

Donna Independent School District
J.P. Lenoir Elementary
2021-2022 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

According to the data there are currently 384 students enrolled. When looking at data from the previous school year there is a decrease in enrollment of 27 students. Over all our campus is predominately Hispanic. The current breakdown is 99.48% Hispanic, 0.26% white, and 0.26% Black or African American.

Enrollment in special programs is currently as follows: There are 31 students in special education which reflects a decrease of 8 students. There are 126 students in the bilingual program which when compared to last year indicates a decrease of 14 students. The migrant program has also seen a decrease in enrollment going from 23 students to 15 students enrolled this year. The GT program is the only program that has seen a slight increase. There are 30 GT student there were previously 23. In previous years the data reflected an upward trend in enrollment. This trend may be attributed to our low enrollment count.

Our campus has 342 students identified as at risk. Of this number 342 are economically disadvantaged, 103 are LEP, 13 are homeless and 17 have been retained at least once. These factors contribute to a higher mobility rate and drop out rate.

The mobility rate for our campus is at 11.6% which indicates that 88.4% of our campus is stable.

J.P Lenoir Elementary has a total of 57 staff members. Staff members are 98.25% Hispanic and 1.75% Pacific Islander. There are 26 teachers. All teachers are highly qualified and 21 teachers are bilingual certified. The majority of our teachers have between 6-10 years or more of teaching experience. The teacher/student ratio is relatively low and averages at about 1:16. There are 12 paraprofessionals/support staff. All of our paraprofessionals are certified as educational aides through SBEC or have completed the requisite amount of college hours. This data indicates our staff is fully trained and able to meet student needs and learning objectives as does the low teacher/student ratio.

Demographics Strengths

1. All teachers are highly-qualified.
2. The majority of our teachers are bilingual-certified
3. Low teacher/student ratio
4. Migrant tutor available.
5. After School Saturday Tutorials

Problem Statements Identifying Demographics Needs

Problem Statement 1: Low student enrollment **Root Cause:** The majority of our student population is economically disadvantaged which contributes to the mobility rate as they move in search of better opportunities.

Problem Statement 2: There is a growing need for tutors that can provide one to one instruction across all populations. **Root Cause:** Student learning has suffered tremendously due to pandemic.

Problem Statement 3: We are currently in need of devices, protective covers, and digital material. **Root Cause:** The pandemic has made online instruction along with everything that entails necessary.

Student Learning

Student Learning Summary

Due to the COVID-19 pandemic, data for the 2019-2020 school year was insufficient as state testing was cancelled. Data from the 18-19 school year was utilized to measure growth which provides unreliable data as the student population and mode of learning changed drastically. Data was collected from a variety of sources such as STAAR, Istation, and TELPAS. However, the following demonstrate how the data compares from 2017-2018 to 2018-2019 which should indicate the rate of growth.

As per STAAR data, 3rd showed an increase in percent passing for Reading in all categories (approaches, meets, masters). 4th grade showed a decrease in Reading and Writing but an increase in Mathematics overall. As for our LEP population, there was a decline in percent passing in 3rd and 4th ELAR, and in 5th Math and Science. Percent passing increases for the LEP population were noted in 3rd and 4th grade Math, and 5th grade ELAR. Our migrant population demonstrated growth in 4th grade Math, and 5th grade Reading and Science. Our Special Education population demonstrated growth in all testing subjects across all tested grade levels. Students are benefiting from interventions such as after school tutorials, migrant tutoring, small group instruction, and Saturday Camps.

TELPAS data from the 2018-2019 school year, demonstrated an achievement gain of 58% overall for all grade levels K-5.

Student Learning Strengths

- District purchased programs such as Imagine Learning, Imagine Math, and Istation provide clear data to utilize when creating intervention groups.
- District curriculum, bundles, and benchmarks are directly aligned to TEKS, evidence is provided through AWARE which shows how the data aligns with TEA standards.
- Data gathering through AWARE allows teachers to prepare for RTI and differentiated instruction.
- Clever one-stop shop facilitates assigning students activities through district approved apps.
- Improved scores in special populations to bridge the academic gap.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students who are not engaged in remote learning are those with inadequate internet access. **Root Cause:** Delay in WIFI towers going up, insufficient signal strength emitted from district free WIFI.

Problem Statement 2: Online programs assigned by the district are overwhelming and do not provide students with enough time to meet the recommended minutes per week. **Root Cause:** Students are disengaged and not completing classroom assignments and homework on time which interferes with time needed to participate in programs.

Problem Statement 3: Technology hardware and software requires improvement, ie: chargers, headphones, ceiling power cords, Jamf Pro). **Root Cause:** Parents do not want to pay for replacement hardware, lack of funding for sufficient replacement parts, delayed turnaround time for fixing tech issues on student devices.

School Processes & Programs

School Processes & Programs Summary

Teaching during a pandemic has been stressful and packed with challenges, no doubt, but overall, teachers and staff have shown resilience and strength as a team. All teachers are highly qualified and are provided with resources to flourish such as new teacher mentors, professional development and professional learning communities. With zero teacher turnover in the last year, and 100% staff retention, our campus has demonstrated that we can band together in times of strife.

Our campus also has policies in place to ensure that our special populations receive services and interventions needed based on teacher and professional assessments. The parental and community involvement program offers an array of resources and opportunities for our parents to learn and grow. Services such as nutrition classes, technology training and help with registration are all offered free of charge to any interested parent. There are also many campus and district committees that allow our staff, students and parents to have a voice in decision making.

This has been an interesting year for assessments and curriculum being that Covid-19 turned everything upside down. Although we have minimal state assessment data, our district has developed a robust curriculum that incorporates virtual learning as well as in-person instruction. Our data does suggest a downward trend on achievement in all core subject areas of math, reading, writing and science and suggest that rigorous intervention will be needed.

The year has come with its challenges as well, particularly on the topic of planning time. With increased occurrences of meetings required by the district, separate departments and our campus, teachers have experienced a significant reduction in their allotted time to plan for effective instruction.

On the technology aspect of teaching, there has been a noticeable need for our campus to develop a method for vertical alignment of technology and software to ensure that teachers, parents and students are given the appropriate tools to succeed and be familiar with the devices and applications they are using.

Lastly, with the vast majority of students attending school virtually, it is necessary for more accountability and participation from parents and their children learning from home.

School Processes & Programs Strengths

Strengths:

- Zero Teacher Turnover
- Robust virtual and technology trainings offered district-wide to educators in preparation for virtual instruction
- Strengthened rapport and communication between campus and involved parents with an overall deeper sense of community among staff members.

Needs:

- Significantly decreased planning time during the school day due to drastic increase in campus, district or departmental meetings.
- Campus-wide integration of and further training in required programs for students, parents and teachers.
- Increase parental involvement and accountability for their child's performance.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A large percentage of parents are not actively involved in their child's learning. **Root Cause:** There is a lack of incentives for the student and the parent to be more involved such as: Increased Performances Clubs Competitions Extra Curriculars Ace Program Latchkey All with stipends to staff to ensure high quality involvement from all participants.

Problem Statement 2: There is a lack of comprehension of the technology offered to teachers, students and parents during online learning and a lack of relevant professional development for teachers leading to frustration and lack of effective teaching. **Root Cause:** There are too many required programs available for students to use, not enough time to learn each program effectively and not enough useful professional development. Additionally, students and parents are not provided with enough time to get familiar with these programs in an environment that places emphasis solely on understanding how to navigate them.

Problem Statement 3: There is a dramatic increase in the number of staff meetings where attendance is mandatory resulting in a drastic reduction of time allotted to effectively plan and prepare for classroom instruction. **Root Cause:** Meetings have increased due to the assumption that staff is readily available and free via video conference. Additionally, other avenues of communication (email, text, announcement, memo) are sometimes overlooked and teacher planning times are not honored.

Perceptions

Perceptions Summary

LeNoir Elementary School community is dedicated to providing a positive climate and culture learning environment to ensure that all students grow to their full potential academically, socially, and emotionally. All staff is committed to providing a safe and nurturing environment conducive to learning to promote high expectations for academic success. At LeNoir Elementary, our mission is to provide the highest quality education in a structured, safe, positive, and challenging environment for all students and staff. Our priority is student success.

Students at LeNoir Elementary are well behaved. Because teachers develop their classroom rules and procedures at the beginning of the school year, there are minimal school disruptions that involve student misbehavior or bullying. Campus rules and expectations are explained to parents when teachers meet with them to discuss the Parent/Student/Teacher Compact.

Perceptions Strengths

1. Students and staff feel safe, comfortable, and welcomed.
2. Established and monitored new safety protocols; Dr. Owl app., temperature check stations, sanitizing stations, PPE, and social distancing guides.
3. Students are aware of and acknowledge the campus vision and mission and staff exemplify it.
4. The school provides various methods of communication to parents including social media platforms.
5. Student/Class/Grade Level recognition for academic excellence and attendance.
6. Extracurricular activities such as Student Council, Art Club, Drum Corps, Tech Club, Chat Club, and Coffee Club.
7. Administration team is viewed as strong and supportive.
8. Monthly school calendars are provided to parents which helps keep them informed of all upcoming school events.
9. CLPAC meetings that promote collaboration and valued input from the parents on what works best for LeNoir students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students feel overwhelmed with the excessive required online programs. **Root Cause:** Students are required to meet an expected time of usage for six to seven online programs.

Problem Statement 2: Teacher planning/conference period. **Root Cause:** Teachers are actively monitoring students in the classroom during grade level meetings, parent/teacher conferences, and grade level planning meetings.

Problem Statement 3: Parent/Student attendance and academic accountability (remote learners) **Root Cause:** COVID-19 impact to instruction.

Problem Statement 4: Limited parental involvement. **Root Cause:** COVID-19 impact.

Priority Problem Statements


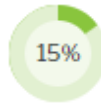
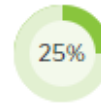





Goals





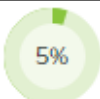

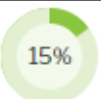

Goal 1: JP LeNoir will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.



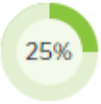



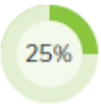

Performance Objective 1: JP Lenoir will focus on instructional improvement resulting in all students meeting goals for all accountability measures. The percentage of K-2 students reading on or above grade level will increase by 4%.







