Donna Independent School District

J.S. Adame Elementary

2022-2023 Campus Improvement Plan

Mission Statement

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

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

Vision

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

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

Core Beliefs

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

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

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

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

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

Attract and retain highly qualified staff.

Provide ongoing targeted staff development.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Accommodate parents' work schedules when creating parent involvement opportunities.

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

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

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

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

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

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

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

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

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

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Demographics

Demographics Summary

1. What do enrollment numbers indicate?

According to the data found in the AEIS report and Fall submission snapshot, there are a total of 695 students at J. S. Adame for the 2021-2022 school year. The enrollment has increased over time as data shows:

2019-2020 - 566 students

2020-2021 - 695 students

2021-2022 - 616 students

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

In the 2021-2022 school year, J. S. Adame Elementary breakdown is:

Ethnicity:

Hispanic - 615 students

White - 1 student

Gender:

Female - 312

Male - 304

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

2021-2022 school year; J. S. Adame Elementary had a decrease in the student population to a total of 79 students.

2019-2020: (583-553) there was a decline of 17 students

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

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

4. What is the number of students in each special program? How do these program numbers look broken up by ethnicity, gender, or other categories? Are we

underrepresented in certain groups? Why?

 In 2021-2022, J. S. Adame elementary currently served:

· **Special Education Program: 76 students**

· **Bilingual Program: 459 students**

· **GT Program: 55 students**

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

In the 2021-2022 school year, there are 459 students served under the bilingual education department. There was a decrease of 24 students being served through the GT program and the special education program decreased by 4 students.

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

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

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

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

Category	Students
ELs	459
Immigrant	21
Economically Disadvantaged	612
Foster Care	1
Dyslexia	3
At-Risk	541
Migrant	22

8. Who are our migrant students?

During the 2021-2022 school year, J. S. Adame elementary served 22 migrant students in grades PK3 - 5th grade.

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

The mobility rate during the 2021-2022 school year was at a count of 22 students (18 %).

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

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

11. What are the staff demographics?

Based on the 2021-2022 Texas Academic Performance Report, there are a total of 71 staff members. They are as follows:

Staff Members	Gender	Ethnicity
37 teachers	33 females 4 males	All Hispanic
23 paraprofessionals	20 females 3 male	All Hispanic
2 nurse	Female	Hispanic
1 counselors	Female	Hispanic
1 librarian	Female	Hispanic
2 administrators	Females	Hispanic

* Support professionals= 4 Females 4 Hispanic

By years of experience:

Years of Experience	Number of Teachers
0 years	1
1-5 years	7
6-10 years	6
11-20	15
Over 20 years	8

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

Based on the 2021-2022 Texas Academic Performance Report, the teacher/student ratio is at an average of 20/1.

Category	Teacher/Staff members
459 bilingual students	Bil. Certified teachers 27
55 GT students	GT trained teachers 25
22 migrant students	Migrant Tutor 0

* 76 Special Education Students = 3 Special Ed Teachers.

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

13. What are the teacher qualifications, certifications, etc Paraprofessionals?

The qualifications, degrees, and certifications are as follows:

Degrees:

Degree- Number of Teachers	Number of Teachers
Bachelor	30 teachers
Masters	14 teachers
Doctoral	0 teachers

Certifications:

Certification-Type-number of teachers	Number of Teachers
Bilingual-	28 teachers
ESL-5 teachers	3 teachers
GT-	0 teachers
Special Education	3 teachers

Paraprofessionals:

A total of 23 paraprofessionals are certified through SBEC or through college credit hours to serve as educational aides in the classroom.

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

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

Demographics Strengths: · Majority of teachers are GT trained/certified. · Most teachers have between 11 to 20 years of experience or more · Students are being transitioned at an

early grade level in order to meet the early-exit bilingual criteria.

Problem statements Identifying Demographics Needs: · Additional reading and math tutors are needed to target special student populations (i.e., ELs, GT, Migrant, and SPED).

Demographics Strengths

Strengths:

• 100% of teachers on campus are certified to teach their level of instruction.

• 78% of teachers have 5 to more years of teaching experience in the field of education.

• 76% of teachers are bilingual certified to assist with first-year language acquisition and early-exit transition framework.

• 33% of teachers have a master's degree.

• 55% of Adame teachers are GT certified.

• 5 instructional reading/math tutors (ESSER III Funds).

Needs:

• 1 migrant tutor for 22 students is insufficient/inadequate.

• Highly qualified & certified bilingual teachers (EBs population increased)

• Ratio: Teacher/Students class ratio 18/1 to target basic skills due to the COVID19 pandemic and learning loss (HB 4545)

• New teacher & experienced teacher partnerships to assist with real classroom environment & teaching strategies (RLA)

• Highly qualified TAs for RLA/Guided Reading.

• 3 Special Education teachers for 48 students is insufficient/inadequate (population increased)

• 2 GT tutors/teachers to assist GT students (population increased).

• 2 bilingual tutors to assist teachers from (1: K-2 and 1:3rd to 5th Grade)

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our school enrollment declined at the start of the school year then student enrollment increased mid year to request teachers from surplus list. **Root Cause:** Pending districts re-assignments of teachers.

