus administration monitors implementation of said plan.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration.</p> <p><b>Funding Sources:</b> - State Comp.(164), - Local (199), - Title I (211), - Title III (263)</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> J.P. LeNoir Elementary will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensuring of proper procedures for purchases, etc.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p> <p><b>Funding Sources:</b> - State Comp.(164), - Local (199), - Title I (211), - Title III (263)</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> J. P. LeNoir Elementary will meet with necessary personnel to have general funds allocated to complete campus prioritized projects</p> <p><b>Strategy's Expected Result/Impact:</b> Allocate funding appropriately to address facilities</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3: Focus On Operational Excellence**

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

**Evaluation Data Sources:** Work orders

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> J.P. LeNoir Elementary custodial department will secure janitorial supplies to clean and disinfect campus buildings and report any facilities needs to campus administration to provide safe learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Clean and safe campus</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Funding Sources:</b> - State Comp.(164), - Local (199), - Title I (211)</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> J.P. LeNoir Elementary child nutrition staff will ensure to follow guidelines and regulations to provide healthy meals to students and ensure to have a clean/safe cafeteria for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Appropriate meals in a clean and safe environment</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration and CNP staff</p> <p><b>Funding Sources:</b> - State Comp.(164), - Local (199), - Title I (211), - Title III (263)</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> J.P. LeNoir Elementary will ensure to secure campus work orders to the maintenance department as needed to ensure safe conducive learning spaces.</p> <p><b>Strategy's Expected Result/Impact:</b> Facilities needs addressed</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration and campus custodial staff</p> <p><b>Funding Sources:</b> - State Comp.(164), - Local (199), - Title III (263), - Title I (211)</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> J.P. LeNoir Elementary will monitor all bus riders, referrals etc to ensure students follow bus rules in order for DISD to provide safe transportation of students in a conducive learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Safe transportation</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

**Staff Responsible for Monitoring:** Campus Administration and transportation personnel



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 4: Focus On Employees And Organizational Excellence**

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development opportunities identified and delivered and a timeline for development delivery.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - State Comp.(164), - Local (199), - Title I (211), - Title II Teacher/Principal (255), - Title III (263)</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration; Campus Leadership Team</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - State Comp.(164), - Local (199), - Title I (211), - Title II Teacher/Principal (255), - Title III (263)</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 4: Focus On Employees And Organizational Excellence**

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being.</p> <p><b>Funding Sources:</b> - Local (199), - Title IV 289</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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%.</p> <p><b>Strategy's Expected Result/Impact:</b> 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).</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - State Comp.(164), - Local (199), - Title I (211), - Title III (263)</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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%.</p> <p><b>Strategy's Expected Result/Impact:</b> 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)</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - State Comp.(164), - Local (199), - Title I (211), - Title III (263)</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>







Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Funding Sources:</b> - Local (199), - Title IV 289</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10%</p> <p><b>Strategy's Expected Result/Impact:</b> Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively.</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - Local (199), - Title IV 289</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - Local (199), - Title IV 289</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 5: Focus On Financial Stewardship**





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

**Evaluation Data Sources:** C.N.A.

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

**Goal 5: Focus On Financial Stewardship**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> J. P. Le Noir Elementary will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus budget planned to limit if any budget changes/amendments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Funding Sources:</b> - State Comp.(164), - Local (199), - Title I (211), - Title III (263), - Title IV 289</p>	Formative			Summative
	Sept	Dec	Mar	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Campus Funding Summary

State Comp.(164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Teacher's /Office Supplies		\$5,460.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
5	1	1			\$0.00
5	2	1			\$0.00
<b>Sub-Total</b>					\$5,460.00
<b>Budgeted Fund Source Amount</b>					\$5,460.00
<b>+/- Difference</b>					\$0.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Operating Leases for front office		\$2,000.00
1	1	1	Library Operating Leases		\$300.00
1	1	1	Operating Leases		\$15,000.00
1	1	4	Teacher's /Office Supplies		\$1,000.00
1	1	4	Librarian Resources and Materials		\$500.00
1	1	4	Magazine Subscription		\$300.00
1	1	4	Teacher's /Office Supplies		\$9,000.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Library Reading Materials		\$500.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
4	2	4			\$0.00
4	2	5			\$0.00
4	2	6			\$0.00
5	1	1			\$0.00
5	2	1			\$0.00
<b>Sub-Total</b>					\$28,600.00
<b>Budgeted Fund Source Amount</b>					\$39,270.00
<b>+/- Difference</b>					\$10,670.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Teacher's /Office Supplies		\$3,125.00
3	1	1			\$0.00
3	1	2			\$0.00

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
5	1	1			\$0.00
5	2	1			\$0.00
<b>Sub-Total</b>					\$3,125.00
<b>Budgeted Fund Source Amount</b>					\$7,775.00
<b>+/- Difference</b>					\$4,650.00
Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$0.00
4	1	2			\$0.00
5	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,083.00
<b>+/- Difference</b>					\$1,083.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Teacher's /Office Supplies		\$2,180.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00

Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
5	1	1			\$0.00
5	2	1			\$0.00
<b>Sub-Total</b>					\$2,180.00
<b>Budgeted Fund Source Amount</b>					\$2,180.00
<b>+/- Difference</b>					\$0.00
Title IV 289					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1			\$0.00
4	2	4			\$0.00
4	2	5			\$0.00
4	2	6			\$0.00
5	2	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$3,610.00
<b>+/- Difference</b>					\$3,610.00
<b>Grand Total Budgeted</b>					\$59,378.00
<b>Grand Total Spent</b>					\$39,365.00
<b>+/- Difference</b>					\$20,013.00