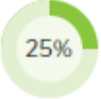

Evaluation Data Sources: iStation, STAAR and STAAR EOC, TELPAS, PBMAS















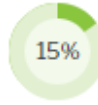

Summative Evaluation: Met Objective


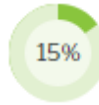




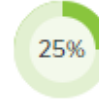


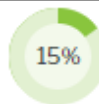






Strategy 1 Details	Reviews			
Strategy 1: Develop, implement, and monitor a literacy plan where every student is provided the support, personalized instruction, and resources to guarantee reading level or make a 2 years growth in reading level if student is below grade level. Strategy's Expected Result/Impact: Reading Levels and STAAR Academic Outcomes Staff Responsible for Monitoring: Asst. Supt. For Curriculum and Instruction, ELAR, Bilingual, & Library Services Directors, Campus Principal, Classroom Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Teachers Operating Leases - Local (199) - * - \$15,000, Librarian Operating Leases - Local (199) - * - \$300, Front Office Operating Leases - Local (199) - * - \$2,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use the district curriculum and instruction guide as their primary source of instructional direction for all subject areas. Strategy's Expected Result/Impact: Increased number of students meeting or exceeding STAAR standards per core content area. Staff Responsible for Monitoring: Campus Principals, Curriculum Specialists, Campus Administration. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
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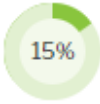

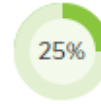





Strategy 3 Details	Reviews			
Strategy 3: Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught every day the appropriate allocated minutes and implement and monitor required lesson plans for Reading, ELA, Writing, Math, Science, and Social Studies Strategy's Expected Result/Impact: Increased student performance as measured by District and State assessments. Staff Responsible for Monitoring: Campus Principals, Curriculum Specialists, Campus Administration Schoolwide and Targeted Assistance Title I Elements: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Obtain and provide program manipulatives, models, consumable, non-consumable materials and any other classroom instructional materials or resources that promote healthy lifestyle choices which lead to student achievement. JP LeNoir will provide students and all stakeholders with a safe and nurturing school environment that supports academic success for all core content areas and all student populations (STAAR Resources, warehouse supplies, textbooks, fence art/ counselor/teachers/librarian/Administrators supplies, GT supplies, phonics kits, computer programs (Galaxy) and consulting services (PT and OT). Strategy's Expected Result/Impact: Inventory aligned to core curriculum materials and purchase orders. Increased percentage of all students meeting District, State, and Federal Standards (STAAR, TELPAS, & PBMAS.) Staff Responsible for Monitoring: Campus Administration, Asst. Supt. for Curriculum and Instruction, and Core Content Directors. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Library Magazine subscription fees - Local (199) - * - \$300, Library Supplies-School Theme - Local (199) - * - \$400, Ink Cartridges for printers, CS Printer, laptop/camera/projector for staff meetings, shredder, office supplies, and Plan4Learning Program.. - Local (199) - * - \$10,000, Teacher Office Supplies / Education Galaxy - State Comp.(164) - * - \$5,120, Testing Materials- Dictionaries* - Title I (211) - * - \$0, Teacher Supplies / Software Renewal & Supplies - Title I (211) - * - \$6,100, *Parent Center: Com Binding Machine, Poster Maker, film, Cricut Machine, and Paper cutter. - Title I (211) - * - \$600, Teacher Supplies - Local (199) - * - \$1,000, Teacher Supplies - Title III (263) - * - \$1,760, Anti-Bullying and Red Ribbon Week Presentations - Title IV 289 - * - \$1,000, Counselor Supplies, posters, banners, fence art, etc... - Title IV 289 - * - \$2,080, Counselor Travel - Title IV 289 - * - \$0	Formative			Summative
	Sept	Dec	Mar	June
				









Strategy 5 Details	Reviews			
<p>Strategy 5: Provide research based staff development and conferences aligned to performance data 5 measured by District, State, and Federal accountability indicators to include response to intervention (RTI), data utilization, technology, core state adopted textbooks, supplemental programs, research based strategies for ELL's, research based instructional strategies for, classroom management, and discipline (teaching) for appropriate behavior including resources and supplies for teachers, librarian, music teacher, p.e. coach, counselor, and administrators.</p> <p>Strategy's Expected Result/Impact: Professional Development District Plan, training agendas, and sign-ins. Increased instructional effectiveness and student performance as measured by grades and state assessment outcomes, decreased at risk learners, decrease in referrals, and decrease in behavior referrals.</p> <p>66%</p> <p>Staff Responsible for Monitoring: Asst. Supt. for Curriculum and Instruction, Core Content Directors, District Staff Development Coordinator, Campus Administration, Head Teachers, Technology Director, and Bilingual Director.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Music Teacher and Coach Conference - Local (199) - * - \$500, Region I Trainings for Teachers - Teacher/Principal (255) - \$400, Reading Materials- Teachers PD - Teacher/Principal (255) - * - \$682 , Abydos, TEPSA, and Summer Conferences - Teacher/Principal (255) - \$550, TEPSA, ABYDOS, Martha Morales Conferences - Title I (211) - * - \$2,000, Region One Trainings for Teachers - Title I (211) - * - \$1,000, Region I Trainings for Principal* - Title I (211) - * - \$500, Principal / CS TEPSA/Technology Conference* - Title I (211) - \$600, Texas Assessment Conference (TASA) - Teacher/Principal (255) - 23.6411 - \$1,500</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Monitor implementation of best instructional practices presented during professional development and all staff training.</p> <p>Strategy's Expected Result/Impact: Lesson Plans, walkthroughs, classroom visits, progress monitor documentation and student academic outcomes.</p> <p>Staff Responsible for Monitoring: Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administrations, District Strategists, and Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Improve supports to struggling learners by improving interventions, resources, and training during the instructional day, Saturday Tutorials/Camps, after school tutoring including transportation expenses for title one and migrant students and articulate those interventions in documented meetings, lessons, parent contacts, team meetings, data analysis, and revolving follow up.</p> <p>Strategy's Expected Result/Impact: Decreasing number of struggling students requiring tutoring and or intervention.</p> <p>Staff Responsible for Monitoring: Campus Administrations, Teachers, Support Staff, Program Directors, Core Content Directors, District Strategists, RTI Coordinators, Bilingual Director, Asst. Supt. of District Operations, and Asst. Supt. for Curriculum and Instruction.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: After school and Saturday Tutorials & Fringes - State Comp.(164) - * - \$0, Testing Resources - State Comp.(164) - * - \$1,000, After School Tutoring / HB4545 - ESSER III (282) - \$44,300</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Implement district initiatives such as Plan4Learning, Author's Visits, Guided Reading, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks/Journal, Student Portfolios, Best-Practices Strategies, Sheltered Instruction, College Readiness Activities, Literacy Stations, Technology, Software including but not limited to: Accelerated Reading, myON, STEMScopes, Edusmart, I-Station, Abydos, DLM kits, Circle Curriculum, Reading A-Z, SingSpellRead&Write, Simultaneous Biliteracy, Imagine Math, and Reasoning Mind Blueprint.</p> <p>Strategy's Expected Result/Impact: Walkthroughs and Increased student performance as measured by district and state assessments.</p> <p>Staff Responsible for Monitoring: Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administration, and Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Author's Visit - Local (199) - \$0</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 9 Details	Reviews			
Strategy 9: Ensure the district's program for English Learners is research based, responsive to the needs of students, designed, implemented, supported, and monitored for impact on student learning. Strategy's Expected Result/Impact: Increased student performance as measured by district and state assessments and TELPAS. Staff Responsible for Monitoring: Director of Bilingual Education, Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administrations, and Teachers. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Determine and use student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessments. The district shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs. Strategy's Expected Result/Impact: Assessment Reports 100% Staff Responsible for Monitoring: Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administration, and Teachers. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Provide educational program requirements and support for academically under-performing schools, and provide autonomy and empowerment for high-performing schools. Strategy's Expected Result/Impact: Assessment Reports Staff Responsible for Monitoring: Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administration, and Teachers.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 12 Details	Reviews			
Strategy 12: Develop a campaign to encourage students to come to school regularly. Staff Responsible for Monitoring: Director of Intake Center, Truancy Officers, Campus Administration, PEIMD Clerk, Teachers, and Counselors	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 13 Details	Reviews			
Strategy 13: Ensure the district's program for English Learners is research based, responsive to the needs of students, designed, implemented, supported, and monitored for impact on students' learning. Strategy's Expected Result/Impact: Increase student performance as measured by district and state assessments and TEALPAS Staff Responsible for Monitoring: Director of Bilingual Education, Executive directors, Core Content Directors, Campus Administration, and teachers	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 14 Details	Reviews			
Strategy 14: Create more opportunities for students to participate in enrichment programs such as career interest, robotics, cheer and student clubs. Strategy's Expected Result/Impact: Increased enrollment numbers in programs. Staff Responsible for Monitoring: Director of Fine Arts, Director of Athletics, Director of Technology, Campus Administration, and Teachers. Funding Sources: Robotics Travel and Registration - Title IV 289 - * - \$500, Robotics Transportation Expenditure - Title IV 289 - * - \$500	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 15 Details	Reviews			
Strategy 15: System Safeguards to meet federal accountability requirements will be implemented, monitored, and reviewed for each subject area and or student group where requirements were not met. Strategy's Expected Result/Impact: Increased performance in area addressed. Staff Responsible for Monitoring: Chief Financial Officer, Core content Directors, Bilingual Directors, Principals, Teachers.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 16 Details	Reviews			
Strategy 16: Provide recognition for staff and students academic and behavior performance (Red Ribbon Week, AR Celebrations, Behavior Bash, Grade Level Field Trips, Staff Luncheons, Teacher Appreciation Week). Strategy's Expected Result/Impact: Report Cards, Benchmark Data, Six Weeks Tests, Attendance Reports, and requisitions Staff Responsible for Monitoring: Campus Administration, Teachers, Counselors, and PEIMS Attendance Officer Funding Sources: Students Awards and Incentives - Local (199) - * - \$2,500, Staff Meals (Incentives and Recognition) - Local (199) - * - \$925	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 17 Details	Reviews			
Strategy 17: Provide student clothing and vision referrals as needed Strategy's Expected Result/Impact: Requisitions Staff Responsible for Monitoring: Administration, Counselor, and Teachers. Funding Sources: Student Clothing - Title I (211) - * - \$1,000, Vision Referrals - Title I (211) - * - \$50	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 18 Details	Reviews			
Strategy 18: Improve Campus Grounds and facilities (pain, broken windows, door repairs, bio-metric clocks, Aetna Grant/Check Plus, Surveillance Camera). Provide maintenance operation supplies (wax expense, coffee maker) Provide miscellaneous Operation Expenses. Strategy's Expected Result/Impact: Work Orders, Requisitions Staff Responsible for Monitoring: Principal Secretary Head Custodian Parent Educator Funding Sources: Wax - Campus Floors - Local (199) - * - \$2,500	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 19 Details	Reviews			
Strategy 19: Provide activities for Safe and Healthy Students like: evidence-based drug and violence prevention activities and programs. Also, activities to supports Robotics League and a healthy active style, including donations, nutritional education, and regular structured physical education activities to help prevent bullying and harassment. Strategy's Expected Result/Impact: Increase student safety and attendance, Lesson Plans, Flyers, Sign In sheets Staff Responsible for Monitoring: Principal, counselor, Secretary Funding Sources: Robotics, Travel Students - Title IV 289 - 11.6412 - \$500, Transportation Expenditure - Title IV 289 - 11.6494 - \$500, Misc. Contracted Services - Title IV 289 - 31.6299 - \$1,000, Office Supplies - Title IV 289 - 31.6399 - \$2,080	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 20 Details	Reviews			
Strategy 20: Strategy 20 Strategy's Expected Result/Impact: Ensure student and staff safety and provide personal protective equipment to help prevent the spread of COVID-19, infections, and other germs.	Formative			Summative
	Sept	Dec	Mar	June






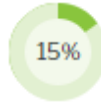


<p>Staff Responsible for Monitoring: Campus administrators, nurse, and secretary</p> <p>Funding Sources: General Supplies - 266.11.6399.00.115.24.0.00 - \$0, PPE General Supplies - 266.11.6399.00.115.24.0.P1 - \$0</p>				
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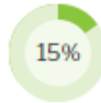



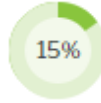



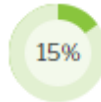


Goal 1: JP LeNoir will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.