Problem Statement 2: Tutors to target special populations. **Root Cause:** The large numbers of students in our special pops. affects the one-to-one time with each student.

Student Learning

Student Learning Summary

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Student Learning Summary

1. How is the student Achievement data disaggregated?

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

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

 Various data sources are used to measure student achievement. Sources vary by subject matter, but all are comparable within their subject area throughout the various grade levels. Reading is measured in the lower grade levels, PK - 1st, using the Amplify reading program. Here, students are measured on letter name fluency and sound recognition. Although this allows the teacher to tweak and adjust instruction, the data is limited. As students progress to the upper grade levels reading is measured using IStation to track student fluency and comprehension and places students in one of three reading tiers. This data, in conjunction with routine assessments and district exams, provides more detailed data that allows for instruction to be more targeted and specific.

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

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

The disaggregated data allows us to see results that were otherwise masked when looking at the student population as a whole. Specifically, we are able to see that when student achievement data is disaggregated based on a special program category, such as bilingual or special education, students within these subgroups generally perform lower due to limited vocabulary, learning disabilities, or other external issues. Using this data, teachers are able to refine their instruction based on student needs and target specific groups with well defined, evidence-based, intervention.

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

According to 2020-2021 STAAR data, our results are inconclusive as not all students 3rd-5th grade tested the STAAR assessments. STAAR results cannot be compared as the last 2 years have been declared a disaster due to pandemic.

5. Which students are making progress? Why?

According to 2020-2021 STAAR data, our results are inconclusive as not all students 3rd-5th grade tested the STAAR assessments.

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

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

through 3 benchmark assessments that show student gains.

7. What does the longitudinal student achievement data indicate?

Julian S. Adame Elementary has been in existence for 14 years. This campus has reflected consistent progress and improvement throughout the years. However, 2020-2021, pandemic continues. Student achievement data was inconclusive and AYP status was not given this school year.

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

According to HB3, 2020-2021, insufficient data was collected due to the pandemic. State assessments were optional for students to take. Vast majority of students were learning online at home due to the pandemic. Parents were given the option to whether or not to send their children to school to take the State Assessment. Due to this, the vast majority of students didn't take the state assessment.

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

Disaggregated data refers to numerical or non-numerical information that has been collected from multiple sources and/or on multiple measures, variables, and individuals; such as student demographics, economic status and household data.

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

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

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

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

Evidence of TEKS and ELPS must be embedded in all lesson plans in which administrators have access to. They must be clearly stated and visual in the classroom and in a manner in which students and adults can understand. There are many teachers who also provide parents with an account of the weekly skills and objectives that are linked to particular TEKS in order to make them aware of what their child is learning.

- Eduphoria

- Basals (PK - 5)

- DLM (PK)

- Texas Performance Standards Project (GT)

- Guided Reading

- District Timeline

- District Benchmarks

- Campus Assessments

- Special Education Approaches

- Bilingual Education Approaches

- Bundle Assessments

- I-Station (K - 5)

- CL 1 Engage (Pre-K)

- Imagine Math

- STEM scopes

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

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

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

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

- District Benchmarks

- Campus Assessments

- DLM (Pre-K)

- STAAR (3 - 5)

- Reading A-Z Levels (Pre-K - 5)

- Guided Reading

- I-Station

- TELPAS

- Bundle Assessments

- CL 1 Engage (Pre-K)

- Imagine Math

- STEM scopes

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

In the past couple of years, Julian S. Adame Elementary had an increase in STAAR scores for the 3rd – 5th grade students. However, at the time of this report, STAAR scores have not been received. Typically, TEKS alignment and the delivery of instruction in the classroom coupled with the target of serving the diverse needs of all student populations has aided in the increase of STAAR scores. The administration of assessments varies. Weekly assessments may be created and utilized by the classroom teacher, while Six Weeks Bundle assessments are created and provided for teachers by Donna ISD. The data available after assessing students is analyzed, analyzed, instruction is adjusted and monitored then evaluated in an effort to target student need. The decision to target skills that were not mastered, whether individually, via small group or in a whole group setting is made by teachers after meeting with whole grade level or administrators when necessary. Enrichment activities are presented to students who are at or above grade level, while students that are below are provided with additional support in the form of educational tutors in their language of instruction.

