# Donna Independent School District

# J.S. Adame Elementary

# 2021-2022 Campus Improvement Plan

# Mission Statement

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

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

# Vision

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

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

# Core Beliefs

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

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

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

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

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

Attract and retain highly qualified staff.

Provide ongoing targeted staff development.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Accommodate parents' work schedules when creating parent involvement opportunities.

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

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

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

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

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

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

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

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

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

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# Comprehensive Needs Assessment

**Revised/Approved: September 11, 2021**

## 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 2020-2021 school year. The enrollment has increased over time as data shown:

2018-2019 - 583 students

2019-2020 - 566 students

2020-2021 - 695 students

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

In the 2020-2021 school year, J. S. Adame Elementary breakdown is:

Ethnicity:

Hispanic - 695 students

Gender:

Female - 352

Male - 343

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

From 2018-2020 the school lost 87 students, however in 2020-2021 due to the rezoning of schools there has been an increase of 162 students.

2018-2019: (653-583) there was a decline of 70 students

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

**2020-2021: (533-695) there was an increase of 162 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 category? Are we underrepresented in certain groups? Why?

In 2020-2021, J. S. Adame elementary currently served:

· Special Education Program: 48 students

· Bilingual Program: 483 students

· GT Program: 59 students

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

In the 2020-2021 school year, there are 483 students served from the bilingual education department. There was an increase of 29 students being served through the GT program and the special education program increased to 0 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 exited from the bilingual program. LPAC committee will decide, monitor, and make the decision on to exit bilingual students next school year.

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

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

| Category | Students |
|---|---|
| ELs | 483 |
| Immigrant | 8 |
| Economically Disadvantaged | 505 |
| Foster Care | 3 |
| Dyslexia | 1 |
| At-Risk | 419 |
| Migrant | 18 |

## 8. Who are our migrant students?

During the 2020-2021 school year, J. S. Adame elementary served 18 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 2020-2021 school year was at a count of 18 students (3 %).

## 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 2020-2021 Texas Academic Performance Report, there are a total of 67 staff members. They are as follows:

| Staff Members | Gender | Ethnicity |
|---|---|---|
| 39 teachers | 32 females  7 males | All Hispanic |
| 16 paraprofessionals | 13 females  3 male | All Hispanic |
| 2 nurse | Female | Hispanic |
| 2 counselors | Female | Hispanic |
| 1 librarian | Female | Hispanic |
| 2 administrators | Females | Hispanic |

* Support professionals= 5 Females 5 Hispanic

By years of experience:

| Years of Experience | Number of Teachers |
|---|---|
| 0 years | 7 |
| 1-5 years | 2 |
| 6-10 years | 7 |
| 11-20 | 16 |
| Over 20 years | 7 |

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

Based on the 2020-2021 Texas Academic Performance Report, the teacher/student ratio is at an average of 20/1.

| Category | Teacher/Staff members |
|---|---|
| 483 bilingual students | Bil. Certified teachers 28 |
| 59 GT students | GT trained teachers 25 |
| 18 migrant students | Migrant Tutor 0 |

* 48 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 | 29 teachers |
| Masters | 10 teachers |
| Doctoral | 0 teachers |

Certifications:

| Certification-Type-number of teachers | Number of Teachers |
|---|---|
| Bilingual- | 26 teachers |
| ESL-5 teachers | 5 teachers |
| GT- | 0 teachers |
| Special Education | 3 teachers |

Paraprofessionals:

Total of 16 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 tutors are needed to target special student populations (i.e., ELs, GT, Migrant).

**Demographics Strengths**

Strengths:

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

- 79% of teachers have 5 to more years of teaching experience in the field of education

- 72% teachers are bilingual certified to assist with first year language acquisition and early-exit transition framework

- 25% of teachers have a masters degree

- 66% of of Adame teachers are GT certified

Needs:

- 1 migrant tutor for 18 students is insufficient/inadequate

- Highly qualified & certified bilingual teachers (EL population increased)

- Ratio: Teacher/Students class ratio 18/1 to target basic skills due to the COVID-19 pandemic

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

- Highly qualified T/As for RLA/Guided Reading

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

- 2 GT tutor/teacher to assist GT students (population increased)

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

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Our school had teacher vacancies that need to be filled in order to better serve our students (P.E. teacher, Music teacher, Special Education teacher). **Root**

**Cause:** Pending districts re-assignments of teachers.

**Problem Statement 2:** Additional tutors to target special student populations. **Root Cause:** The large numbers of students in our special populations creates less one-to-one time with each student.

# Student Learning

**Student Learning Summary**

**1. How is the student achievement data disaggregated?**

Student achievement data is disaggregated by grade level within school aged students, country of origin within racial/ethnic categories, or gender among student populations.

State testing data is reviewed and analyzed by central office administration and gets distributed to individual campuses through Donna ISDs' Eduphoria platform, in which teachers have access to retrieve.

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

Student achievement data compared I-Station Tier levels to Guided Reading levels for lower grades (Pre-K – 2nd). It also compares I-Station Tier levels to 6 weeks exams scores for the upper grades (3rd – 5th).  Tiers on I-Station range from Level 1 (Tier 1), being on grade level, level 2 (Tier 2), being below grade level, and Level 3 (Tier 3) needing intervention. Imagine Math growth tracker displaystudents progress.

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

The disaggregated data shows which subgroup of students is mastering skills assessed and which students are needing immediate intervention. The disaggregation of students on our campus into subgroups helps our staff plan appropriate programs of action for each student based on their individual needs. Teachers work in teams and collaboratively decide which evidence-based interventions need to be selected for that student, then use the resources available to help the student succeed.

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

According to  2019-2020, * HB3 attached * pandemic year

**5. Which students are making progress? Why?**

According to 2019-2020, * HB3 attached *pandemic year

**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 population of students to ensure success.

**7. What does the longitudinal student achievement data indicate?**

Julian S. Adame Elementary has been in existence for 13 years. This campus has reflected consistent progress and improvement throughout the years. 2019-2020, pandemic continues, student achiemvment data to do so. Julian S. Adame Elementary continues to meet AYP; furthermore, it also continues to be an academically acceptable school.

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

According to HB3, 2019-2020, insufficient data reflects enrollment of students. Data gathered subsided by February before state assessments. State accountability was waived due to pandemic.

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

**11. What evidence exists to determine that the curriculum is clearly linked to the TEKS and other standards for student 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 expertise and knowledge of the resources of each adopted text. Teachers attend Six Weeks trainings and data analysis meetings to evaluate the success of TEKS and instructional planning. Educators use this curriculum to guide their future lessons and instructional paradigm ensuring that TEKS are targeted and scaffolding in such a manner that best provides positive student learning results.