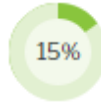








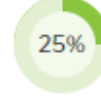



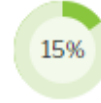

Performance Objective 2: Bilingual/ESL: Facilitate K-2 Reading Level Monitoring. Increase educators' awareness of language, literacy, and content interdependence.


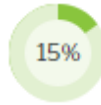




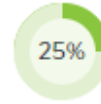





Evaluation Data Sources: Istation, Eduphoria (Workshop and AWARE), Master Schedules, TELPAS, PBMAS









Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Train teachers on pedagogy (sheltered instruction, language acquisition methodologies.) that addresses the needs of the LEP population, and acquire resources to assist teachers in providing linguistically accommodated instruction and assessment to ELLs (Brewster's Guacamaya Enterprises, Pearson, American Learning Company Velasquez Press, National Geographic, Houghton Mifflin, American Reading, Dr. Steven Schneider, Scholastic grammar books, Learning A-Z, Millmark Education, Poetry Friday, Wings Press, Overlooked Books, Brilliant Education, Lupe Lloyd and Associates, Teacher Created Materials, etc.). Strategy's Expected Result/Impact: requisitions; use in classrooms; inclusion in lesson plans Staff Responsible for Monitoring: ELA Directors, Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Maintain up-to-date instructional technology, resources, materials, and/or supplies in bilingual, ESL, SLD, ELD, ESOL, and classrooms/department in order to serve students more effectively; update administrative technology/materials/resources/supplies and/or fixed assets (shelving, desks, tables) as needed to facilitate bilingual/ESL program management. (Gateway, Mid Valley Supply, Barnes & Noble, Lakeshore, DISD Warehouse, etc...) Renew Reading A-Z annually as part of this initiative. Strategy's Expected Result/Impact: use of technology/supplies/ in instruction; enhanced TELPAS and STAAR scores for students utilizing technology Staff Responsible for Monitoring: Director, Principals Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Train a cadre of teachers to develop and foster the use of on-line, vertically and horizontally aligned and ELD curricula that integrate TEKS, ELPS and that incorporate authentic readings, performance tasks and research-based instructional strategies sequenced in detailed units. Craft TELPAS-aligned benchmarks to track linguistic development. Strategy's Expected Result/Impact: curriculum units; lesson plans and instruction that effectively utilize curricula Staff Responsible for Monitoring: Director and ELL strategists Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Enhance teacher / administrator quality by reimbursing teachers for Bilingual/ESL Certification / Bilingual/ESL state exams for certification, and/or providing teachers opportunities to participate in post graduate degrees in the areas of Bilingual/ESL. Strategy's Expected Result/Impact: walkthroughs, lesson plan reviews, student scores on TELPAS and STAAR Staff Responsible for Monitoring: Directors	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Facilitate the bilingual/ESL education director, ELL strategists, Core Content Directors, Core Content Strategists, Campus Administrators, and Teachers' attendance of training sessions, school visits, and conferences (such as Title III, TABE, School Improvement, Testing, Administrator, Region One, ABYDOS, Assessment Conference, Texas Assessment Conference, ACET etc...) in order to keep up-to-date on latest state and federal accountability changes as well as best practices for the department in order to provide cutting-edge training and support. Strategy's Expected Result/Impact: training sessions turned around for district staff Staff Responsible for Monitoring: Directors and/or Campus Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Support the attendance by parent liaison of local and state parent conferences to learn strategies for student support that they will then convey in regular parental meetings as well as informing parents about the district's bilingual/ESL model. Strategy's Expected Result/Impact: Meeting Minutes and Sign-ins Staff Responsible for Monitoring: Director	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Yearly training of campus administration and teachers on time and treatment model. Also, adjustment of bilingual model according to needs assessment. Strategy's Expected Result/Impact: Eduphoria staff development report and/or sign in sheets. Staff Responsible for Monitoring: Bilingual/ESL Director and Strategists Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Coordination between Bilingual Department and Core Subject Departments (Curriculum, Strategists, and/or Directors) to ensure district-wide alignment of sheltered instruction, lesson planning, instructional resources/materials, instructional frameworks ,and/or curriculum. Strategy's Expected Result/Impact: Sign In Sheets Staff Responsible for Monitoring: Bilingual/ESL Director and Core Area Directors and strategists. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Inclusion of ELD/SLD classes in campus master schedule for ELL students. ELD/SLD is according to the group placement and language of instruction the students receive in language arts. Strategy's Expected Result/Impact: Master Schedule Staff Responsible for Monitoring: Bilingual/ESL Department and Campus Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 10 Details	Reviews			
Strategy 10: Implement Biliteracy in campuses willing to implement the model. Strategy's Expected Result/Impact: Monitoring and support of campuses encountering difficulties with implementation. Staff Responsible for Monitoring: Bilingual/ESL Department Director and Strategists, Core Directors, Chief Academic Officers, and LA coaches and strategists. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Implement Summer School program for Pk/K students and 1st-4th students. 1st - 4th grade students are beginners/intermediates and reading below grade level. Strategy's Expected Result/Impact: Increase in English language proficiency level and/or reading level. Staff Responsible for Monitoring: Directors from Bilingual Dept.,and Federal programs. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 12 Details	Reviews			
Strategy 12: Monthly monitoring of students reading on grade level, per campus. Principals receive summary of percentages per campus, per grade, and district percentages. In addition, each campus receives files with student reading levels; per month, per grade, per language of instruction, per teacher, per section. Strategy's Expected Result/Impact: Increase number of students reading on grade level. Intentional targeting of strategies for student learning. Staff Responsible for Monitoring: Bilingual Department, Language Arts Department, Campus Administration, Literacy Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 13 Details	Reviews			
Strategy 13: Facilitate bilingual education by providing a Bilingual Tutor to co-teach with 3rd, 4th and 5th grade teachers in order to provide academic support and SLA instruction to our ELL Students. Strategy's Expected Result/Impact: Six Weeks Bundles, Progress Reports, and Progress Cards.	Formative			Summative
	Sept	Dec	Mar	June


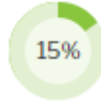




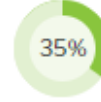

Staff Responsible for Monitoring: Campus Administration, Secretary				
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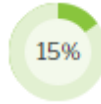


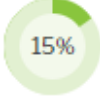







Goal 2: JP Lenoir will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.










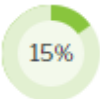


Performance Objective 1: The percentage of students in grades 3-5 who achieve meets and/or masters performance level on the STAAR exam will increase from 37% to 49% by 2025. The percentage of students in grades 6-8 who achieve meets and/or masters performance level on the STAAR increase from 29% to 36%. The percentage of students in grades 9-12 who achieve meets and/or masters performance level on the STAAR will increase from a 41% to a 45%.







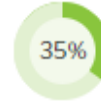









Evaluation Data Sources: STAAR

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: The district will implement a standards based grading system. All teachers will identify the standard associated with the posted grade. Reteach/recovery guidelines will be reviewed/implemented with all teachers and will be monitored by administrators. Strategy's Expected Result/Impact: Gradebook Staff Responsible for Monitoring: Asst. Supt. for Curriculum and Instruction, Content Directors, Campus Administrations, and Teachers. Schoolwide and Targeted Assistance Title I Elements: 2.4	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop, implement, and monitor a literacy plan where every student is provided the support, personalized instruction, and resources to guarantee reading on level or make a 2 years growth in reading level if student is below grade level. Strategy's Expected Result/Impact: Reading Levels and STAAR academic outcomes. Staff Responsible for Monitoring: Asst. Supt. for Curriculum and Instruction, ELAR, Bilingual, & Library Services Directors, Campus Principal, Classroom Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will use the district curriculum and instruction guide as their primary source of instructional direction for all subject areas. Strategy's Expected Result/Impact: Increased number of students meeting or exceeding STAAR standards per core content area. Staff Responsible for Monitoring: Campus Principals, Deans, Curriculum Specialists, Campus Administration. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught every day the appropriate allocated minutes and implement and monitor required lesson plans for Reading, ELA, Writing, Math, Science, and Social Studies Strategy's Expected Result/Impact: Increased student performance as measured by District and State assessments. Staff Responsible for Monitoring: Campus Principals, Deans, Curriculum Specialists, Campus Administration Schoolwide and Targeted Assistance Title I Elements: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Obtain and provide program manipulatives, models, consumable, non-consumable materials and any other classroom instructional materials or resources for all core content areas and all student populations. Strategy's Expected Result/Impact: Inventory aligned to core curriculum materials and purchase orders. Increased percentage of all students meeting District, State, and Federal Standards (STAAR, TELPAS, & PBMAS.) Staff Responsible for Monitoring: Campus Administration, Asst. Supt. for Curriculum and Instruction, and Core Content Directors. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Provide research based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: job embedded training, response to intervention (RTI), data utilization, technology, core state adopted textbooks, supplemental programs, research based strategies for ELL's, research based instructional strategies for classroom management, and discipline (teaching) for appropriate behavior. Strategy's Expected Result/Impact: Professional Development District Plan, training agendas, and sign-ins. Increased instructional effectiveness and student performance as measured by grades and state assessment outcomes, decreased at risk learners, decrease in referrals, and decrease in behavior referrals. Staff Responsible for Monitoring: Asst. Supt. for Curriculum and Instruction, Core Content Directors, District Staff Development Coordinator, Campus Administration, Department Chairs, Head Teachers, Technology Director, and Bilingual Director. Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Monitor implementation of best instructional practices presented during professional development and all staff training. Strategy's Expected Result/Impact: Lesson Plans, walkthroughs, classroom visits, progress monitor documentation and student academic outcomes. Staff Responsible for Monitoring: Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administrations, District Strategists, and Teachers. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Improve supports to struggling learners by improving interventions, resources, and training, and articulate those interventions in documented meetings, lessons, parent contacts, team meetings, data analysis, and revolving follow up. Strategy's Expected Result/Impact: Decreasing number of struggling students requiring tutoring and or intervention. Staff Responsible for Monitoring: Campus Administrations, Teachers, Support Staff, Program Directors, Core Content Directors, District Strategists, RTI Coordinators, Bilingual Director, Asst. Supt. of District Operations, and Asst. Supt. for Curriculum and Instruction. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				






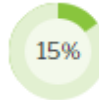






Strategy 9 Details	Reviews			
Strategy 9: Implement district initiatives such as Guided Reading, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks/Journal, Student Portfolios, Best-Practices Strategies, Sheltered Instruction, College Readiness Activities, Literacy Stations, Technology, Software including but not limited to: Accelerated Reading, myON, STEMScopes, Edusmart, I-Station, Abydos, DLM kits, Circle Curriculum, SingSpellRead&Write, Simultaneous Biliteracy, Imagine Math, and Reasoning Mind Blueprint. Strategy's Expected Result/Impact: Walkthroughs and Increased student performance as measured by district and state assessments. Staff Responsible for Monitoring: Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administration, and Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Ensure the district's program for English Learners is research based, responsive to the needs of students, designed, implemented, supported, and monitored for impact on student learning. Strategy's Expected Result/Impact: Increased student performance as measured by district and state assessments and TELPAS. Staff Responsible for Monitoring: Director of Bilingual Education, Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administrations, and Teachers. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Determine and use student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessments. The district shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs. Strategy's Expected Result/Impact: Assessment Reports Staff Responsible for Monitoring: Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administration, and Teachers. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
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Goal 2: JP Lenoir will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 2: Advanced Academics: Goal/Objective for GT students achieving the MEETS and MASTERS grade level standard on STAAR.