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

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

- online access via Chromebooks

- Sheltered Instruction

- Cooperative Learning

- interactive lessons

- home/school connections

- technologically based instruction

- alignment of College and Career Readiness Standards

- science experiments in the classroom

- hands-on learning

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

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

- the use of Spanish/English cognates

- guided reading lessons via small group in the classrooms

- small group instruction in the classroom

- the implementation of DOK (Depth of Knowledge) questioning in the classroom

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

- Emergent Bilinguals

- Gifted and Talented

- Migrant

- Special Education

- Recent Immigrant

- At Risk

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

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

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

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

Instructional design is the process by which learning products and experiences are designed, developed, and delivered. Being an educator comes with the expectation of knowing your students' demographics. Understanding and analyzing this information from their permanent folder will better assist in planning instruction based on their needs and level.Using the technology program, Euphoria, educators are able to look at prior years of plans and notes on each student's IEPs. Planning is a very critical component in delivering all lessons at any level of learning ranging from but not limited to; Special Education, English Learners and Gifted and Talented students. Everyday, students should be engaged with their level of learning and expectations are set for them to reach their short term goals to ensure accountability. Proper planning leads to a smooth and positive learning climate which then allows a

higher order thinking to flourish from students at all levels of learning. Teachers are given instructional days to collaborate with colleagues to provide ideas, feedback, and or suggestions to plan for the upcoming six weeks. A 45 minute conference period is allotted for every educator to connect daily with the home environment over the students' progress, issues, concerns, or simply to supply positive feedback. This ongoing process is preparation in every educator's instructional design. Without proper and sufficient planning, delivery is almost nonexistent.

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

The district provides assessments that are aligned with the TEKS being taught at that time, according to the district timeline. Campus based/teacher created assessments as well as additional supplemental materials are also aligned with the district curriculum and TEKS. Computerized programs that students use such as I-Station, Imagine Math (Think through Math), and STEM Scopes are also aligned to the TEKS. These assessments are developed to monitor student mastery weekly, every six weeks or by semester prior to the state assessment

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

The district assessments and benchmarks have provided more reliable content to the students by including word problems in Math that use familiar cultural experiences, names, regional vocabulary, Istation, etc. Reading passages vary by genre, and students (especially EL's with limited experiences) perceive the assessments as difficult to relate to or visualize. Teachers, aware of this setback, teach students strategies to help them overcome their lack of background knowledge.

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

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

21. What technology do we have for student learning?

2021-2022 The majority of the classrooms on campus have a 1 teacher computer, 1 printer, and 4 student computers. Most classrooms have a working Smart Board and a document camera. There are 2 computer labs with 30 computers, 1 printer, and 1 teacher computer. The main computer lab also includes a Smart Board that is accessible to teachers. Each grade level has access to a flip video and digital camera available for check out at the library. Pre-K classrooms have iPads and ChromeBooks for student use.*

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

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

Most of the staff at Julian S. Adame Elementary are proficient with technology and a few teachers can teach others about technology. Although most teachers feel they are proficient in the use of technology, there is still a lack of knowledge among the students to fully integrate technology into class assignments and school projects. The computer program Learning.com has introduced some of the basic uses of technology to students, however more training is needed for teachers and students to fully integrate the use of available technology programs. More training in regards to technology is needed in an effort to have all teachers fully integrate the use of it in class. Due to Covid-19, all teachers have had professional development in google classroom. Alternative google certifications are available for those that wish to keep advancing in their tracks.

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

Most of the barriers that potentially prevent effective use of technology stem from the lack equipment; for example headphones. There are not enough for the students to all use them in the lab. The testing months interfere with the lab schedules for all students. After about February, the lab is utilized to TELPAS, STAAR and for Science Camp, disrupting the schedule for non-testing grade levels. The network/internet has worked effectively throughout the year and issues with this area are usually resolved in a timely manner, which have helped with the needs of the students. Due to Covid-19 network connection was lacking in some rural areas for distance learning. Those that did have internet access, student were engaged and participated in classroom distance learning.

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

Google trainning on Google platform were conducted during staff development before the school year began. PD's on interactive programs such as peardeck, abd jamboard were given for additional support.   The Class Dojo training allowed teachers to communicate on a social media-type platform. Students were able to view messages on the app via their parents' phone. Families felt comfortable with this type of access to the teachers, and enjoyed viewing photos of classroom moments.

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

K to 2nd Grade Technology Programs	3 rd, 4th, & 5th Grade Technology Programs
I-Station:	I-Station:
Teachers in the lower grades use I-Station, which begins with a the game-like ISIP)	Teachers in the upper grades use I-Station, which begins with a the game-like ISIP)
I-Station Indicators of Progress) assessments sat the beginning of each month that determine each students' reading and level in English and Spanish and adjust in length and difficulty in real-time based on student academic performance. Life Skills need modification to student's levels in order to move forward.	I-Station Indicators of Progress) assessment sat the beginning of each month that determine each students' reading and level in English and Spanish and adjust in length and difficulty in real-time based on student academic performance. Life Skills need modification to student's levels in order to move forward.
Imagine Math:	Imagine Math:
Teachers used this adaptive math program for 2 nd through fifth grade students. Through playing math games and completing math short lessons, students improve foundational math skills, and teachers and administrators receive reports on student progress. Life Skills need modification to student's levels in order to move forward.	Teachers used this adaptive math program for 3rd through fifth grade students. Through playing math games and completing math short lessons, students improve foundational math skills, and teachers and administrators receive reports on student progress. Life Skills need modification to student's levels in order to move forward.
Brain Pop Jr.:	Brain Pop Jr. :
Teachers used this essential engagement tool from pre-K through 2nd Grade that allows both students and teachers to be involved in the learning process in all content areas.	Teachers used this essential engagement tool from 3rd Grade through 5th Grade that allows both students and teachers to be involved in the learning process in all content

Brain Pop Jr. has evolved by increasing the depth of knowledge needed to answer quiz questions by content area, and playful assessments by content area that allow students to explain their reasoning while playing a game. Life Skills need modification to student's levels in order to move forward.