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

- Eduphoria
- Basals (PK-5)

- DLM (PK)
- Texas Performance Standards Projects (GT)
- Guided Reading
- District Timeline
- District Benchmarks
- Campus Assessments
- Special Education Approaches
- Bilingual Education Approaches
- Bundle Assessments
- I-Station (K-5$^{th}$)
- CL1 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 most 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 students' data that are either in Special Education or in the process of being identified for the program. Educators are to design a plan to expose students to real world knowledge outside of their personal living space and to make connections with the instruction given in the classroom.

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

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

- District Benchmarks
- Campus Assessments
- DLM (PK)
- STAAR (3$^{rd}$ – 5$^{th}$)
- Reading A-Z Levels (PK – 5$^{th}$)
- Guided Reading
- I-Station
- TELPAS
- Bundle Assessments
- CL1 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?**

Over the last few years, Julian S. Adame Elementary has had an increase in STAAR scores in all subject areas in grades 3-5. This is in part due to TEKS alignment and the way instruction is presented through the use of multi-faceted teaching designs that target the diverse needs of the students. Depending on the content, some weekly assessments and bundle assessments are provided by the district and administered. Based on the data available through Eduphoria, classroom/student progress is monitored and evaluated to target area(s) of need. Decisions on whether to target individually, via small group or whole groups are made based on results. Students in need of additional support are offered the opportunity to benefit from educational tutors in their language of instruction. To ensure that all students are being targeted, students at or above grade level are regrouped within the grade level and provided with enrichment activities that correlate with existing curriculum.

**14. How are curriculum, instruction and assessments aligned with 21$^{st}$ Century Learning Skills?**

Our district is a Future Ready district and its curriculum, instruction, and assessments are tightly aligned to engage students in 21st Century, personalized, technology-enabled deeper learning. Curriculum and instruction are standards-aligned, research-based, and enriched through authentic, real-world problem solving to create a district on the forefront of education. Students and teachers have enriched and adaptive tools to customize the learning, teaching, and assessment, ensuring that it is student-centered and emphasizing deep understanding of complex issues. Assessments are shifting to be online, embedded, and performance-based. Data and associated analysis serve as building blocks for learning that is personalized, individualized, and differentiated to ensure all learners succeed.

Alignment to 21$^{st}$ Century Learning Skills is achieved through:

- Hands-On Learning
- Science Experiments
- Outdoor Lessons
- College & Career Readiness Standards Alignment
- Depth of Knowledge (DOK) (Technology Based Projects)
- Technology Based Instruction
- School/Home Connections
- Interactive Lessons
- Cooperative Learning
- Sheltered Instruction

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

There are various ways that instructional strategies and activities are aligned with students' learning needs. They include but not limited to:

- small group instruction in the classroom
- guided reading in the classroom
- the use of Spanish/English cognates

- the implementation of Depth of Knowledge (DOK) questioning in class discussions

Consistency is evident throughout our campus through grade level meetings and DOK trainings that teachers have attended. It is evident throughout our district due to teachers following the same curriculum provided by the district, as well as timelines, and decisions made at PLC (Professional Learning Community) meetings. Educators ensure that they align the appropriate strategy with the assessed needs in order to promote and improve student success. Student population groups such as Gifted and Talented, Bilingual, Migrant, Special Education, At Risk and Recent Immigrants have been impacted positively. Data is analyzed consistently and contributes to the regrouping of students according to their needs. Instructional strategies are used across schools, grade levels, and content teams district-wide through district curriculum, lesson plans and resources.

**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 Speech Pathologist Specialists that service our speech impaired students. Students at first are observed from classroom teachers and concerns 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 collects data from the teacher and conducts their own observations and screening of the students. If the students qualifies for the service, the specialist then sets 5-7 goals in an academic year for the student to achieve as a measurement of mastery. 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. 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. Educators are expected to know the demographics of their homeroom students before the academic year begins by analyzing their cumulative permanent folders. Using the technology program, Euphoria, educators are able to look at prior years of plans and notes on each students IEPs.  Planning is a critical component to deliver all lessons for all levels of learning ranging from Special Education, English Learners to enrichment for Gifted and Talented students. Throughout the day, students should all be engaged with their level of learning and expected to reach short term goals to ensure accountability. The proper planning ensures a smooth and positive learning climate which allows higher order thinking to flourish from students at whatever their level of learning is. Teachers are given instructional days to collaborate with their fellow 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 assessments that the district provides 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. The 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 have provided more reliable content to the students by including word problems in Math that use familiar cultural experiences, names, regional vocabulary, 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 data driven information that determines the reading levels and the specific need of each individual on a monthly basis. Teachers are then able to determine how student is progressing and what is needed to help them succeed.

**21. What technology do we have for student learning?**

2019-2020 The majority of the classrooms on campus have a 1 teacher computer, 1 printer, and 4 student computers.  Most classroom 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 4 iPads for student use.

***Do to Covid-19 pandemic, Donna ISD provided an electronic device to all students enrolled at J.S. Adame Elementary. K-2nd grade will each recieve IPads, 3-5th will get Chrome Books, and every single teacher has recieved a labtop.***

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

Most of the staff at Julian S. Adame Elementary feels they are proficient with technology and a few teachers feel they 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 | 3rd, 4th, & 5th Grade Technology Programs |
|---|---|
| *I-Station:*<br><br>Teachers in the lower grades use I-Station, which begins with a the game-like ISIP)<br><br>I-Station Indicators of Progress) assessment sat the beginning of each month that determines each students' reading and level in English and Spanish and adjust in length and difficulty in real-time based on student academic performance. | *I-Station:*<br><br>Teachers in the upper grades use I-Station, which begins with a the game-like ISIP)<br><br>I-Station Indicators of Progress) assessment sat the beginning of each month that determines each students' reading and level in English and Spanish and adjust in length and difficulty in real-time based on student academic performance. |
| *Imagine Math:*<br><br>Teachers used this adaptive math program for 2nd 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. | *Imagine Math:*<br><br>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. |
| *Brain Pop Jr.:*<br><br>Teachers used this essential engagement tool from pre-K through 2nd Grade that allows both | *Brain Pop:*<br><br>Teachers used this essential engagement tool from 3rd Grade through 5th Grade that allows |

students and teachers to be involved in the learning process in all content areas. Brain Pop Jr. has evolved by increasing the depth of knowledge needed to answer quiz questions by content area, and playful assessments by content area that allow students to explain their reasoning while playing a game.

*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, take online reading assessments to monitor reading comprehension, reading level in English/Spanish, and fluency.

*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

Learning.com:

both students and teachers to be involved in the learning process in all content areas. Brain Pop has evolved by increasing the depth of knowledge needed to answer quiz questions by content area, and playful assessments by content area that allow students to explain their reasoning while playing a game.

*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, take online reading assessments to monitor reading comprehension in English/Spanish, reading level, and fluency.

Learning.com:

Learning.com provides teachers with solutions to prepare their students with critical digital literacy skills. This web-based curriculum for grades 3$^{rd}$ to 5$^{th}$ Grade that engages students as they learn keyboarding, online safety, applied productivity tools, computational thinking, and coding.