Evaluation Data Sources: Report Cards, District BMs, STAAR Results





Summative Evaluation: Met Objective





Strategy 1 Details	Reviews			
Strategy 1: Differentiated instruction, resources, materials, tutorials, counseling, focused teacher training on differentiating for GT students, and training on social/emotional needs of GT students will be used to provide targeted differentiated learning for the GT population. Strategy's Expected Result/Impact: Increased student performance. Staff Responsible for Monitoring: Campus administrators, district strategists and interventionists, and district director. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities during the school day and outside of the school day for GT students to participate in individual/group projects in Science Technology Engineering and Math which will strengthen GT student's core areas in Reading, Writing, Research, Science, Social Studies, Math, and technology. Strategy's Expected Result/Impact: Increased student performance. Staff Responsible for Monitoring: Campus administrators, district strategists and interventionists, and district director. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 2: JP Lenoir will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.






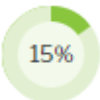


Performance Objective 3: Special Education: Goal/Objective for Special Education students achieving the MEETS and MASTERS grade level standard on STAAR.






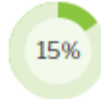


Summative Evaluation: Met Objective






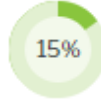
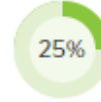





Strategy 1 Details	Reviews			
Strategy 1: Provide district and campus trainings in the area of accommodations and designated supports. (BG2, BG3) Strategy's Expected Result/Impact: -increase teacher awareness of accommodations -increase accommodation implementation and effectiveness -increase academic state performance -increase academic classroom performance Staff Responsible for Monitoring: -Director -Supervisor -Educational Diagnosticians -Special Education Teachers -General Education Teachers -Campus administrators -504 campus coordinators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Provide campus reviews with teachers and campus administrators on student academic performance. (BG2, BG3) Strategy's Expected Result/Impact: -increase communication between campus administrators and teachers -increase monitoring of student progress -increase academic state performance -increase academic classroom performance Staff Responsible for Monitoring: -Director -Supervisor -Educational Diagnosticians Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Coordinate with ELA department and provide trainings to ELA teachers and special education teachers on targeted instruction.</p> <p>(BG1, GB2, BG3)</p> <p>Strategy's Expected Result/Impact: -increase communication and teacher planning between ELA general education teachers and special education teachers</p> <p>-increase monitoring of student progress</p> <p>-increase academic state performance</p> <p>-increase academic classroom performance</p> <p>-increase IStation progress monitoring</p> <p>-increase lexile progress monitoring</p> <p>33%</p> <p>33%</p> <p>Staff Responsible for Monitoring: -Special Education Director</p> <p>-Special Education Supervisor</p> <p>-ELA Director</p> <p>-ELA strategists</p> <p>-ELA instructional coaches</p> <p>-Campus administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements:</p> <p>2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Provide supplemental reading programs to assist students with reading difficulties (Language Live, Rewards, Rave-O) including dyslexia. (BG1, BG2, B3) Strategy's Expected Result/Impact: -increase student reading performance Staff Responsible for Monitoring: -Director -Supervisor -Educational Diagnosticians -Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide online assessment resources to students in preparation of online state assessments. (BG2, BG3) Strategy's Expected Result/Impact: -increase student preparation in navigating online assessment resources -increase online state assessment performance Staff Responsible for Monitoring: -Director -Supervisor -Campus administrators -Special education teachers -Campus technicians Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Recognize student academic performance. (BG2) Strategy's Expected Result/Impact: -increase teacher communication between general education teachers and special education teachers -increase student academic performance Staff Responsible for Monitoring: -Director -Special education teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Provide academic support through supplemental resources to campuses. (BG2 BG3) Strategy's Expected Result/Impact: increase student academic performance Staff Responsible for Monitoring: -Director -special education teachers -campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				



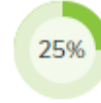


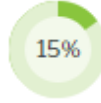


Strategy 8 Details	Reviews			
Strategy 8: Provide campus support by conducting classroom walkthroughs and monitoring the provision of student services in the classroom. Strategy's Expected Result/Impact: -increase in academic state performance -increase in classroom performance Staff Responsible for Monitoring: -Director -Supervisor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Provide teacher training on district data monitoring resources to improve student progress monitoring. (BG1, BG2, BG3) Strategy's Expected Result/Impact: -increase student academic performance Staff Responsible for Monitoring: -Director -Supervisor -Educational Diagnosticians -Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
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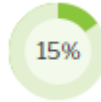






Goal 2: JP Lenoir will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.



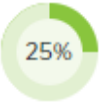





Performance Objective 4: Bilingual/ESL Education: Increase the number of students identified as LEP students achieve the MEETS and MASTERS grade level standard on STAAR/EOC.

Evaluation Data Sources: Achieve 3000, STAAR/EOC, TELPAS, Student Schedules

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Coordination between Bilingual Department and Core Subject Departments (Curriculum, Strategists, and/or Directors) to ensure district-wide alignment of sheltered instruction, lesson planning, instructional resources/materials, instructional frameworks ,and/or curriculum. Strategy's Expected Result/Impact: Increased student performance (District, STAAR/EOC, TELPAS) Staff Responsible for Monitoring: Bilingual/ESL Director and Core Area Directors and strategists. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Inclusion of ELD/SLD classes in campus master schedule for ELL students. ELD/SLD is according to the group placement and language of instruction the students receive in language arts. Strategy's Expected Result/Impact: Increase L1/L2 literacy development of identified LEP students. Staff Responsible for Monitoring: Bilingual/ESL Department and Campus Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Implement Biliteracy in campuses willing to implement the model. Strategy's Expected Result/Impact: Increase student performance (District, STAAR/EOC, TELPAS, literacy levels in both L1 and L2) Staff Responsible for Monitoring: Bilingual/ESL Department Director and Strategists, Core Directors, Chief Academic Officers, and LA coaches and strategists. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Train teachers on pedagogy (sheltered instruction, language acquisition methodologies.) that addresses the needs of the LEP population, and acquire resources to assist teachers in providing linguistically accommodated instruction and assessment to ELLs (Brewster's Guacamaya Enterprises, Pearson, American Learning Company Velasquez Press, National Geographic, Houghton Mifflin, American Reading, Dr. Steven Schneider, Scholastic grammar books, Learning A-Z, Millmark Education, Poetry Friday, Wings Press, Overlooked Books, Brilliant Education, Lupe Lloyd and Associates, Teacher Created Materials, etc.). Strategy's Expected Result/Impact: Increase student performance (District, STAAR/EOC, TELPAS) Staff Responsible for Monitoring: Bilingual/ESL Department, Core Directors, Campus Department, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Maintain up-to-date instructional technology, resources, materials, and/or supplies in bilingual, SLD, ELD, and ESL classrooms/department in order to serve students more effectively; update administrative technology/materials, resources/supplies and/or fixed assets (shelving, desks, tables) as needed to facilitate bilingual/ESL program management. (Gateway, Mid Valley Supply, Barnes & Noble, Lakeshore, DISD Warehouse, etc...) Renew Reading A-Z annually as part of this initiative. Staff Responsible for Monitoring: Bilingual/ESL Department, Campus Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Facilitate the bilingual/ESL education director, ELL strategists, Core Content Directors, Core Content Strategists, Campus Administrators, and Teachers' attendance of training sessions, school visits, and conferences (such as Title III, TABE, School Improvement, Testing, Administrator, Region One, ABYDOS, Assessment Conference, Texas Assessment Conference, ACET etc...) in order to keep up-to-date on latest state and federal accountability changes as well as best practices for the department in order to provide cutting-edge training and support.</p> <p>Strategy's Expected Result/Impact: Increase Student Performance (District, STAAR/EOC, TELPAS)</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Department, Campus Administration, Teachers, Core Directors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				
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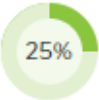





Goal 3:





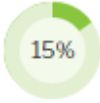







JP Lenoir will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.






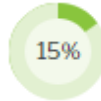



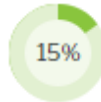


Performance Objective 1: Federal Programs-The district will ensure that intent and purpose of each federal program will be met as well as all Initial Compliance Indicators on the ESSA, 90% of federal budgets will be spent.













Evaluation Data Sources: ESSA Application and Compliance Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide district with Title 1 Part A allowable use of Funds: Programs/Activities/Strategies must be research based and meet the C.N.A. Strategy's Expected Result/Impact: Evaluation will be on Final ESSA Compliance Report Staff Responsible for Monitoring: District Administrators/staff/teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Supplemental research for core areas Service delivery methods such as: Tutorials Small group instruction Individualized instruction Computer aided instruction Extended learning opportunities Strategy's Expected Result/Impact: Evaluation will be on Final ESSA Compliance Report Extra Duty Pay Reports Staff Responsible for Monitoring: District Administrators (Campus and central office admin.) Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide funding for: Supplemental Guidance and Counseling Salaries, Travel, Supplies & Materials & Misc. for counselors & counseling dept. Strategy's Expected Result/Impact: Evaluation will be on the Final ESSA Compliance Report Staff Responsible for Monitoring: District Administrators Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Provide funding for: Supplemental Health/Dental/Eye Care Strategy's Expected Result/Impact: Evaluation will be the requisitions for services Staff Responsible for Monitoring: Nurses and Administrators Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Schoolwide Programs: Funds to improve student performance and upgrade the entire educational program Funding on the campuses must be supplemental for all 6300s and all 6400s Strategy's Expected Result/Impact: Evaluation will be on the Final ESSA Compliance Report Staff Responsible for Monitoring: District teachers, principals, director of federal programs Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Provide supplies and materials to meet the department needs. ELA, Math, Science & Social Studies Departs. Supplies & Materials (6300s & 6400s) Strategy's Expected Result/Impact: Requisitions Staff Responsible for Monitoring: Federal Programs Director Core Directors Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Summer School Supplemental Staff Development Working Lunch/Incentives Hire staff to work summer school and provide transportation to these students. Strategy's Expected Result/Impact: Summer School Staff Responsible for Monitoring: Director of Federal Programs Coordinator of Federal Programs Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Provide funding for our homeless population to purchase school supplies and/or personal hygiene products. Strategy's Expected Result/Impact: Vouchers/requisitions for supplies. Staff Responsible for Monitoring: Federal Programs staff Campus Counselors Schoolwide and Targeted Assistance Title I Elements: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				













Strategy 9 Details	Reviews			
Strategy 9: Provide summer school opportunities for students to receive remediation for SSI grades, for ELL Early Childhood students to receive bilingual education as well as literacy programs. Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction Curriculum Directors Bilingual Director Federal & SCE Director Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Provide funding to hire part time parent attendance helpers to call home of all students who are absent on a daily basis. In an effort to improve academic performance, students need to be in school daily. This also improves district's ADA. Our at risk population is absent frequently, which further makes students behind. Calling home and getting them to school will assist their performance. Strategy's Expected Result/Impact: Improved Scores of AT risk population Improved ADA in all schools Staff Responsible for Monitoring: Campus Principal Fed. Programs Director Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 3.1	Formative			Summative
	Sept	Dec	Mar	June
				