MyOn:

Teachers used the Renaissance My On Reader, which is a student-centered, personalized literacy environment that gives students access to more than 6,000 enhanced digital books, and takes online reading assessments to monitor reading comprehension, reading level in English/Spanish, and fluency. Life Skills need modification to student's levels in order to move forward.

STEM Scopes:

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

Learning.com:

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

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Learning.com:

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

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

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

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

Curriculum:

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

Instruction:

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

Assessment:

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

Student Learning Strengths

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

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

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

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

School Processes & Programs

School Processes & Programs Summary

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

- TTess (Texas Teacher Evaluation and Support System)
- TEEMS (Texas Educator Excellence Management System)
- Walk-throughs (Eduphoria)
- Comments on Lessons Plans
- Grade Level Meetings
- Lead Teacher Meetings
- Staff Meetings

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

We recruit qualified and effective staff through:

- Teacher Recommendations
- Online Posting on District Website
- Criteria set by TEA Certification
- Criteria set by Interviewing Committee

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

- Attendance   Good
- Retention   .04%
- Turnover   .04%

Retention and Turnover rates were affected due to two staff members moving to other districts.

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

1st – 5th is departmentalized so that teachers may teach strength and receive specialization.

- Guided Reading
- Intervention
- Resource Teacher (Inclusion)
- Community in Schools

PK – Kinder is self-contained so that teachers may teach strength and receive specialization trainings in their subjects.

- 1 to 1
- Small Group
- Guided Reading
- Resource Teacher (Inclusion)
- Community in Schools

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

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

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

New staff is supported by giving them a mentor teacher. They have grade level support. Teachers are able to observe highly effective staff members. The district offers a variety of staff development for new teachers during the first week of contract. There is also staff development and trainings provide by the school district throughout the year and other trainings out of district.

The administration provides feedback through Aware on Eduphoria when a teacher has a walkthrough. They also receive verbal and written feedback via email.

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

- Staff Meetings
- District Surveys
- CIP Grade Level Meetings
- Departmental District Meetings
- Needs Assessments
- Staff Development/Conferences in subject area (Math, ELA, Technology)
- Region One Trainings
- CLPAC
- Zoom Meetings

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

Student data from assessments is accumulated and analyzed to help set priorities for professional development.

- Grades
- I-station
- Imagine Math
- Imagine Learning
- Galileo
- Amplify
- CLI
- Six Weeks Exams
- Benchmarks

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

- Departmental Evaluations/Responses
- Staff Development Requests
- Surveys/Monkey
- Areas of greatest student/teacher need, based on state assessments

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

Reading:

- STAAR Trainings
- Summer Trainings
- Guided Reading
- I-station
- Imagine Learning
- Galileo
- Amplify
- Reading Academy
- Imagine Math
- Technology

Math:

- District Trainings
- Meets Trainings

Other:

- T-TESS
- STAAR
- TELPAS
- Safe School Trainings

Monitored Through:

- Walk-Throughs
- New Strategies Documented Lesson Plans
- Student Performance
- Upcoming STAAR Scores
- Six Weeks Benchmarks
- Bundle Assessments
- Weekly Assessments

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

There are numerous activities that occur during the school year which encourage student learning. While some are held on campus, others take place throughout the school district. Sign in sheets are in place for meetings and events that take place throughout the school year at varied locations.

Activities

- Choir
- Robotics
- Grade Level Home Projects
- Literacy Night

- NASA Night
- Community Parade
- P.E. Developmental Programs (soccer, volleyball, basketball, flag football)
- Nutritional Program for Students
- Nutritional Program for Parents
- Meet the Teacher
- Public School Week (day)
- Honor Roll Drive By Parades

Parents and community members

All parents of the students enrolled in our campus are invited to attend and participate in the various school activities. Parents are made aware of events through notes sent home, texts, Class Dojo, voice calls/messages, Blackboard and Remind.

Trends and patterns observed

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

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

Parents are asked to participate in campus and district committees. They can be members of the CLPAC, DLPAC committees, SHAC, PASOS Program, and Student Compact and Migrant Councils. Also there is a parent portal in place that gives parents the opportunity to view their child's current grades. A parent currently serves on our campus LPAC committee. Finally, our campus has a Student Council that is elected by the student body.

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

Services available to help cultivate healthy family relationships include:

- Literacy Pumpkin decoration home projects
- Literacy Night
- Nutritional Classes
- Personal Prevention
- Fresh Fruits and Vegetables Program (Students Only)
- Campus Counselors/Counseling Sessions
- Rodeo Dental Presentations
- Texas Public School Week
- Honor Roll Drive By Parades (Every Six Weeks)

Due to the Covid 19 pandemic, many of our campus activities ssome of the activities took place with CDC protocols. Plans are to resume our meaningful activities next year, 2022-2023.