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.

### 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**

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?**

- T-Tess (Texas Teacher Evaluation and Support 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 – 5<sup>th</sup> 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
- Chess Club
- Student Council
- Grade Level Home Projects
- Literacy Night
- NASA Night
- Parental Meetings/Trainings (PASOS)
- 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 Project
- 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 did not tak eplace due to CDC protocols.  Plans are to resume our meaningful activities next year, 2021-2022.**

**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, 2021-2022.**

**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, 2021-2022.**

**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 2020-2021, 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-2$^{nd}$ and the intervention block for 3$^{rd}$-5$^{th}$. 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-2$^{nd}$ and intervention block for both EL and NLEPs in grades 3$^{rd}$-5$^{th}$.

**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-5$^{th}$. 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 3$^{rd}$-5$^{th}$, students are tested during the Spring in areas such as Reading, Writing, Math and Science at a state level through STAAR. Due to 5$^{th}$ 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-2$^{nd}$.

**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:** Lack of parental involvement activities to promote and foster parental involvement. **Root Cause:** Need to incorporate things like a campus festivals, continue with literacy nights, and continue with Honor Roll Drive By Parades.

# Perceptions

**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. 94% of 3$^{rd}$ graders, 98% of 4$^{th}$ graders, and 96% of 5$^{th}$ graders surveyed feel safe in the classrooms. 90% of 3$^{rd}$ graders, 89% of 4$^{th}$ graders, and 92% of 5$^{th}$ graders surveyed feel safe in the restrooms, hallways, cafeteria, gym and playground. 98% 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 at home and in school continued to read using the MyOn program and students were held accountable for their school work. Imagine Math and Imagine Learning were used by students with the majority completing 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, 97 % of 3$^{rd}$ graders, 89% of 4$^{th}$ graders, and 96% of 5$^{th}$ graders surveyed feel that they are respected by their peers. 100% of 3$^{rd}$/5$^{th}$, and 94% of 4$^{th}$ graders surveyed believe that their teachers are respectful. 91% of 3$^{rd}$ graders, 74% of 4$^{th}$ graders, and 83% of 5$^{th}$ graders surveyed believe that discipline is administered fairly. 100% of 3$^{rd}$/4$^{th}$ graders and 79% of 5$^{th}$ graders surveyed feel that their teachers are enthusiastic about teaching.  100% of 3$^{rd}$ graders, 92% of 4$^{th}$ graders, and 83% of 5$^{th}$ graders surveyed feel like they belong at school. 87% of 3$^{rd}$ graders, 79% of 4$^{th}$ graders, and 71% of 5$^{th}$ 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 6 discipline incidents PK-5$^{th}$
- Out of the 6 discipline referrals, 1of them occurred on the bus and not at school
- There were no bus suspensions this school year
- There was 1 full day ISS, 2 lunch detentions and 2 parent conferences.

The committee agrees that the Discipline Incident Summary may not be a true reflection of students' behaviors due to the large number of students receiving online instruction

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

According to the data collected, 96% of students surveyed feel safe while in their classroom. However, only 90% of students feel safe in the hallways, restroom, cafeteria, gym or playground. 98% 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 89% of them felt that school events are well attended by staff. 96% of staff believe that students know what behaviors are expected of them. Student data showed that 94% of the students surveyed care about learning and getting a good education. Our school has the following extracurricular activities available for our students, Chess Club, Cheer Squad, Choir, Robotics, UIL events and Spelling Bee; however, due to COVID-19 these activities were not made available this school year. 2nd grade students did take part in the LRGV Learning Landscapes where they planted Red Salvia seeds and learned about native plants. In addition, the students that attended in school instruction helped plant a garden in front of our school. The data collected revealed that 92% 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 schools culture and climate. More boys responded negatively than girls did. Based on the students surveyed 5th graders were the most dissatisfied and the 3rd 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. The pandemic posed many new challenges this school year among our students, teachers and parents. Despite those obstacles our teachers organized Google Classrooms and communicated with parents/students daily. Our teachers taught students through both distance learning and face-to-face providing tutorials and engaging lessons. Due to the pandemic situation, STAAR data will not be used this school year. Despite the effects of the pandemic, district data showed that our student engagement in MyOn, Imagine Learning, and Imagine Math often surpassed other campus percentages in achievement and usage.

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

Post pandemic our counselors had presentations every six weeks targeting safety, substance abuse and other topics. All students participated in the counselor presentation. Currently students had health once a week via online and in school. 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. Despite the pandemic our staff promoted a drug free environment and encouraged students to participate in Red Ribbon Week activities in October. Our nursing department sent out information regarding health tips and awareness through ClassDojo.

**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, Choir 4th - 5th graders, Cheerleading 3rd - 5th, Chess 1st - 5th, Recycling Club 4th grade and Robotics 4th – 5th. Any student

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?**

100% 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. 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?**

The majority of our staff completed self-paced module trainings to be better prepared for this school's year immersion in technology. Most of our staff became knowledgeable in technology and different computer applications in order to continue classroom instruction. With the exception of PK3 and PK4 all our students were equipped with iPads or Chromebooks which enabled them to connect to Google Classroom. DISD provided WiFi for students to be able to connect; however, some connection issues still.

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

According to our parent survey, 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.

1 parent felt hat her child should be given more attention by the teacher because she is easily distracted. Another parent said she did not know who the principal was and did not know if school discipline was administered fairly.

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 increasing support for learning at home.

**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 increased daily
- Teachers increased their technology knowledge and adapted to technology

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** No festivals and parent/student activities; only academic parades. **Root Cause:** Due to most students receiving online instruction, festivities were limited to what we could do for our students

**Problem Statement 3:** Need counseling and small group reinforcements. **Root Cause:** Due to the pandemic, counseling and other assemblies conducted by our counselors were not performed this school year.

**Problem Statement 4:** Cafeteria needs to ensure that cold foods are kept separated from hot foods in efforts to prevent spoiling. **Root Cause:** Due to the pandemic, food preparation was different than other school years. Plates were wrapped in plastic wrap and dairy products were sealed in with hot foods. This caused some milk to spoil.

**Problem Statement 5:** PK3 and PK4 need some form of devices to stay connected with teachers should another pandemic occur. **Root Cause:** Students in this grade level were not able to stay connected with the teacher and missed out on instruction. The district only provided devices for students from Kinder- 5th grade.