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





Goal 3:

JP Lenoir will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 2: Expenditures: The District will expect 100% of all allocated funds in all campuses and supporting departments to allocate their expenditures based on a Comprehensive Needs Assessment developed by its various leadership teams.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide supplies, materials, and technology resources to implement initiatives throughout the year. Provide refreshments and materials for trainings (as needed) Strategy's Expected Result/Impact: mplementation of daily operations and initiatives. Staff Responsible for Monitoring: Directors/Administrators	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Student and Staff Travel Expenses including transportation, fees, and meals. Strategy's Expected Result/Impact: Sharing of information to improve district programs. Staff Responsible for Monitoring: District Administrators, Principals	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Contracted Services Strategy's Expected Result/Impact: Request for Contract Services 33% Staff Responsible for Monitoring: Directors, Principals	Formative			Summative
	Sept	Dec	Mar	June
				













Strategy 4 Details	Reviews			
Strategy 4: Operating Leases Strategy's Expected Result/Impact: Lease Staff Responsible for Monitoring: Directors, Principals	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Fix Assets Strategy's Expected Result/Impact: Quotes Staff Responsible for Monitoring: Principals, Directors, Technology Dept.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Extra Duty Pay-Provides funds for personnel to compensate for working and/or after regular hours, during summer administrations, etc. Strategy's Expected Result/Impact: Work performance to complete the task. Staff Responsible for Monitoring: Directors, Principals, Administrators	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3:

JP Lenoir will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 3: Custodial Department will ensure to maintain the building, its premises and the facilities within, keeping them safe and clean.

Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
Strategy 1: Provide training on Safety Procedures in and around the work place and other training as necessary. (Title IX, Title VII, Child Abuse, Sexual-Harassment.) (Lifting and moving of heavy decks and other furniture in and around the work place.) Strategy's Expected Result/Impact: Staff Development, with Agenda, Sign in Sheets, Handouts, PowerPoint and Videos. Staff Responsible for Monitoring: Director and Supervisor	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide janitorial supplies to each campus only after the head custodian submits there orders. Strategy's Expected Result/Impact: District-wide supply orders. Staff Responsible for Monitoring: Director, Supervisor	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3:

JP Lenoir will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 4: Maintenance Department will provide students, staff and visitors with a safe and comfortable learning environment by maintaining well kept facilities.

Summative Evaluation: Met Objective






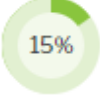
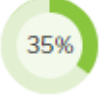

Strategy 1 Details	Reviews			
Strategy 1: Provide training on Safety Procedures in and around the work place and other training. (Title IX, Title VII, Child Abuse and Sexual Harassment) Lifting and moving heavy equipment and furniture. Strategy's Expected Result/Impact: Staff Development with agenda and sign in sheets, handouts and power point presentations. Staff Responsible for Monitoring: Director and Coordinator	Formative			Summative
	Sept	Dec	Mar	June
	 15%	 20%	 35%	
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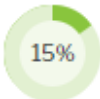







Goal 4: JP Lenoir will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.






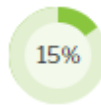
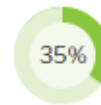


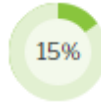


Performance Objective 1: Nursing/Health Services: J.P. Lenoir will ensure that 100% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 100% of all student's immunizations are up to date before submitting Annual Immunization report in October.













Evaluation Data Sources: Screening report from each campus, ImmTrack2 for the immunizations, requisitions for vision and hearing.


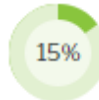










Summative Evaluation: Met Objective













Strategy 1 Details	Reviews			
Strategy 1: Provide Vision Services to students as needed. Strategy's Expected Result/Impact: Mandated State report due @ end of the year that will show an increased amount of students being given medical vouchers for Vision evaluation by an MD. Staff Responsible for Monitoring: Licensed and Non-Licensed Nursing staff.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide Dental Services to students as needed. Strategy's Expected Result/Impact: Medical Referrals from campuses sent to Health Services office to generate a PO and Vouchers given to students for Dental services @ Dentist office Staff Responsible for Monitoring: Licensed and Non-Licensed Nursing staff.	Formative			Summative
	Sept	Dec	Mar	June
				


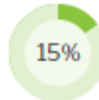



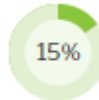






Strategy 3 Details	Reviews			
Strategy 3: Provide Hearing services to students as needed. Strategy's Expected Result/Impact: Mandated State report due @ end of year that will show an increased amount of students being given medical vouchers for Hearing evaluation by an MD. Staff Responsible for Monitoring: Licensed and Non-Licensed Nursing staff.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Provide Scoliosis screenings to students as needed. Strategy's Expected Result/Impact: Mandated State report due at end of year. Staff Responsible for Monitoring: Licensed and Non-Licensed Nursing staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide head lice checks to students during screening procedures as needed. Strategy's Expected Result/Impact: Nursing staff will have a log of students that were checked for nit/head lice and outcome. Some were treated with medicated shampoo at home, others were reported to CPS because of parental non-compliance. Students with Medicaid/Insurance will be evaluated by an MD, if student has no insurance Nurses will give medicated shampoo to parents to use on students as per DISD Medication Protocol. Staff Responsible for Monitoring: Licensed and Non-Licensed Nursing staff.	Formative			Summative
	Sept	Dec	Mar	June
				


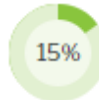














Strategy 6 Details	Reviews			
Strategy 6: Provide Acanthosis Nigricans screenings to students as needed and conduct Diabetes awareness data collection through SEEP (School Education & Enrollment Program). Licensed and Non-Licensed Nursing staff. Strategy's Expected Result/Impact: Texas Risk Assessment for Type 2 Diabetes in Children reported to UTRGV Border Health Office and collection of forms from students. Staff Responsible for Monitoring: Licensed and Non-Licensed Nursing staff.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Provide First Aid to students and staff as needed. Strategy's Expected Result/Impact: Improve the health and well being of students and staff. All clinic visits will be imputed in TEAMS Staff Responsible for Monitoring: Licensed and Non-Licensed Nursing staff.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Administer medications to students as ordered by MD or with parent's signed permission & monitor compliance. Strategy's Expected Result/Impact: Improve the student health & well being of students. Students will attend school while they are on a medication regimen to increase student attendance. Staff Responsible for Monitoring: Licensed and Non-Licensed Nursing staff.	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 9 Details	Reviews			
Strategy 9: Licensed Nurses will perform medical procedures to students as ordered by MD. Registered Nurses will formulate Individualized Health Care Plans for Sp. Ed. & 504 students requiring a medical service using APIE method: Assessment, Planning, Intervention & Evaluation. Strategy's Expected Result/Impact: Child will attend and remain in school due to life sustaining medical procedures being done by licensed nursing staff. School staff will adhere to the student's IHP (Healthcare Plan) & IEP (Individualized Education Plan). Staff Responsible for Monitoring: Licensed Nursing staff.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Perform presentations & educate students, parents, & staff on Personal Hygiene, Flu prevention, Promote Vaccines Good Nutrition, Diabetes Awareness, Cancer Awareness, Heart Disease, Vision Care, Dental Care, Puberty/Abstinence, Safety, First Aid, Food Allergy & Anaphylaxes Prevention, Child Sexual Abuse Prevention, STD, HIV/AIDS awareness & Prevention and any other disease process, chronic health condition, or community awareness to improve or promote a healthy life style. Strategy's Expected Result/Impact: Student's school attendance will increase due to education & awareness to prevent diseases, parents will staff will have increased knowledge of conditions that warrant MD evaluation. Parental Permission will be required for Puberty, Abstinence, and STD, HIV/AIDS Presentations. Staff Responsible for Monitoring: Licensed & Non-licensed Nursing staff.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: All campus nursing staff will input all clinic visits, health screenings, health information, medications & medical procedures into computer program...TEAMS. Need funds for all Clinics that will require computers & printers and will replace out dated and inoperable technology equipment. Strategy's Expected Result/Impact: DISD will have 100% compliance with Mandatory Annual State Reports. Staff Responsible for Monitoring: All campus Nursing Staff.	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 12 Details	Reviews			
Strategy 12: Health Services Director will make campus clinic visits to ensure all nursing staff is following DISD policies, Texas School Health Guidelines & Nurse Practice Act. Strategy's Expected Result/Impact: Health Services Director will report negative clinic visit findings to campus principal for consultation Staff Responsible for Monitoring: Health Services Director & Float LVN.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 13 Details	Reviews			
Strategy 13: All RNs will attend ARD meetings for 504 & Sp. Ed students and will formulate and update (IHPs) Individualized Health Care plans. Strategy's Expected Result/Impact: An RN will be available to attend all student ARDs & 504 meetings, formulate and ensure that IHPs are done and carried out by school staff. Staff Responsible for Monitoring: Health Services Director.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 14 Details	Reviews			
Strategy 14: Ensure Nursing Staff attends CPR & AED training to nursing staff every 2 years, Provide screening certification/re-certification on Vision, Hearing, & Scoliosis every 5 years through Texas Dept. State Health Services. Strategy's Expected Result/Impact: Pre/Post test, sign in roster, acquire CPR card - expires in two years. Screening Certs/Re-certs cards issued to be able to screen students. in Texas. Staff Responsible for Monitoring: Health Services Director will contract CPR Instructor, & contact TDSHS to schedule certs/re-certs.	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 15 Details	Reviews			
Strategy 15: Provide guest speakers to Nurse's Staff Development & Nurse's Monthly Meetings. Strategy's Expected Result/Impact: Nursing staff will use acquired knowledge in campus clinics. Staff Responsible for Monitoring: Health Services Director, LVN & Dept. Secretary.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 16 Details	Reviews			
Strategy 16: Participate and assist in the planning of Health Fairs & Community Fairs for school district employees, staff, students, parents, & the community. Strategy's Expected Result/Impact: Community visitors, vendor participation & attendance rosters. Staff Responsible for Monitoring: Health Services Director, LVN, Dept. Secretary & campus nurses.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 17 Details	Reviews			
Strategy 17: Vaccine Clinics for students at New to District Registration location & at campuses through out the school year. Strategy's Expected Result/Impact: Students getting required vaccines before attending school so that DISD can be 100% compliance. Staff Responsible for Monitoring: Health Services Director, Health Services office staff, & campus Nursing staff.	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 18 Details	Reviews			
Strategy 18: Social/Luncheon in August, Christmas, End of the Year and give out incentives. Strategy's Expected Result/Impact: Increase nursing staff moral, retain current medical staff, recognize excellence at the campus clinics. Staff Responsible for Monitoring: Health Services Director & Health Services Office Staff.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 19 Details	Reviews			
Strategy 19: Nursing staff needed at NTD registration to verify student's vaccines for compliance and ensure all enrollment health forms are filled out. Strategy's Expected Result/Impact: 100% compliance on Annual Immunization District Report and ensure that health problem lists at campuses are up to date. Staff Responsible for Monitoring: Health Services Director, & campus nursing staff.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 20 Details	Reviews			
Strategy 20: Provide funds for lease/maintenance/repair of medical equipment at campus clinics, and replace unrepairable items with new medical equipment/office furniture as needed. Strategy's Expected Result/Impact: Medical Equipment will be in top working capacity to provide accurate screening & assessment results. Staff Responsible for Monitoring: Health Services Director.	Formative			Summative
	Sept	Dec	Mar	June
				

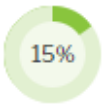

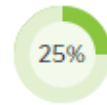









Strategy 21 Details	Reviews			
Strategy 21: Provide Health Services information to SHAC (School Health Advisory Council) regarding student health and community awareness. Strategy's Expected Result/Impact: Attending four yearly SHAC meetings and participate in discussion regarding student & employee wellness. Staff Responsible for Monitoring: Health Services Director & office staff.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 22 Details	Reviews			
Strategy 22: Health Services office will offer nursing staff opportunities to attend workshops, trainings, conferences, & Region One Educational meetings. Strategy's Expected Result/Impact: Nursing staff will gain knowledge and acquire new skills to use at the campus clinics. Staff Responsible for Monitoring: Health Services Director and office staff.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 23 Details	Reviews			
Strategy 23: Health Services dept. staff will wear a department polo shirt to look coordinated and professional. Strategy's Expected Result/Impact: Providing a dept. shirt for each staff member will promote unity with in the dept. and cut down on inappropriate clothing and adhere to the employee hand book. Staff Responsible for Monitoring: Health Services Director.	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

















Goal 4: JP Lenoir will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.