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

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

- ClassDojo
- Phone Notification (text and voice calls/messages)
- Bilingual Staff Members

- Parent Portal
- Communication via notes in English and Spanish
- Parental Presentations conducted in English and Spanish
- Blackboard Interface
- Google Classroom

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

Some services offered are:

- Inclusion Instruction
- Social Workers
- Resource classes
- Bilingual classes
- GT testing
- Technology
- Behavior Intervention Assistants
- Child Protective Services
- Texas Tropical Behavioral Services

What are the results?

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

Due to the Covid 19 pandemic many of our campus sevices did not take place due to CDC protocols. Plans are to resume special programs to support students next year, 2022-2023.

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

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

- Linus Project
- 911 Program
- Lions Club
- Employee Emergency Foundation 5K Run
- Nuestra Clinica del Valle
- Nutrition Programs
- Parent Portal
- Domestic Violence Services
- Mujeres Unidas
- Donna Library

Due to the Covid 19 pandemic many of our campus sevices did not take place due to CDC protocols. Plans are to resume our activities next year, 2022-2023.

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

DISD provides support needed to assess and analyze data using a variety of tools such as benchmarks, bundles,google drives, six weeks' tests, online curriculum through SharePoint for all subjects, and data analysis through AWARE. It also provides teachers and administrators with easy access to analyze data highlighting specific areas of strengths and

weaknesses in order to provide the appropriate individualized instruction per student, classroom, and/or subject. SharePoint offers ideas, guidance, lesson plans, and supplemental activities for all subject areas per grade level.

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

As per the 2021-2022, District - Attendance Percentage and Enrollment on Instructional Day report, a total of 690 students are served at Adame Elementary. Class sizes vary at about 15-24 students per teacher. According to the report, 69% of the student body is made up of English Learners (ELs), EL students are serviced through the Bilingual/ESL Education Program. The students identified as Gifted and Talented (G/T) are served through the Gifted and Talented Program, and the children identified under Special Education, these students receive services through the Special Education Program. The school's master schedule reflects an accommodation across grade levels according to content areas as well as needs specific to each team.

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

After teachers identify the areas of weakness by using data collected from district benchmarks, six weeks' assessments and weekly tests, the students can then be identified as the ones who are performing poorly in certain subjects. This data provides teachers with information on which subject needs immediate priority and reveals skills needing mastery. In turn, these areas are quickly and accurately addressed and adequate time can be devoted to those subjects and areas of need. One-way time is prioritized for Reading and Writing is in our campus' Guided Reading block for K-2nd and the intervention block for 3rd-5th. The focus of Guided Reading is to work with small groups to emphasize and continually build phonemic awareness, phonics skills, fluency, vocabulary, and comprehension. The focus of the intervention block is to work with small groups to build on fluency, vocabulary, and comprehension. The same structure is applied in Guided Math. For those students who are struggling and failing due to language, teachers utilize bilingual strategies such as sheltered instruction, total physical response, visual aids, bilingual pairs, dictionaries and extended time when testing. This year 30 minute blocks were added to the master schedule; for the ELs Oral Language Development for K-2nd and intervention block for both EL and NLEPs in grades 3rd-5th.

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

Teacher's voices are heard in decision making and school policies during staff/grade level meetings. Teachers also express their opinions through and annual comprehensive needs assessments, CLPAC committee, and voicing any needs with our principal and administration team. Our principal operates with an open door policy and is open to suggestions and recommendations that benefit our school.

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

Teachers decide as a grade level which weekly assessments will be used to evaluate students on concepts being taught throughout the week. Our campus also used the ISIP Reading Assessment through I-Station to determine the students' overall reading performance in grades PK-5th. Also, K-5th use Imagine Learning, Galileo, and Amplify to determine the students' overall reading performances. Six Weeks Assessments and Benchmarks are determined through the district level. These assessments are generated by the subject district director(s) or through the use of Region One's Classroom Performance system. In grades 3rd-5th, students are tested during the Spring in areas such as Reading, Writing, Math and Science at a state level through STAAR. Due to 5th grade being considered an SSI grade, students who do no initially pass their Reading and Math STAAR are given an opportunity to retest. The LAS is also used in the lower grades to evaluate students in PK-2nd.

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

The implementation of our school committee provides us with the opportunity to voice our concerns and come up with possible solutions to solve the issue at hand. We also continue to implement the CLPAC which meets to make decisions and discuss events for teachers, staff, and students. Our CNA committees are composed of members from different grade levels and meet to discuss strengths and needs in our campus. A campus representative is part of our district insurance committee and shares all pertinent information with the staff.

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

Based on classroom observations and data from any assessment administered throughout the year, teachers are able to analyze the information and give their input at trainings or professional development to make changes to our curriculum. These suggestions are then used to evaluate what will be changed in order to meet the needs of all our learners in the

campus and district wide.