**Problem Statement 6:** 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.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals

**Accountability Data**

- Student Achievement Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

**Student Data: Assessments**

- State and federally required assessment information
- STAAR released test questions
- STAAR EL progress measure data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

# Goals

Revised/Approved: September 5, 2021

**Goal 1:** Julian S. Adame Elementary 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.
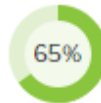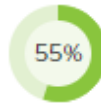
**Performance Objective 1:** Julian S. Adame Elementary will focus on instructional improvement resulting in all students meeting goals for all accountability measures. The percent of KG-5th grade students will increase each month to reach campus and district grade level goals.
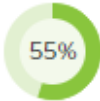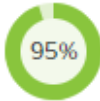
**Targeted or ESF High Priority**
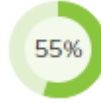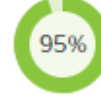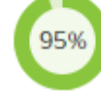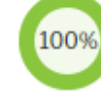
**Evaluation Data Sources:** I-Station, Imagine Literacy, Amplify

**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 on level or make a 2 years growth in reading level if student is below level.<br><br>**Strategy's Expected Result/Impact:** EOY Reading Levels and STAAR Academic Outcomes<br>**Staff Responsible for Monitoring:** Principal, Curriculum Specialist, and Teachers<br><br>**TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Additional Targeted Support Strategy** | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| | 50% | 45% | 90% | 100% |

| 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.<br><br>**Strategy's Expected Result/Impact:** Increased number of students meeting or exceeding Reading Levels & STAAR standards per core content area. District and State Assessments.<br>**Staff Responsible for Monitoring:** Campus Administration & Curriculum Specialist | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| | 60% | 60% | 90% | 100% |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Develop, implement, and monitor daily instructional schedules to ensure Reading is taught daily and student levels are targeted through differentiated instruction and grouping.<br><br>    **Strategy's Expected Result/Impact:** Increased student Performance and Reading Levels.<br>    **Staff Responsible for Monitoring:** Campus Administration | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| | 60% | 50% | 85% | 100% |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Support struggling readers by improving interventions and resources, and tracking monthly by documenting on lesson plans, making parent contact, hold team meetings to analyze data.<br><br>    **Strategy's Expected Result/Impact:** Early Intervention to ensure growth in reading levels.<br>    **Staff Responsible for Monitoring:** Campus Administration<br><br>    **Funding Sources:** - Local (199), - State Comp.(164), - Title I (211) | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| | 70% | 75% | 95% | 100% |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Implement a Computer Lab/ Class (with provided devices) Schedule to allow students to work on I-Station RDG, Learning.com, Imagine Math, and all other programs.<br><br>    **Strategy's Expected Result/Impact:** Increased Usage time on Reading Program & Growth on Reading Levels from BOY to EOY<br>    **Staff Responsible for Monitoring:** Campus Administration & Lab Manager | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| | 50% | 65% | 90% | 100% |

| 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 textbook, supplemental programs,research-based strategies for ELL's, research-based instructional strategies for CCRS, classroom management, and discipline (teaching) for appropriate behavior), Region One trainings and TASA Conferences, if possible, provide breakfast during training.<br><br>    **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.<br>    **Staff Responsible for Monitoring:** Executive Directors, Core Content Directors, District Staff Development Coordinator, Campus Administration,Technology and Bilingual Director.<br><br>**Comprehensive Support Strategy**<br>**Funding Sources:** - Title I (211), TASA Conference registration, session schedules, and receipts - Teacher/Principal (255) - $3,000, TASA Conf - Teacher/Principal (255) - TASA Conf - $1,400 | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| | 50% | 55% | 90% | 100% |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 7:** Provide RLA/Math consulting services and monitor implementation of best instructional practices presented during instructional development and all staff training.<br><br>**Strategy's Expected Result/Impact:** Lesson Plans, walkthroughs, classroom visits, progress monitor documentation and student academic outcomes.<br><br>**Staff Responsible for Monitoring:** Executive Directors, Core Content Directors, Campus Administration and Teachers<br><br>**Funding Sources:** - Local (199) - 11.6291.00.118.11 - $1,500 | Formative | | | Summative |
| | Sept | Dec | Mar | June |
| | 80% | 65% | 90% | 100% |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 8:** Determine and use student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessments.<br><br>**Strategy's Expected Result/Impact:** Assessment Reports<br><br>**Staff Responsible for Monitoring:** Chief Academic Officer, Executive Directors, Core Content Directors, Campus Administration, and Teachers. | Formative | | | Summative |
| | Sept | Dec | Mar | June |
| | 55% | 65% | 95% | 100% |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 9:** Ensure the district's program for English Language Learners(ELLs) is research based, responsive to the needs of student, designed, implemented, supported, and monitored for impact on student learning.<br><br>**Strategy's Expected Result/Impact:** Increased student performance as measured by district and state assessments and TELPAS.<br><br>**Staff Responsible for Monitoring:** Bilingual Education Director, Executive Directors, Core Content Directors, Campus Administrations, and Teachers.<br><br>**Comprehensive Support Strategy** | Formative | | | Summative |
| | Sept | Dec | Mar | June |
| | 45% | 75% | 95% | 100% |

| Strategy 10 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 10:** Implement district initiatives such as Guided Reading, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks, Literacy Stations, Technology programs, Journals, Software, content resources, Student Portfolios, Kagan Strategies, Sheltered Instruction and College Readiness Activities<br><br>**Strategy's Expected Result/Impact:** Walkthroughs and increased student performance as measured by district and state assessments.<br><br>**Staff Responsible for Monitoring:** Executive Directors, Core Content Directors, Campus Administration and Teachers.<br><br>**Funding Sources:** resources/supplies - Title I (211) - 11.6399.00.118 - $9,000 | Formative | | | Summative |
| | Sept | Dec | Mar | June |
| | 70% | 60% | 95% | 100% |

| Strategy 11 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 11:** Develop an Attendance comittee to encourage students to come to school regularly and stay in school through enhanced attendance, completion, and dropout prevention efforts.<br><br>**Strategy's Expected Result/Impact:** Texas Academic Performance Report: Attendance and dropout percentages will decrease. Six Weeks District attendance reports.<br><br>**Staff Responsible for Monitoring:** Director of intake center, Truancy Officers, Campus Principals, Attendance Helpers, Teacher and Counselors. | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| | 55% | 65% | 95% | 100% |

| Strategy 12 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 12:** 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. Utilize funds to cover expenses on the 2 copier machines used for instructional materials.<br><br>**Strategy's Expected Result/Impact:** Reading levels Istation Reports, Imagine Literacy Reports<br><br>**Staff Responsible for Monitoring:** Executive Directors, Core Content Directors, Campus Principal, Classroom Teachers<br><br>**Funding Sources:** list of resources - Local (199) - 11.6269.00.118 - $18,000 | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| | 65% | 55% | 95% | 100% |

| Strategy 13 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 13:** 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.<br><br>**Strategy's Expected Result/Impact:** Increased performance in area addressed.<br><br>**Staff Responsible for Monitoring:** Chief Financial Officer,Core Content Director,Bilingual Director, Principals and Teachers<br><br>**Comprehensive Support Strategy** | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| | 70% | 75% | 95% | 100% |