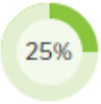


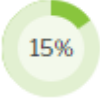






Performance Objective 2: Drop Out Prevention: The District will increase the attendance rate from 95.1 to 95.6 for all students.









Evaluation Data Sources: TAPR report/PBMAS

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Identify and provide RTI, tutoring, counseling, and school/community resources to homeless students. Strategy's Expected Result/Impact: Students will master state administered assessments Staff Responsible for Monitoring: Early Childhood Director	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Conduct 6 wk. attendance audits Study trends to target populations and maintain accurate records. Strategy's Expected Result/Impact: Improved ADA Six wks attendance rates Annual ADA rate Staff Responsible for Monitoring: Campus administration Intake/attendance dept. Truancy Officers McKinney-Vento Dept.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Follow district written protocol to address truancy and attendance trends.	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Centralize intake center to include PK to 12th and comply with the provisions of the McKinney Vento Act and train on registration procedures Strategy's Expected Result/Impact: Registration documentation Staff Responsible for Monitoring: Director & Attendance Staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Formation of campus based attendance committee Strategy's Expected Result/Impact: Enrollment data Staff Responsible for Monitoring: Director & Attendance Staff, campus administrators	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Ensure campuses inform parents on attendance rules, promotion and truancy Strategy's Expected Result/Impact: Mtg. Agenda, Sign-In Sheets Staff Responsible for Monitoring: Attendance Director and staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Assist schools with recovering leavers and train on leaver recovery. Strategy's Expected Result/Impact: AEIS Staff Responsible for Monitoring: Director & Attendance Staff	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 8 Details	Reviews			
Strategy 8: Examine attendance records and follow up on student absences and truancy. Adopt a highway clean up service Strategy's Expected Result/Impact: Truancy Court Records Campus Referrals Staff Responsible for Monitoring: Attendance Staff & Director	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Provide an Attendance Incentive Program Strategy's Expected Result/Impact: Warning letters, weekly court filings, meetings with truant students Staff Responsible for Monitoring: District and Campus level staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Develop a campaign to encourage students to come to school regularly and stay in school. Strategy's Expected Result/Impact: Texas Academic Performance Report: Attendance and dropout percentages. Six Weeks District attendance reports. Staff Responsible for Monitoring: Director of Intake Center Truancy Officers McKinney-Vento Clerk Campus Principals Attendance Helpers Teachers Counselors Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				





Strategy 11 Details	Reviews			
<p>Strategy 11: Donna ISD will apply for a Low-Attendance Day Waiver for a day when school was held but attendance was at least 10 percentage points below the overall average attendance rate for the district or applicable campus due to inclement weather-related or health or safety issues. DISD will apply for a waiver to have the day excluded from ADA and FSP funding calculations</p> <p>Strategy's Expected Result/Impact: Exclude the missed day(s) from ADA and FSP funding calculations</p> <p>Staff Responsible for Monitoring: Superintendent PEIMS Department Campus Principals</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









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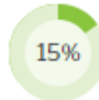










Performance Objective 3: Physical Education: The District will require the Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. or course substituting for P.E. (athletics, band, ROTC) unless a student qualifies for valid exemption as per Fitnessgram testing policies.

Evaluation Data Sources: Fitness gram assessment, PEIMS enrollment schedules for PE

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Collect fitness data for all students at all campuses enrolled in PE/Health using FITNESSGRAM. Strategy's Expected Result/Impact: Fitnessgram pre- and post- tests in 6th grade Fitnessgram data (annual) in grades 3-12 Staff Responsible for Monitoring: Campus PE/Health teachers Principal and Director monitoring	Formative			Summative
	Sept	Dec	Mar	June
				









Strategy 2 Details	Reviews			
Strategy 2: Continue implementation of CATCH curriculum (on the list of state-approved curricula) for PE/Health at all elementary campuses Strategy's Expected Result/Impact: Lesson plans Online Curriculum Fitnessgram pre- and post- tests in 6th grade Fitnessgram data (annual) in grades 3-12 Staff Responsible for Monitoring: Campus/PE Health teachers Director monitoring Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Maintain a 45:1 ratio in PE/Health courses to ensure safety and monitoring of the students. Strategy's Expected Result/Impact: campus grade-level rosters Staff Responsible for Monitoring: HR department Campus Principals Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative			Summative
	Sept	Dec	Mar	June
				











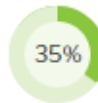

Strategy 4 Details	Reviews			
Strategy 4: Maintain up-to-date PE/Health timelines online, aligning state standards and district-adopted curricula. Strategy's Expected Result/Impact: Curriculum Collaborative Staff Responsible for Monitoring: Director Head PE/Health teacher Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Maintain a Coordinated School Health program through four annual SHAC (Student Health Advisory Committee) meetings that include multiple departments and community members. The committee will consider various data sources (fitness, attendance, academic performance, health, safety, nutrition) in order to set objectives and goals to promote and improve the overall health of our students. Strategy's Expected Result/Impact: agendas sign-ins Staff Responsible for Monitoring: Directors of the following departments: -Federal Programs -Food Services/Nutrition -Nursing -Physical Education -Safety -Student Support Services -Parental Involvement Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6, 3.1, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				
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






Goal 4: JP Lenoir will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.













Performance Objective 4: Advanced Academics: The District will ensure that 97% of all Gifted/Talented students will meet the state standards on all areas of STAAR/EOC.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Elementary students will be provided with opportunities for GT students to work together in flexible groupings and use inquiry and discovery through TPSP, Robotics, NASA, GT Competitions, and group projects of study during Academic Elective periods. Strategy's Expected Result/Impact: Classroom observation, lesson plans, meetings with AAS director, Staff Responsible for Monitoring: Campus Administrators, Gifted/Talented Teachers, AAS Director Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students will be provided opportunities to participate in high level extracurricular activities such as spelling bee, UIL, & Battle of the Books. Strategy's Expected Result/Impact: Generated & paid for requisitions Staff Responsible for Monitoring: Central Office Directors, Campus Administrators, Librarians/Coaches Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: GT Elementary will participate in summer reading program Strategy's Expected Result/Impact: List of assignments and books Staff Responsible for Monitoring: Campus Administrators, AAS Director, Librarians, Pre-AP Teachers, Teachers of GT students, Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Provide adequate/effective GT basic and maintenance training such as 30 hour mandatory training and 6 hour update training. Strategy's Expected Result/Impact: Certificates of completion from Region I, generated Staff Responsible for Monitoring: AAS Director, Campus Administrators, Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Offer opportunities for training in TPSP by Region 1 and district AAS director to ensure teachers are implementing correctly Strategy's Expected Result/Impact: Sign in sheets and certificates of training Staff Responsible for Monitoring: AAS Director and teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				





Strategy 6 Details	Reviews			
Strategy 6: Provide and train administrators & counselors on the Texas State Plan for Gifted/Talented students. Strategy's Expected Result/Impact: Sign in sheets & certificates Staff Responsible for Monitoring: AAS Director, campus admin Schoolwide and Targeted Assistance Title I Elements: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Provide information to parents on G/T through parent meetings at the district level, through district newspaper and through newsletters sent home Strategy's Expected Result/Impact: Newsletter Staff Responsible for Monitoring: Campus admin, AAS Director, and teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Campuses recognize TPSP participants by showcasing projects through events like Gallery Walk, Literacy Night, etc. with medals or by placing in the district newspaper. Strategy's Expected Result/Impact: Newspaper articles, pictures Staff Responsible for Monitoring: AAS Director, campus admin, classroom teachers Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				









Strategy 9 Details	Reviews			
Strategy 9: Provide G/T instructional resources to supplement instructional programs in all core areas when applicable Strategy's Expected Result/Impact: Classroom observation, lesson plans, assessments Staff Responsible for Monitoring: AAS director, Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: The district will purchase an on-line testing program which will test students and identify their giftedness and talent. Strategy's Expected Result/Impact: STAAR Test Results Staff Responsible for Monitoring: AAS Director, Principals, Curriculum Specialists, Counselors, and Deans of Instruction Schoolwide and Targeted Assistance Title I Elements: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: JP Lenoir will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 5: Technology: Students K-8th grades will learn about digital citizenship and cyberbullying using online curriculum.

Summative Evaluation: Met Objective





Strategy 1 Details	Reviews			
Strategy 1: Provide curriculum to ensure personal safety for students in a digital world and Acceptable Use Policies that specify expectations and rules for students, parents and teachers. Strategy's Expected Result/Impact: DISD will use Learning.com as the main platform for Digital Citizenship and cyberbullying. The students will complete all modules on Digital Citizenship and Cyberbullying Staff Responsible for Monitoring: Campus Administrators, Media Specialist/Librarian, Counselor, Technology Director, Master Instructor of Technology, Instructional Technology Specialist, Teacher Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide access to an anonymous reporting hotline and website to ensure personal safety for students against bullying and cyber bullying.	Formative			Summative
	Sept	Dec	Mar	June









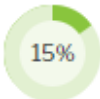



<p>Strategy's Expected Result/Impact: DISD has a Direct HOTLINE available for students, teachers and staff to report any bullying. DISD is working on creating an app to report bullying.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, Teachers, District Police Department, Technology Director, Master Instructor of Technology, Instructional Technology Specialist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







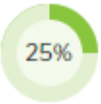

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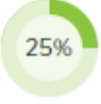

Performance Objective 6: Bilingual/ESL: The District will increase the percentage of ELLs progressing one performance level to 51%, increase the percentage of ELLs reaching Advanced High within the first 4 years of enrollment in US schools to 16%, and increase the percentage of ELLs at Advanced High after the fifth year of enrollment in US schools to 30%.