School Processes & Programs Strengths

- There are various programs/services available to our parents.
- Teachers/Administrators are available to meet with parents.
- Teachers are bilingual and can communicate effectively with parents in their native languages.
- Parent Center readily available equipped with computers.
- Teachers have up to date computer software and equipment for delivery of instruction.
- AWARE is available for teachers to view and analyze data accordingly.
- Student weaknesses are targeted through the implementation of different computer programs, data analysis, regrouping and small group tutoring.
- Many of the teachers are currently using Class Dojo and Remind for the classroom. They connect teachers, parents, and students and are able to share photos, videos, and messages throughout the school day. These apps are used to work together as a team, share the classroom experience, and bring big ideas to life in their classrooms and homes.
- Highly Qualified Staff with Many Years of Experience
- Teacher Mentoring Program throughout Grade Levels
- Attendance Incentives
- Fully Certified Teachers
- Paraprofessionals Meet District Requirements
- Staff Support
- Google Classroom

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Due to the Pandemic there is a lack of parental involvement activities to promote and foster parental involvement. **Root Cause:** Need to incorporate events such as campus festivals, literacy nights, grandparents day, donuts with dads, and continue with Honor Roll Drive By Parades.

Perceptions

Perceptions Summary

Perceptions Summary

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

After collecting data through surveys, most students and staff feel safe at school. 100% of 3rd graders, 98% of 4th graders, and 98% of 5th graders surveyed feel safe in the classrooms. 69% of 3rd graders, 96% of 4th graders, and 90% of 5th graders surveyed feel safe in the restrooms, hallways, cafeteria, gym and playground. 80% of staff feels safe and secure in school. Both students and staff feel safe overall.

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

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

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

From the data collected, 96 % of 3rd graders, 94% of 4th graders, and 92% of 5th graders surveyed feel that they are respected by their peers. 98% of 3rd/5th, and 100% of 4th graders surveyed believe that their teachers are respectful. 92% of 3rd graders, 77% of 4th graders, and 76% of 5th graders surveyed believe that discipline is administered fairly. 98% of all 3rd-5th graders surveyed feel that their teachers are enthusiastic about teaching. 90% of 3rd graders, 91% of 4th graders, and 92% of 5th graders surveyed feel like they belong at school. 78% of 3rd graders, 93% of 4th graders, and 76% of 5th graders surveyed feel they have a supportive learning home environment.

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

· This year we had a total of 61 discipline incidents PK-5th

· Out of the 61 discipline referrals, 18 of them occurred on the bus and not at school

· There were 9 bus suspensions this school year

· There was 7 full days Out of school suspensions, 1 partial day out of school suspension

· 4 ISS, 31 lunch or afterschool detentions

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

According to the data collected, 99% of students surveyed feel safe while in their classroom. However, only 85% of students feel safe in the hallways, restroom, cafeteria, gym or playground. 84% of staff generally feel safe while at school.

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

Staff members' data showed that only 88% of them felt that school events are well attended by staff. 93% of staff believe that students know what behaviors are expected of them. Student data showed that 99% of the students surveyed care about learning and getting a good education. Our school has the following extracurricular activities available for our students, Cheer Squad, Robotics, ACES/UIL events, R.E.A.D.Y. afterschool program, and the ACE afterschool program. The data collected revealed that 91% of students surveyed

feel like they belong to our school.

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

Overall the female population is more satisfied with our school's culture and climate. More boys responded negatively than girls did. Based on the students surveyed 3rd graders were the most dissatisfied and the 4th graders were the most satisfied. Student body attendance was an average of 97% which was a 1% increase from last year.

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

Good classroom management is crucial for students' academic achievement. Our campus was recognized with a National distinction from Imagine Math and was awarded as an Imagine Math School of Excellence for the 2021-2022 school year. Our school also achieved 1st place overall in our districts A.C.E.S./UIL for grades K-5. Overall, teachers have good classroom management; however due to the increase of referrals this school year, some teachers may benefit from a classroom management training. No STAAR data will not be used this school year as there is not enough data to compare from last year.

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

Our counselor had presentations every six weeks targeting safety, substance abuse and other topics. All students participated in the counselor presentation. Students attend health class and our teachers incorporate drug and gang awareness through social studies and other lessons when applicable (Drug-Ed logs are turned in every six weeks for documentation. Oscar Muñoz presentation on self-worth and safety for all students. Our nursing department sent out information regarding health tips and awareness. The Donna Fire and Police Departments participated in our Career Day events.

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

Students at our campus are encouraged to participate or be a part of the extracurricular activities that our campus offers. Among the extracurricular activities we have UIL for K - 5th graders, Cheerleading 3rd - 5th, R.E.A.D.Y. Program, ACE Program, and Robotics 4th – 5th. All students involved in any of the extracurricular activities are required to maintain good grades and display good conduct. All students are given the opportunity to participate or tryout.

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

93% of staff members feel that our school is generally clean. Which in turn makes our campus a more comfortable and adequate working and learning environment for our students. Most students recognize that our custodians work hard to keep the campus clean and assist with ensuring their area is neat and well kept.

12. How does staff feel about technology?

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

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

According to our parent survey from 20-21, the majority of our parents are satisfied with our campus as a whole. Our lowest ranking percentages according to the parents' surveyed were in two areas: 92% of parents feel like they are updated about their child's progress and 92% also feel that our school encourages parent involvement in school activities. All the other areas were 97% or greater.