| Strategy 14 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 14:** Students in PreK 4-5th will be required to adhere to scheduled computer time for Istation and Imagine Math and Learning.com. Computer lab may be used primarily for PK3-4 students who don't have devices.<br><br>**Strategy's Expected Result/Impact:** Reports<br><br>**Staff Responsible for Monitoring:** Administration, Teacher & Computer Lab Manager | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| | 50% | 70% | 95% | 100% |

| Strategy 15 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 15:** Through staff meetings, and grade levels, admin and paraprofessionals will share ideas that are being successful in the classrooms.<br>    **Strategy's Expected Result/Impact:** Quality Instruction and Strategies.<br>    **Staff Responsible for Monitoring:** Administration and Teachers | Formative | | | Summative |
| | Sept | Dec | Mar | June |
| | 65% | 70% | 95% | 100% |

| Strategy 16 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 16:** Students will have opportunities to participate in AR program with a goal of 100% participation and 70 % of those participating will maintain an average percent correct of above 85%.<br>    **Strategy's Expected Result/Impact:** Increased Reading Levels<br>Increased motivation of AR participation.<br>    **Staff Responsible for Monitoring:** Media Specialist, Classroom teachers | Formative | | | Summative |
| | Sept | Dec | Mar | June |
| | 70% | 60% | 95% | 100% |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |
|---|---|---|---|
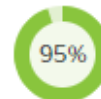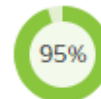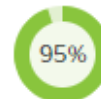
**Goal 1:** Julian S. Adame Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

**Performance Objective 2:** Bilingual/ESL: Julian S. Adame Elementary will increase the percentage of ELLs progressing one performance level on TELPAS and increase the amount of ELLs meeting state assessment requirements with reading level monitoring and an awareness of language, literacy, and content interdependence.

    **Evaluation Data Sources:** TELPAS

    **Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Implement strong English Oral Language activities/assessments to ensure smooth transition into English.This includes testing materials and necessary equipment needed to assess. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** LAS & TELPAS<br>**Staff Responsible for Monitoring:** Administration, Counselors &Teachers | Sept | Dec | Mar | June |
| | 45% | 65% | 95% | 100% |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** 2)Provide a literature rich environment in all content areas by increasing the number of Spanish/English  books in classroom and make available to LEP students instructed in Spanish. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Library Book and Classroom Orders<br>**Staff Responsible for Monitoring:** Administration, Media Specialist & Teachers | Sept | Dec | Mar | June |
| | 35% | 85% | 95% | 100% |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Implement Sheltered Instruction strategies across content areas in conjunction with LAT forms and TELPAS language proficiency descriptors every six weeks.<br>ex. Preview, View, Review, TPR, Vocabulary Enrichment, Cognate Word Wall, Bilingual Pairs, labels, picture cards, anchor charts and dual side by side testing. | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| **Strategy's Expected Result/Impact:** Walkthroughs & Lesson Plans<br>**Staff Responsible for Monitoring:** Teachers | 40% | 80% | 95% | 100% |

| **Strategy 4 Details** | **Reviews** | | | |
|---|---|---|---|---|
| **Strategy 4:** 4)Introduce Math Concepts in their native language as needed. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Lesson Plan & Student Mastery on Bundles | **Sept** | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Teachers | 35% | 80% | 95% | 100% |

| **Strategy 5 Details** | **Reviews** | | | |
|---|---|---|---|---|
| **Strategy 5:** Hire a Bilingual Tutor to reinforce skills to LEP students testing in English and Spanish to ensure a passing standard on STAAR Reading and Math. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** STAAR Results | **Sept** | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Administration<br><br>**Funding Sources:**  - Title I (211) | 40% | 80% | 95% | 100% |

| **Strategy 6 Details** | **Reviews** | | | |
|---|---|---|---|---|
| **Strategy 6:** Obtain and provide program manipulatives, models, consumables, non-consumable materials and other classroom instructional materials or resources for all core content areas and for LEP student population. Instructional materials suchas color printers are supplemental to upgrade the entire distance learning program  on our campus. | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Campus Administration<br><br>**Funding Sources:**  - Title III (263) - $7,500,  - State Comp.(164) - 9100 | 25% | 75% | 95% | 100% |

| **Strategy 7 Details** | **Reviews** | | | |
|---|---|---|---|---|
| **Strategy 7:** The campus will follow the proposed district framework of Time and Treatment for the bilingual students to best fit their needs. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Class Rosters | **Sept** | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Administration | 15% | 70% | 95% | 100% |

| **Strategy 8 Details** | **Reviews** | | | |
|---|---|---|---|---|
| **Strategy 8:** Bilingual students will be grouped based on TELPAS Ratings. Beginners and Intermediates will be homogeneously grouped with the flexibility of grouping low performing Advanced students. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** End of year TELPAS results 2020 | **Sept** | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Administration | 25% | 80% | 95% | 100% |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 9:** The staff will be trained on LPAC procedures and accommodations for the ELL students. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Sign-In Sheets<br>**Staff Responsible for Monitoring:** Administration and Counselors | Sept | Dec | Mar | June |
| | 15% | 70% | 95% | 100% |

| Strategy 10 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 10:** ELD/SLD will be implemented according to the group placement and language of instruction the students receive in language arts. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Master Schedule<br>**Staff Responsible for Monitoring:** Administration, Teachers | Sept | Dec | Mar | June |
| | 15% | 70% | 95% | 100% |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |
|---|---|---|---|
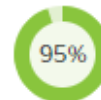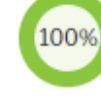
**Goal 1:** Julian S. Adame Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

**Performance Objective 3:** Literacy Media Center: To ensure the success of all students as effective creators and users of ideas and information, enabling them to become lifelong learners a Literacy Media Center will be established.

    **Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Classes will be required 2 scheduled library lessons per 6 wks tied to obj. being taught in the classroom in content area of choice. **Staff Responsible for Monitoring:** Administration, Librarian & Teachers | Formative | | | Summative |
| | Sept | Dec | Mar | June |
| | 15% | 80% | 95% | 100% |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Students will be rewarded for meeting AR Reading Goals, Word Club Goals, Distinguished Readers and 100 pt. Club Members. **Staff Responsible for Monitoring:** Administration & Librarian  **Funding Sources:**  - Local (199),  - Library Account (898) | Formative | | | Summative |
| | Sept | Dec | Mar | June |
| | 30% | 75% | 95% | 100% |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Provide opportunities for students to speak to and listen to accomplished authors by holding author storyteller visits.  **Staff Responsible for Monitoring:** Media Specialist | Formative | | | Summative |
| | Sept | Dec | Mar | June |
| | 20% | 75% | 95% | 100% |

| **Strategy 4 Details** | | | **Reviews** | | | |
|---|---|---|---|---|---|---|
| **Strategy 4:** Expand media resources to support the curriculum, increase library collection by purchasing books in English and Spanish and other areas of need. Include Award Winning Books. Books will be purchased for students to participate in battle of the books. | | | **Formative** | | | **Summative** |
| | | | **Sept** | **Dec** | **Mar** | **June** |
| | | | 25% | 70% | 95% | 100% |
| **Staff Responsible for Monitoring:** Administration & Media Specialist<br><br>**Funding Sources:**  - Local (199),  - Student Activity 865 | | | | | | |