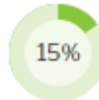










Summative Evaluation: Met Objective



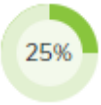





Strategy 1 Details	Reviews			
<p>Strategy 1:) Train teachers on pedagogy (sheltered instruction, language acquisition methodologies.) that addresses the needs of the LEP population, and acquire resources to assist teachers in providing linguistically accommodated instruction and assessment to ELLs (Brewster's Guacamaya Enterprises, Pearson, American Learning Company Velasquez Press, National Geographic, Houghton Mifflin, American Reading, Dr. Steven Schneider, Scholastic grammar books, Learning A-Z, Millmark Education, Poetry Friday, Wings Press, Overlooked Books, Brilliant Education, Lupe Lloyd and Associates, Teacher Created Materials, etc.).</p> <p>Strategy's Expected Result/Impact: Increase Student Performance (District, STAAR/EOC, TELPAS)</p> <p>Staff Responsible for Monitoring: ELA Directors, Campus Administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				









Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain up-to-date instructional technology, resources, materials, and/or supplies in bilingual, OLD, and ELD classrooms/department in order to serve students more effectively; update administrative technology/materials, resources/supplies and/or fixed assets (shelving, desks, tables) as needed to facilitate bilingual/ESL program management. (Gateway, Mid Valley Supply, Barnes & Noble, Lakeshore, DISD Warehouse, etc...) Renew Reading A-Z annually as part of this initiative.</p> <p>Strategy's Expected Result/Impact: Use of technology/supplies/ in instruction; enhanced TELPAS and STAAR scores for students utilizing technology</p> <p>Staff Responsible for Monitoring: Bilingual Department, Campus Administration, Teachers, Core Directors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Train and oversee ELD, Guided Reading and Reading/Math ESL ensuring they have the materials and time necessary to adequately plan and implement linguistic accommodations and to improve linguistic development of the ELLs they serve. Bring in such training from Region One, Dr. Steven Schneider, etc</p> <p>Strategy's Expected Result/Impact: Enhanced Student Performance; joint planning with teacher of record; lesson plans with integrated sheltered instruction</p> <p>Staff Responsible for Monitoring: Bilingual Department; ELA and Math Director; ELA and ELL strategists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement programs so that recent immigrants can draw upon their schooling in other countries and, via tutoring and software, continue to learn content in a comprehensible format while simultaneously developing their linguistic ability in English.</p> <p>Strategy's Expected Result/Impact: Increased student performance</p> <p>Staff Responsible for Monitoring: Director; ELL strategists, Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				






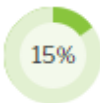


Strategy 5 Details	Reviews			
<p>Strategy 5: Train a cadre of teachers to develop and foster the use of on-line, vertically and horizontally aligned ESL and ELD curricula that integrate TEKS, ELPS and CCRS and that incorporate authentic readings, performance tasks and research-based instructional strategies sequenced in detailed units. Craft TELPAS-aligned benchmarks to track linguistic development.</p> <p>Strategy's Expected Result/Impact: Increased Proficiency in Language and Literacy Levels</p> <p>Staff Responsible for Monitoring: Director and ELL strategists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Enhance teacher / administrator quality by reimbursing teachers for Bilingual/ESL Certification / Bilingual/ESL state exams for certification, and/or providing teachers opportunities to participate in post graduate degrees in the areas of Bilingual/ESL.</p> <p>Strategy's Expected Result/Impact: Increase Percentage of Teachers that are Bilingual and/or ESL Certified</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Department, Campus Administration, HR Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p>	Formative			Summative
	Sept	Dec	Mar	June
				


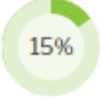






Strategy 7 Details	Reviews			
<p>Strategy 7: Facilitate the bilingual/ESL education director, ELL strategists, Core Content Directors, Core Content Strategists, Campus Administrators, and Teachers' attendance of training sessions, school visits, and conferences (such as Title III, TABE, School Improvement, Testing, Administrator, Region One, ABYDOS, Assessment Conference, Texas Assessment Conference, ACET etc...) in order to keep up-to-date on latest state and federal accountability changes as well as best practices for the department in order to provide cutting-edge training and support.</p> <p>Strategy's Expected Result/Impact: Increase Educator Awareness in Content, Language and Literacy Connection</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Department, Core Directors, Campus Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Facilitate the LPAC process, including recruiting outside auditors and underwriting travel for LPAC clerk to audit LPAC folders on a biannual basis.</p> <p>Strategy's Expected Result/Impact: Reduce the number of LPACing Irregularities</p> <p>Staff Responsible for Monitoring: Bilingual Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 9 Details	Reviews			
Strategy 9: Yearly training of campus administration and teachers on time and treatment model. Also, adjustment of bilingual and ESL model according to needs assessment. Strategy's Expected Result/Impact: Reduce Number of Students that are Improperly Placed Staff Responsible for Monitoring: Bilingual/ESL Director and Strategists Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Coordination between Bilingual Department and Core Subject Departments (Curriculum, Strategists, and/or Directors) to ensure district-wide alignment of sheltered instruction, lesson planning, instructional resources/materials, instructional frameworks ,and/or curriculum. Strategy's Expected Result/Impact: Increase Student Performance (STAAR/EOC, TELPAS, District, Literacy Levels, Language Levels Staff Responsible for Monitoring: Bilingual/ESL Director, Core Area Directors and strategists. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Ongoing creation, adjustment, and monitoring of Linguistic Accommodation Plan Forms (LAP). Strategy's Expected Result/Impact: Increase Student Performance (District, STAAR/EOC, TELPAS) Staff Responsible for Monitoring: Bilingual/ESL Department, Campus Administration, LPAC, and Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 12 Details	Reviews			
Strategy 12: Training of all teachers on LPAC process (BOY, MOY, and EOY), use of Linguistic Accommodation Plan, and LPAC folder auditing system. Strategy's Expected Result/Impact: Reduce Number of Students Improperly Placed and Mis-Coded Staff Responsible for Monitoring: Bilingual/ESL Department and Campus Administration and Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 13 Details	Reviews			
Strategy 13: Inclusion of ELD/SLD classes in campus master schedule for ELL students. ELD/SLD is according to the group placement and language of instruction the students receive in language arts. Strategy's Expected Result/Impact: Increase Proficiency Levels of Students in Literacy and Language Staff Responsible for Monitoring: Bilingual/ESL Department and Campus Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 14 Details	Reviews			
<p>Strategy 14: Coordinate parental meetings with district departments and community sites to ensure more parents receive information that can benefit their children and families, Title III requirement. (ie. Health Fair, Sp. Educ. Parent Meetings, Bil/ESL Dept. Meetings, GEAR-UP, Title III etc.)</p> <p>Strategy's Expected Result/Impact: Increase Parent Awareness in the Benefits of Bilingual Education</p> <p>Staff Responsible for Monitoring: Bilingual Department Director, Parental Involvement Director, Directors, Parent Educators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 15 Details	Reviews			
<p>Strategy 15: Implement Biliteracy in campuses willing to implement the model.</p> <p>Strategy's Expected Result/Impact: Increase Proficiency Levels of Students in Language and Literacy, English and Spanish</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Department Director and Strategists, Core Directors, Chief Academic Officers, and LA coaches and strategists.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 16 Details	Reviews			
Strategy 16: Provide state exam reviews to help campuses maintain certified personnel, Bilingual or ESL. Strategy's Expected Result/Impact: Maintain highly qualified staff. Staff Responsible for Monitoring: Bilingual/ESL Department Schoolwide and Targeted Assistance Title I Elements: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 17 Details	Reviews			
Strategy 17: Implement Summer School program for Pk/K students and 1st-4th students. 1st - 4th grade students are beginners/intermediates and reading below grade level. (Payment of personnel and supplies/materials) Strategy's Expected Result/Impact: Increase in English language proficiency level and/or reading level. Staff Responsible for Monitoring: Directors from Bilingual Dept., Fine Arts, LA, and Social Studies Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				





Strategy 18 Details	Reviews			
<p>Strategy 18: Implement Comprehensive Professional Development Plan in order to comply with Bilingual Exception and ESL Waiver. Plan provides staff development and instructional materials/resources required by training for bilingual and LA/ESL teachers serving identified LEP students. (Lupe Lloyd, Excellence in Teaching (EiT), Region I, CAST, TABE, CAMPT, Title III, Teacher Created Materials, etc...)</p> <p>Strategy's Expected Result/Impact: Increase LEP student academic performance. Increase teachers' competencies needed to serve the needs of English Learners.</p> <p>Staff Responsible for Monitoring: Bilingual Department, Campus Administration, and C&I Department Directors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 4: JP Lenoir will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.











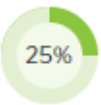

Performance Objective 7: Migrant: The District will reduce the academic performance gap between the Migrant population and the Non-migrant population in the content areas by an average of 50%

















Evaluation Data Sources: PBMAS & STAAR





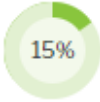







Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Determine individual needs for instructional and support services that will: Identify available resources and make referrals to address said needs such as dropout prevention programs; coordinate with the entities to ensure that the child has access to the appropriate services; and follow-up to monitor and document progress.</p> <p>Strategy's Expected Result/Impact: Student sign-in sheets; home visits; letters to parents; prescriptions</p> <p>Staff Responsible for Monitoring: Migrant Strategists; Migrant Counselors; Migrant Lab Teachers; Campus Administrators; Academic Counselors; Community Liaisons; Migrant Family Services Coordinator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Provide coordination of homework assistance and tools; collaborating with existing programs and organizations to coordinate student access to resources and; providing students and parents with up-to-date and easy to understand information on how to access homework assistance when needed Strategy's Expected Result/Impact: Intervention Plans; Benchmark Tracking Document; Home Visitation Reports; Equipment check-out documentation Staff Responsible for Monitoring: Migrant Strategists; Migrant Counselors; Migrant Lab Teachers; Community Liaison; Migrant Family Services Coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, Head Start, Teaching and Mentoring Communities (TMC), or other early childhood programs) Strategy's Expected Result/Impact: Certificates of Eligibility; Referral Documents for other programs; home visits; PK3 Student rosters Staff Responsible for Monitoring: Migrant Recruiters; District Curriculum Staff; Migrant Pre-K3 Teachers; Regular Program Teachers	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Offer supplemental instruction to Elementary School migrant students by offering: Extended day STAAR tutorials (before/after or on Saturdays); supplemental instructional support by a teacher for migrant first grade students who are performing below the expected level of development and collaborate with parents on ways to support students' skill development at home. Instructional support will be provided outside the regular instructional time individually or small groups at least 1-2 times per week and will include engaging, age appropriate activities to target school readiness</p> <p>Strategy's Expected Result/Impact: Progress Reports; Benchmark and Campus Assessments; Proposals for Tutorials; Migrant External Tutor Tutorial Log</p> <p>Staff Responsible for Monitoring: Campus Administration; Migrant Director; Campus Academic Counselors; Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide school supplies and utilizing other fund sources provide clothing (uniforms, under clothing, shoes and jackets) when necessary.</p> <p>Strategy's Expected Result/Impact: Clothing Vouchers/POs; Warehouse Requests for school supplies; Signed Students Rosters Acknowledging the receipt of school supplies</p> <p>Staff Responsible for Monitoring: Migrant Counselors, Migrant strategist</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Prioritize instructional and support services for targeted PFS students first before regular migrant students by: Tracking their academic progress to ensure that their needs are being met and to make contact by phone or home visits for those that are failing in the core subject areas</p> <p>Strategy's Expected Result/Impact: Meeting STAAR Passing Standards</p> <p>Staff Responsible for Monitoring: Migrant Counselors, strategists, other migrant and non-migrant teaching staff; Migrant Community Liaisons</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p>	Formative			Summative
	Sept	Dec	Mar	June
				