Based on the data between students', parents' and staff members the overall perception of our school is positive with minimal people unsatisfied. The area of concern would be feeling safe at school. Also, 77% of staff members surveyed feel that students do not generally treat adults in our school with respect.

Perceptions Strengths

· Sense of belonging among students and staff

· Parental academic satisfaction

· Focused teachers with the same goal

· Continued student academic achievement

· Parent/Teacher contact

Perceptions Strengths

Problem Statements Identifying Perceptions Needs

Problem Statement 1: No festivals; only academic parades. **Root Cause:** Due to the risk of contracting COVID-19 close rage activities were limited throughout the school year.

Problem Statement 2: Need counseling and small group reinforcements. **Root Cause:** Only one counselor staffed at our campus without a clerk for the majority of the school year.

Problem Statement 3: PK3 and PK4 had some students without electronic devices. **Root Cause:** Not enough devices purchased by the district/campus.

Problem Statement 4: More students feel unsafe at school than any other year. **Root Cause:** Shootings that happened in other parts of the United States and problems with our school's doors not closing properly.

Priority Problem Statements

Goals

Goal 1: Focus On Student Success

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

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

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding).	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2022. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from __% to 100% by September 30, 2022. **Staff Responsible for Monitoring:** Campus administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Results Driven Accountability**				

Strategy 2 Details	Reviews			
Strategy 2: Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, and quality questioning.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from __% to __% ,the use of visual stimuli from __% to __% and utilization of processing tools from __% to __% by the end of the 2023 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations. **Staff Responsible for Monitoring:** Campus administration **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**				

Strategy 3 Details	Reviews			
Strategy 3: Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase observation and direct feedback protocol implementation from __ to __ by the end of the 2023 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys. **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Results Driven Accountability**				

Strategy 4 Details	Reviews			
Strategy 4: Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILts at the campus will go from 0% to 100% protocol implementation based on observation tracker and weekly meeting notes. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 5 Details	Reviews			
Strategy 5: Research-based staff development aligned to performance data measured by District, State, and Federal accountability to support student success. **Strategy's Expected Result/Impact:** To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2022. **Staff Responsible for Monitoring:** Campus administration.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**

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

Goal 2: Focus on Family and Community Engagement

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

Evaluation Data Sources: * Digital Communication rubric - included in the handbook
(https://docs.google.com/document/d/1Mufds5BJ2mFJALq25TpLynXE6QfnGSDe3jx6ERKnXjI/edit?usp=sharing)
* Family and Community Engagement Survey Checklist
(https://docs.google.com/document/d/1HVVaI4g8_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing)
* surveys

Strategy 1 Details		Reviews			
Strategy 1: Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration		**Sept**	**Dec**	**Mar**	**June**
Strategy 2 Details		Reviews			
Strategy 2: Develop data collection systems to monitor family engagement including engagement via digital platforms.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration		**Sept**	**Dec**	**Mar**	**June**
Strategy 3 Details		Reviews			
Strategy 3: Use data to ensure alignment between family engagement and learning goals		**Formative**			**Summative**
Strategy's Expected Result/Impact: Promote continuous family engagement to ensure student success **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., District Administration		**Sept**	**Dec**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 2: Focus on Family and Community Engagement

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

Evaluation Data Sources: * training invitation
* training sign-in sheets
* training agendas

Strategy 1 Details	Reviews			
Strategy 1: Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources).	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Create strong connections between our school system and our community **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration				
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.)	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Create strong connections between our school system and our community **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration				
Strategy 3 Details	Reviews			
Strategy 3: Provide professional development that develops skills in working with families (e.g., engaging fathers, customer service, understanding and responding to a child's behavior, etc.)	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Create strong connections between our school system and our community **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: Focus On Operational Excellence

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

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

Strategy 2 Details			Reviews			
Strategy 2: Campus administration will review the campus' facilities survey results and monitor the work orders submitted at the campus to ensure areas of need are being addressed.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Compare survey and work orders.			**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administration.						

Strategy 3 Details			Reviews			
Strategy 3: Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Prioritization of campus needs.			**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administration.						

Strategy 4 Details			Reviews			
Strategy 4: Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget.			**Formative**			**Summative**
Strategy's Expected Result/Impact: A campus based 5 year plan and ensure campus administration monitors implementation of said plan.			**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administration.						