| **Strategy 5 Details** | | | **Reviews** | | | |
|---|---|---|---|---|---|---|
| **Strategy 5:** Provide opportunities for students/ families to create a home library by hosting 3 Scholastic Book fairs.<br>**Staff Responsible for Monitoring:** Media Specialist | | | **Formative** | | | **Summative** |
| | | | **Sept** | **Dec** | **Mar** | **June** |
| **Funding Sources:**  - Library Account (898) | | | 20% | 65% | 95% | 100% |

| **Strategy 6 Details** | | | **Reviews** | | | |
|---|---|---|---|---|---|---|
| **Strategy 6:** Staff Development-librarian will be attending the Fall Media conference, CTE & Library Mini Con!, Region One Workshops<br>**Staff Responsible for Monitoring:** administration, media specialist, secretary | | | **Formative** | | | **Summative** |
| | | | **Sept** | **Dec** | **Mar** | **June** |
| | | | 45% | 55% | 90% | 100% |

| **Strategy 7 Details** | | | **Reviews** | | | |
|---|---|---|---|---|---|---|
| **Strategy 7:** 7) Instructional materials are supplemental to upgrade the entire library on the campus<br>**Strategy's Expected Result/Impact:** Purchase orders, receiving ticket<br>**Staff Responsible for Monitoring:** Administration, Librarian<br><br>**Funding Sources:**  - Local (199) | | | **Formative** | | | **Summative** |
| | | | **Sept** | **Dec** | **Mar** | **June** |
| | | | 15% | 70% | 95% | 100% |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|
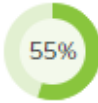
**Goal 2:** Julian S. Adame Elementary will create an inviting educational climate that enhance learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters 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 for the next school year.
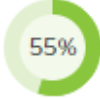
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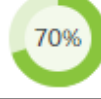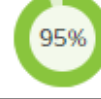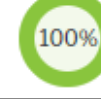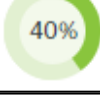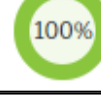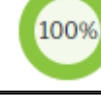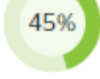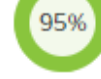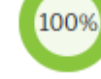
**Evaluation Data Sources:** 3rd - 5th grade STAAR

**Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Monitor the Reteach/Enrichment Period to ensure skills are targeted in small group. | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Master DailySchedule <br> **Staff Responsible for Monitoring:** Campus Administrations, <br><br> **Schoolwide and Targeted Assistance Title I Elements:** 2.4 | 55% | 70% | 95% | 100% |

| 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. | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increased number of students meeting or exceeding STAAR standards per core content area. <br> **Staff Responsible for Monitoring:** Campus Principals, Curriculum Specialists, Campus Administration. <br><br> **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy** | 55% | 70% | 95% | 100% |

| 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 | Formative | | | Summative |
| | Sept | Dec | Mar | June |
| **Strategy's Expected Result/Impact:** Increased student performance as measured by District and State assessment<br><br>**Staff Responsible for Monitoring:** Campus Principals, Curriculum Specialists, Campus Administration<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **Comprehensive Support Strategy** | 55% | 70% | 95% | 100% |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** 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.  Instructional materials are supplemental to upgrade the entire distance learning program  on the campus. | Formative | | | Summative |
| | Sept | Dec | Mar | June |
| **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.)<br><br>**Staff Responsible for Monitoring:** Principal, Curriculum Specialist & Campus Administration,<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**<br>**Funding Sources:**  - Title I (211) - 11.6399.00.118.24.0.00 - $20,276,  - Local (199),  - State Comp.(164),  - Title III (263) - 11.6399.00.118 - $6,000,  - Migrant (212) | 55% | 70% | 95% | 100% |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** 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, Imagine Learning, Galileo, Amplify, Imagine Math, and Reasoning Mind Blueprint. | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| | 55% | 70% | 95% | 100% |

**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 - **Comprehensive Support Strategy**

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** Provide opportunities for staff development/conferences as needed and support all staff in their content areas including Region One trainings. | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Certificate of Completion **Staff Responsible for Monitoring:** Administration | 55% | 70% | 95% | 100% |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 7:** Data Driven Instruction-Data Analysis, Team Planning, Administrative Walkthroughs and Individual Teacher Meetings (Data Talks) will be carried out throughout the year to ensure plans are in place to target areas of need. | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** District Bundles Assessments, State Assessments, ISIP, Imagine Math Reports,  Benchmark and Comprehensive Assessments **Staff Responsible for Monitoring:** Administration | 60% | 70% | 95% | 100% |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 8:** Provide students with opportunities to partake in field trips to enhance their learning via hands on experiences and as an incentive for achieving academic goals. Have 2 Academic Field Trips one in fall 2021 and one in Spring 2022:<br>- Hands on experience field trip in the fall semester.<br>- STAAR Motivational Field Trip in the spring semester.<br>    **Strategy's Expected Result/Impact:** Increase student academic achievement and student motivation.<br>    **Staff Responsible for Monitoring:** Administration and Teachers<br><br>    **Funding Sources:** - Student Activity 865, - Local (199), - Title I (211) | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| | 50% | 70% | 95% | 100% |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 9:** Awards and Incentives: Provide various forms of student recognition and promotion of academic success every six weeks.<br>    **Staff Responsible for Monitoring:** Administration, Counselor, Teachers<br><br>    **Funding Sources:** - Local (199) - $200, - Student Activity 865 | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| | 65% | 70% | 95% | 100% |

| Strategy 10 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 10:** Print Rich Environment: Teachers will create print rich environments to promote vocabulary through the use of anchor charts, interactive word walls, word banks, student work and visual models.<br>    **Staff Responsible for Monitoring:** Teachers and Teacher Assistants | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| | 70% | 70% | 95% | 100% |

| Strategy 11 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 11:** Content and Language Objectives will be posted for each subject area being taught. Teacher will highlight the verbs and nouns of the objective for teachers to showcase, implement and have students carry out the use of academic language and to ensure curriculum and instructional alignment.<br>    **Staff Responsible for Monitoring:** Administration, Teachers | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| | 40% | 70% | 100% | 100% |

| Strategy 12 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 12:** Carry out all necessary student testing to ensure proper tracking, coding and demographic reporting.<br>    **Strategy's Expected Result/Impact:** PEIMS Snapshot Report<br>    **Staff Responsible for Monitoring:** Principal, Counselor, PEIMS Clerk, Teacher of Record | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| | 45% | 70% | 95% | 100% |