Strategy 7 Details	Reviews			
Strategy 7: Coordinate with available mentoring programs or support organizations to develop students learning and study skills and follow up to monitor and document progress Strategy's Expected Result/Impact: Intervention Plans, Home Visit Reports Staff Responsible for Monitoring: Migrant Strategists; Migrant Family Services Coordinator	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Provide a list of migrant students to be encoded into PEIMS with the migrant indicator code by the Title I Migrant Coordinator Strategy's Expected Result/Impact: Migrant PEIMS Report Staff Responsible for Monitoring: NGS Clerks; Migrant Director PEIMS Staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Implement the Migrant Summer Project SMART Math Matters Program for eligible migrant students. Strategy's Expected Result/Impact: Pre-test and Mid-test Math Matters Assessment results Staff Responsible for Monitoring: Migrant Director; Project SMART Math Matters Program Teachers Migrant recruiters; NGS Clerks	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Provide certificates, prizes, plaques, ribbons and small trophies that are nominal in cost to celebrate migrant student participation and success/recognition during the school and end of school year Strategy's Expected Result/Impact: Program Agenda of Events; Purchase Orders Staff Responsible for Monitoring: Migrant Director; Migrant Strategists; Migrant Counselors; Campus Staff	Formative			Summative
	Sept	Dec	Mar	June
				





Strategy 11 Details	Reviews			
Strategy 11: Provide transportation and refreshments to parents participating in PAC meetings and other migrant related meetings and/or conferences to include child care when necessary Strategy's Expected Result/Impact: Agendas; Sign-in Sheets; Registrations; Travel Requests; PAC Minutes Staff Responsible for Monitoring: Migrant Director; Community Liaison	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 12 Details	Reviews			
Strategy 12: Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their students. Strategy's Expected Result/Impact: Progress Reports, Parent Meeting Agendas, Home Visitation Reports Staff Responsible for Monitoring: Migrant Strategist	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







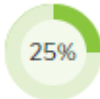

Goal 4: JP Lenoir will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.


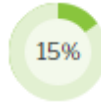






Performance Objective 8: Special Education: The District will improve its overall academic rating in the area of reading and writing in 2018 Texas Education Agency Performance Based Monitoring Analysis System by one performance level indicator.



Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide district and campus trainings in the area of accommodations and designated supports. Strategy's Expected Result/Impact: -increase teacher awareness of accommodations -increase accommodation implementation and effectiveness -increase academic state performance -increase academic classroom performance Staff Responsible for Monitoring: -Director -Supervisor -Educational Diagnosticians -Special Education Teachers -General Education Teachers -Campus administrators -504 campus coordinators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Coordinate with ELA department and provide trainings to ELA teachers and special education teachers on targeted instruction.</p> <p>2.4, 2.5, 2.6</p> <p>Strategy's Expected Result/Impact: -increase communication and teacher planning between ELA general education teachers and special education teachers</p> <p>-increase monitoring of student progress</p> <p>-increase academic state performance</p> <p>-increase academic classroom performance</p> <p>-increase IStation progress monitoring</p> <p>-increase lexile progress monitoring</p> <p>Staff Responsible for Monitoring: -Special Education Director</p> <p>-Special Education Supervisor</p> <p>-ELA Director</p> <p>-ELA strategists</p> <p>-ELA instructional coaches</p> <p>-Campus administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details		Reviews			
Strategy 4: Provide supplemental reading programs to assist students with reading difficulties (Language Live, Rewards, Rave-O). 2.4, 2.5, 2.6 Strategy's Expected Result/Impact: -increase student reading performance Staff Responsible for Monitoring: -Director -Supervisor -Educational Diagnosticians -Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 5 Details		Reviews			
Strategy 5: Provide online assessment resources to students in preparation of online state assessments. Strategy's Expected Result/Impact: -increase student preparation in navigating online assessment resources -increase online state assessment performance Staff Responsible for Monitoring: -Director -Supervisor -Campus administrators -Special education teachers -Campus technicians		Formative			Summative
		Sept	Dec	Mar	June
					









Strategy 6 Details	Reviews			
Strategy 6: Recognize student academic performance. 2.4, 2.5, 2.6 Strategy's Expected Result/Impact: -increase teacher communication between general education teachers and special education teachers -increase student academic performance Staff Responsible for Monitoring: -Director -Special education teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Provide academic support through supplemental resources to campuses. Strategy's Expected Result/Impact: -increase student academic performance Staff Responsible for Monitoring: -Director -special education teachers -campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 8 Details		Reviews			
Strategy 8: Provide campus support by conducting classroom walkthroughs and monitoring the provision of student services in the classroom. 2.4, 2.5, 2.6 Strategy's Expected Result/Impact: -increase in academic state performance -increase in classroom performance Staff Responsible for Monitoring: -Director -Supervisor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 9 Details		Reviews			
Strategy 9: Provide teacher training on district data monitoring resources to improve student progress monitoring. Strategy's Expected Result/Impact: -increase student academic performance Staff Responsible for Monitoring: -Director -Supervisor -Educational Diagnosticians -Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		Formative			Summative
		Sept	Dec	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 4: JP Lenoir will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 9: Academics: Increase opportunities for students to participate in and out of district academic enrichment programs.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Create more opportunities for students to participate in and be recognized for enrichment programs such as career interest, technology, field lessons, science fairs robotics, student clubs, and competitions. Strategy's Expected Result/Impact: Increased enrollment numbers in programs. Staff Responsible for Monitoring: Core Content Directors, Director of Fine Arts, Athletic Coordinators, Director of Technology, Campus Administration, and Teachers. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: JP Lenoir will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 1: DLPAC: The District will maintain the required members in the District Level Planning and Advisory Committee to oversee district decisions, plans, and improvement activities at least 4 times per year.

Evaluation Data Sources: DLPAC meeting sign ins and agendas

Summative Evaluation: Met Objective

Goal 5: JP Lenoir will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 2: Parental and Family Engagement Department: The District will increase the number of parent/community volunteers by 5% and increase the parent attendance by 10% at district meetings/events each year.

Evaluation Data Sources: Volunteer sign in at each site on a daily basis and the sign in at the district meetings.

Summative Evaluation: Met Objective

Goal 5: JP Lenoir will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 3: Bilingual/ESL: Goal/Objective relating to informing parents of the district Bilingual/ESL model.

Summative Evaluation: Met Objective

Goal 5: JP Lenoir will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 4: The migrant department will have 4 out 4 PAC meetings throughout the school year for migrant parents. (100%)

Evaluation Data Sources: PAC meeting agendas and sign in sheets.

Summative Evaluation: Met Objective

Goal 5: JP Lenoir will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 5: Nursing/Health Services: Goal/Objective relating to parent education meetings/SHAC meetings.

Evaluation Data Sources: Agendas and sign ins of SHAC meetings, and agendas from Family Engagement meetings.

Summative Evaluation: Met Objective

Campus Funding Summary

State Comp.(164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Teacher Office Supplies / Education Galaxy	*	\$5,120.00
1	1	7	Testing Resources	*	\$1,000.00
1	1	7	After school and Saturday Tutorials & Fringes	*	\$0.00
Sub-Total					\$6,120.00
Budgeted Fund Source Amount					\$13,206.00
+/- Difference					\$7,086.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teachers Operating Leases	*	\$15,000.00
1	1	1	Front Office Operating Leases	*	\$2,000.00
1	1	1	Librarian Operating Leases	*	\$300.00
1	1	4	Library Magazine subscription fees	*	\$300.00
1	1	4	Library Supplies-School Theme	*	\$400.00
1	1	4	Teacher Supplies	*	\$1,000.00
1	1	4	Ink Cartridges for printers, CS Printer, laptop/camara/projector for staff meetings, shredder, office supplies, and Plan4Learning Program..	*	\$10,000.00
1	1	5	Music Teacher and Coach Conference	*	\$500.00
1	1	8	Author's Visit		\$0.00
1	1	16	Staff Meals (Incentives and Recognition)	*	\$925.00
1	1	16	Students Awards and Incentives	*	\$2,500.00
1	1	18	Wax - Campus Floors	*	\$2,500.00
Sub-Total					\$35,425.00
Budgeted Fund Source Amount					\$30,780.00
+/- Difference					-\$4,645.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Teacher Supplies / Software Renewal & Supplies	*	\$6,100.00
1	1	4	Testing Materials- Dictionaries*	*	\$0.00

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	*Parent Center: Com Binding Machine, Poster Maker, film, Cricut Machine, and Paper cutter.	*	\$600.00
1	1	5	Region One Trainings for Teachers	*	\$1,000.00
1	1	5	TEPSA, ABYDOS, Martha Morales Conferences	*	\$2,000.00
1	1	5	Principal / CS TEPSA/Technology Conference*		\$600.00
1	1	5	Region I Trainings for Principal*	*	\$500.00
1	1	17	Student Clothing	*	\$1,000.00
1	1	17	Vision Referrals	*	\$50.00
Sub-Total					\$11,850.00
Budgeted Fund Source Amount					\$24,357.00
+/- Difference					\$12,507.00
Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Texas Assessment Conference (TASA)	23.6411	\$1,500.00
1	1	5	Region I Trainings for Teachers		\$400.00
1	1	5	Abydos, TEPSA, and Summer Conferences		\$550.00
1	1	5	Reading Materials- Teachers PD	*	\$682.00
Sub-Total					\$3,132.00
Budgeted Fund Source Amount					\$3,690.00
+/- Difference					\$558.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Teacher Supplies	*	\$1,760.00
Sub-Total					\$1,760.00
Budgeted Fund Source Amount					\$847.00
+/- Difference					-\$913.00
Title IV 289					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Counselor Travel	*	\$0.00
1	1	4	Anti-Bullying and Red Ribbon Week Presentations	*	\$1,000.00

Title IV 289					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Counselor Supplies, posters, banners, fence art, etc...	*	\$2,080.00
1	1	14	Robotics Travel and Registration	*	\$500.00
1	1	14	Robotics Transportation Expenditure	*	\$500.00
1	1	19	Office Supplies	31.6399	\$2,080.00
1	1	19	Transportation Expenditure	11.6494	\$500.00
1	1	19	Robotics, Travel Students	11.6412	\$500.00
1	1	19	Misc. Contracted Services	31.6299	\$1,000.00
Sub-Total					\$8,160.00
Budgeted Fund Source Amount					\$7,790.00
+/- Difference					-\$370.00
ESSER III (282)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	After School Tutoring / HB4545		\$44,300.00
Sub-Total					\$44,300.00
Budgeted Fund Source Amount					\$44,300.00
+/- Difference					\$0.00
Grand Total Budgeted					\$124,970.00
Grand Total Spent					\$110,747.00
+/- Difference					\$14,223.00