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

Strategy 6 Details	Reviews			
Strategy 6: JS Adame will meet with necessary personnel to have general funds allocated to complete campus prioritized projects. **Strategy's Expected Result/Impact:** Allocate funding appropriately to address facilities **Staff Responsible for Monitoring:** Campus Administration	Formative			Summative
	Sept	Dec	Mar	June

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

Goal 3: Focus On Operational Excellence

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

    Evaluation Data Sources: Work orders

Strategy 1 Details	Reviews			

Strategy 1: JS Adame's custodial department will secure janitorial supplies to clean and disinfect campus buildings and report any facilities needs to campus administration to provide a safe learning environment.
    Strategy's Expected Result/Impact: Clean and safe campus
    Staff Responsible for Monitoring: Campus Administration
	Formative			**Summative**

	Sept	**Dec**	**Mar**	**June**
Strategy 2 Details	Reviews			

Strategy 2: JS Adame's child nutrition staff will ensure to follow guidelines and regulations to provide healthy meals to students and ensure to have a clean/safe cafeteria for all students.
    Strategy's Expected Result/Impact: Appropriate meals in a clean and safe environment
    Staff Responsible for Monitoring: Campus administration and CNP staff
	Formative			**Summative**

	Sept	**Dec**	**Mar**	**June**
Strategy 3 Details	Reviews			

Strategy 3: JS Adame will ensure to secure campus work orders to the maintenance department as needed to ensure safe conducive learning spaces.
    Strategy's Expected Result/Impact: Facilities needs addressed
    Staff Responsible for Monitoring: Campus administration and campus custodial staff
	Formative			**Summative**

	Sept	**Dec**	**Mar**	**June**
Strategy 4 Details	Reviews			

Strategy 4: JS Adame will monitor all bus riders, referrals, etc to ensure students follow bus rules in order for DISD to provide safe transportation for students in a conducive learning environment.
    Strategy's Expected Result/Impact: Safe transportation
    Staff Responsible for Monitoring: Campus Administration and transportation personnel
	Formative			**Summative**

	Sept	**Dec**	**Mar**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 4: Focus On Employees And Organizational Excellence

Performance Objective 1: 4.1 Adame will develop and provide personnel, and professional development that will lead to the implementation of safe, innovative, and customer service practices within their field of expertise.

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

Strategy 1 Details	Reviews			
Strategy 1: Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery. **Staff Responsible for Monitoring:** Campus Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Sept	Dec	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Implement opportunities to discover that relationships are at the core of performance, and that trust and respect are essential to any organization seeking to grow and improve.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Leaders learn and practice specific skills that make clear, candid communication possible. They learn to use these skills in their relationships and to model and apply them on the job. **Staff Responsible for Monitoring:** Campus Administration; Campus Leadership Team **ESF Levers:** Lever 3: Positive School Culture	Sept	Dec	Mar	June

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

Goal 4: Focus On Employees And Organizational Excellence

Performance Objective 2: 4.2 Adame will provide opportunities to build students' and staff's social and emotional capacity (4.2 Organizational / 4.2A Students / 4.2B Staff).

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

Strategy 1 Details	Reviews			
Strategy 1: Entire campus will participate in at least 2 district wide/community events (minimum 1 per semester) that support the physical, health, nutritional, and social well-being of students and staff.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being. **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Campus will work to maintain a balanced schedule by ensuring that a minimum of 80% of daily activities for Professional School Counselors are aligned with the four components (guidance curriculum, individual planning, responsive services, & system supports) of the Texas Model for Comprehensive School Counseling Programs by decreasing the amount of time being allocated to non-counseling activities by 10% each school year from 2023 to 2025.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly.				

Strategy 3 Details	Reviews			
Strategy 3: Campus will provide prevention activities that help students live above the influence that support academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug related incidents/offenses/referrals by 10%.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (drugs and alcohol, bullying, suicide prevention, conflict resolution, and violence prevention). **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 4 Details		Reviews			
Strategy 4: Campus will work with the SEL Department to provide teachers and campus staff Social Emotional Learning (SEL) education on responsive and instructional classroom practices to increase the overall teacher campus climate by 10% on district surveys.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase support for teachers and campus staff in helping build students' social and emotional competence in the school setting to foster resilience and well-being for students, for educator as they work with their students, and for school leaders as they work to build trust and well-being in their school communities that reinforce the teacher and staff perception of staff-student relationship building, skills, and mindsets.					

Strategy 5 Details		Reviews			
Strategy 5: Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10%		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture					

Strategy 6 Details		Reviews			
Strategy 6: Campus will provide parents Social Emotional Learning (SEL) education on tools, practices, strategies, and resources to support students at home to increase parental involvement and satisfaction by 10% on district surveys.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase support for parents in helping build students' social and emotional competence at home to foster a strong home-school connection and partnership that reinforce social and emotional skills at home, school, and their communities. **ESF Levers:** Lever 3: Positive School Culture					

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

Goal 5: Focus On Financial Stewardship

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

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

Strategy 1 Details			Reviews		
Strategy 1: Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals. **Strategy's Expected Result/Impact:** Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs. **Staff Responsible for Monitoring:** Campus Administration		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 5: Focus On Financial Stewardship

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

Strategy 1 Details	Reviews			

Strategy 1: JS Adame will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed.
  Strategy's Expected Result/Impact: Campus budget planned to limit if any budget changes/amendments
  Staff Responsible for Monitoring: Campus Administration
	Formative			**Summative**

	Sept	**Dec**	**Mar**	**June**
Strategy 2 Details	Reviews			
Strategy 2: JS Adame will use their campus budget appropriately by expending 10-15% of their budget on a monthly basis to meet the needs of the students to improve student achievement of the current year's students.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				