| Strategy 13 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 13:** Provide teachers, staff and the campus with Instructional resources and equipment needed to carry out quality instruction and daily operations.<br>**Strategy's Expected Result/Impact:** Campus Needs Assessment<br>**Staff Responsible for Monitoring:** Administration, Media Specialist, Office Staff<br><br>**Funding Sources:** - Local (199), - Title I (211) - $1,000, - State Comp.(164) - $3,000, - Title III (263), - Title IV 289 - $1,000 | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| | 45% | 100% | 95% | 100% |

| Strategy 14 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 14:** Offer Tutorials for 2nd through 5th-grade students performing at the approach level in Reading and Math beginning 2nd Semester to increase the percentage of students at the MEETS and MASTER level.<br>**Staff Responsible for Monitoring:** Curriculum Specialist, Lead Teacher and Content Teachers assigned.<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6<br>**Funding Sources:** - Title I (211) - 11.6118.00.118.24.0.TT - $8,640, - Title I (211) - 11.6141.00.118.24.0.TT - $125, , - Local (199) | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| | 50% | 70% | 95% | 100% |

| Strategy 15 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 15:** Hire and implement tutors under the HB4545 ESSER grant to assist with the accelerated instruction needed for all 3rd - 5th grade students that did not take/pass the STAAR test in the areas of Reading and Math.<br>**Strategy's Expected Result/Impact:** 50% of the students will acquire the MEETS level for reading and math.<br>**Staff Responsible for Monitoring:** Campus Administration Team (Principal, Assistant principal, & Curriculum Specialist)<br>3rd - 5th grade Teachers<br><br>**Funding Sources:** PROGRAM: 282 - ESSER III - $76,869, | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| | 55% | 70% | 95% | 100% |

| Strategy 16 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy 16:** Establish an acceleration learning committee (ALC) to monitor progress for any student who did not take or pass the math or reading STAAR test in grade 3 and 5. Content area teachers will develop the Individual Educational Plan (IEP) for each student using the eduphoria form. Committee will analyze the IEPs and assessment data to reach the expected goal of 50% of students at the MEETS level in Reading and Math. | Sept | Dec | Mar | June |
| **Strategy's Expected Result/Impact:** 50% of the students will acquire the MEETS level for reading and math. **Staff Responsible for Monitoring:** principal or prinipical's designee parent /guardian content teacher LPAC,SPED, and/or 504 Rep. **Funding Sources:** ESSER 266 | 65% | 70% | 95% | 100% |

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

**Goal 2:** Julian S. Adame Elementary will create an inviting educational climate that enhance 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:** Bilingual: Julian S. Adame will increase the percentage of ELL students who achieve MEETS and MASTERS on STAAR and will decrease the achievement gap.

    **Summative Evaluation:** Met Objective

| Strategy 1 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 1:** Teachers will track ELL students and provide sheltered instruction strategies. | | **Formative** | | | **Summative** |
| **Staff Responsible for Monitoring:** District Assessments, I-Station, Reasoning Mind & Imagine Math. | | Sept | Dec | Mar | June |
| | | 55% | 70% | 95% | 100% |
| **Strategy 2 Details** | | **Reviews** | | | |
| **Strategy 2:** Purchase the necessary supplies to supplement the curriculum and state adoption from warehouse or catalog. | | **Formative** | | | **Summative** |
| **Staff Responsible for Monitoring:** Administration | | Sept | Dec | Mar | June |
| **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math | | 55% | 70% | 95% | 100% |

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

**Goal 2:** Julian S. Adame Elementary will create an inviting educational climate that enhance 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:** Advanced Academics: Julian S. Adame will increase the percentage of GT students achieving the MEETS and MASTERS 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 | | **Formative** | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| | 55% | 70% | 95% | 100% |
| **Strategy's Expected Result/Impact:** Increased student performance<br><br>**Staff Responsible for Monitoring:** Campus administrators,<br>district strategists<br>and interventionists,<br>and district director.<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy** | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **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. | **Sept** | **Dec** | **Mar** | **June** |
| | 80% | 70% | 95% | 100% |
| **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 - **Comprehensive Support Strategy** | | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✖ Discontinue |
|---|---|---|---|
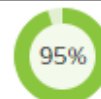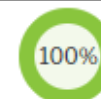
**Goal 2:** Julian S. Adame Elementary will create an inviting educational climate that enhance learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

**Performance Objective 4:** Special Education: Julian S. Adame Elementary will increase the percentage of SPED students who achieve MEETS and MASTERS on STAAR and will decrease teh achievement gap.

    **Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Provide  campus training in the area of accommodations and designated supports. | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Administration-Curriculum Specialist<br><br>**Comprehensive Support Strategy** | 60% | 70% | 95% | 100% |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Provide campus reviews with teachers on student academic performance. | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** increase communication between campus administrators and teachers<br>-increase monitoring of student progress<br>-increase academic state performance<br>-increase academic classroom performance<br>**Staff Responsible for Monitoring:** Administration<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy** | 65% | 70% | 95% | 100% |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Provide supplemental reading programs to assist students with reading difficulties (Language Live, Rewards, Rave-O) including dyslexia. (BG1, BG2, B3)<br><br>**Strategy's Expected Result/Impact:** -increase student reading performance<br>**Staff Responsible for Monitoring:** -Director<br>-Supervisor<br>-Educational<br>Diagnosticians<br>-Campus<br>Administrators<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy** | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| | 75% | 70% | 95% | 100% |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Provide online assessment resources to students in preparation of online state assessments. (BG2, BG3)<br><br>**Strategy's Expected Result/Impact:** -increase student preparation in navigating online assessment resources<br>-increase online state assessment performance<br>**Staff Responsible for Monitoring:** Administrators<br>-Special education<br>teachers<br>-Campus<br>technicians<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy** | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| | 55% | 70% | 95% | 100% |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Provide academic support through supplemental resources to teachers<br><br>**Strategy's Expected Result/Impact:** -increase student academic performance<br>**Staff Responsible for Monitoring:** Administration<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy** | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| | 60% | 70% | 95% | 100% |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **Strategy 6:** Provide teachers support by conducting classroom walkthroughs and monitoring the provision of student services in the classroom. (BG1, BG2, BG3) | **Sept** | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** -increase in academic state performance -increase in classroom performance **Staff Responsible for Monitoring:** Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy** | 55% | 70% | 95% | 100% |
| 0% No Progress     100% Accomplished     → Continue/Modify     ✗ Discontinue | | | | |

**Goal 2:** Julian S. Adame Elementary will create an inviting educational climate that enhance 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 5:** Migrant: Julian S. Adame will increase the percentage of Migrant students who achieve MEETS and MASTERS on STAAR and will decrease the achievement gap.
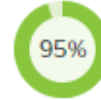
**Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Provide one to one and small group tutoring to increase areas of STAAR Accountability in areas tested. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increase Percentage in MEETS and MASTERS | **Sept** | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Administration & Teachers | 60% | 70% | 95% | 100% |
| **Strategy 2 Details** | **Reviews** | | | |
| **Strategy 2:** Provide assistance to migrant students by hiring a part-time employee to assist in raising Reading levels, Math Skills & Writing Skills | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Reading Level Tracking and STAAR Results | **Sept** | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Campus Administration & Teachers | 65% | 70% | 95% | 100% |
| | 0% No Progress    100% Accomplished    → Continue/Modify    ✖ Discontinue | | | |

**Goal 3:** Julian S. Adame Elementary will create an instructional environment that will enhance the learning and academic performance of all students and create an awareness in order to increase the percentage of graduates demonstrating college/career/military readiness when they reach the high school level.

**Performance Objective 1:** Promote Awareness for students to understand the importance of graduating from high school and moving into a college/career/military path.

> **Summative Evaluation:** Met Objective
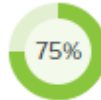
| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** The campus will plan Career Day to promote academic success, to motivate students and raise CCMR (college/career/military readiness) awareness. | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| **Staff Responsible for Monitoring:** Administration & Counselors  **TEA Priorities:** Connect high school to career and college  **Funding Sources:** College ready materials - Local (199) - 289.11.6399 - $5,000 | 60% | 70% | 95% | 100% |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Students will wear University T-Shirt on Thursdays to promote Higher Education.  Posters will be displayed in the hallway. | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| **Staff Responsible for Monitoring:** Administration & Teachers  **Funding Sources:**  - Student Activity 865 - $1,600 | 60% | 70% | 95% | 100% |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Students will be recognized for Perfect Attendance, A/AB Honor Roll, Academic Excellence, Top Athlete, Cheerleading, Choir, etc... | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| **Strategy's Expected Result/Impact:** Requisitions, Student List & Invitations  *Revised Budget  **Staff Responsible for Monitoring:** Administration & Counselors  **Funding Sources:**  - Local (199) | 75% | 70% | 95% | 100% |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Students will be provided with incentives and celebrations as a form of recognition throughout the year for accomplishments and participation.<br>Book Character Pumpkin Contest<br>Students in KG will receive tassels for graduation ceremony and grade level shirts will be purchased as requested.<br>**Staff Responsible for Monitoring:** Administration, Counselor & Teachers, Librarian<br><br>**Funding Sources:**  - Local (199),  - Student Activity 865 - 289 | Formative | | | Summative |
| | Sept | Dec | Mar | June |
| | 65% | 75% | 95% | 100% |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** 5) Provide opportunities for students to attend educational fieldtrips in all content areas to enhance understanding of content objectives.  All  Pre K- 5th grade, Chess, Robotics, Library, Counselors, Cheerleading, PE, Student Council will fundraise to cover entry fees, buses and meals, and all end of the year awards & celebrations.<br>**Strategy's Expected Result/Impact:** Travel Request, Parent Permission, Purchase Orders & Bus Request<br><br>*Revised Budget<br>*Fundraisers: Rocky Mountain Apples, Brochures, Popcorn, Lock-Ins/Dances<br>**Staff Responsible for Monitoring:** Administration & Teachers | Formative | | | Summative |
| | Sept | Dec | Mar | June |
| | 65% | 75% | 95% | 100% |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** 6)Adame Elementary will hold a total of 6 school dance fundraisers on FMNV days.<br>Halloween, Thanksgiving, Christmas, Valentines, Spring Break, and Easter<br>**Strategy's Expected Result/Impact:** Fundraising Forms, Purchase orders, Receiving Tickets<br>**Staff Responsible for Monitoring:** Child Nutrition, Administration, Office, Teachers | Formative | | | Summative |
| | Sept | Dec | Mar | June |
| | 65% | 75% | 95% | 100% |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 7:** Create an instructional environment that will enhance the learning and academic performance of all students by promoting perfect attendance using an admission slip when student is absences and/or tardy.<br>**Strategy's Expected Result/Impact:** SWs perfect attendance, meet district goal of 98% attendance.<br>**Staff Responsible for Monitoring:** PIEMS  clerk, Attendance Helper, Counselor and Administration<br><br>**TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction<br>**Funding Sources:** Admission slip booklets - Local (199) - 11.6498 - $300 | Formative | | | Summative |
| | Sept | Dec | Mar | June |
| | 50% | 70% | 95% | 100% |

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

**Goal 4:** Julian S. Adame Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

**Performance Objective 1:** Student Support Services: Julian S. Adame Elementary will ensure our elementary students will be psychologically and emotionally served to decrease the frequency of inappropriate and disruptive behavior and nurture a positive climate to continuously build up students and their self-esteem.

**Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Character Education: Lessons will be provided by counselor every 6 weeks. Lessons will include: responsibility, bullying, respect, fairness, trustworthiness and citizenship.<br>consulting services-Oscar Munoz | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Office referral will be reduced, contracted services, purchase order, receiving ticket<br>**Staff Responsible for Monitoring:** Administration<br>Counselors<br>Teachers<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6, 3.1<br>**Funding Sources:**  - Title IV 289 - $1,000 | 70% | 75% | 95% | 100% |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Reinforce the 5 B's - Be Responsible, Be Respectful and Be Ready to Learn, Be Prepared and Be.....Poster will be displayed in every class and students will be reminded to exemplify through morning announcements.<br>**Staff Responsible for Monitoring:** All School Staff and Stakeholders | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| | 60% | 70% | 95% | 100% |

| Strategy 3 Details | | Reviews | | |
|---|---|---|---|---|
| **Strategy 3:** Teachers/Counselor will integrate character lessons into instructional lessons using positive promotions to motivate students and ensuring they make the right choices<br>**Strategy's Expected Result/Impact:** Discipline referrals will be reduced<br>**Staff Responsible for Monitoring:** Administration | | **Formative** | | **Summative** |
| | | Sept | Dec | Mar | June |
| | | 55% | 70% | 95% | 100% |

| Strategy 4 Details | | Reviews | | |
|---|---|---|---|---|
| **Strategy 4:** Implement DAVE curriculum and promote a drug free life during red ribbon week and say NO to drugs by presenting and inviting guest speakers.<br>**Strategy's Expected Result/Impact:** Purchase Orders<br>Sign In Sheets<br>Schedules<br>Invitations<br>**Staff Responsible for Monitoring:** Administration & Counseling Dept.<br><br>**Funding Sources:**  - Title IV 289 | | **Formative** | | **Summative** |
| | | Sept | Dec | Mar | June |
| | | 55% | 70% | 95% | 100% |

| Strategy 5 Details | | Reviews | | |
|---|---|---|---|---|
| **Strategy 5:** The campus will promote school spirit by wearing School Shirts on Fridays with jeans.<br>**Strategy's Expected Result/Impact:** The students will take ownership and feel welcomed in a risk free environment.<br>**Staff Responsible for Monitoring:** Administration<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 2.6<br>**Funding Sources:**  - Student Activity 865 | | **Formative** | | **Summative** |
| | | Sept | Dec | Mar | June |
| | | 55% | 70% | 95% | 100% |

| Strategy 6 Details | | Reviews | | |
|---|---|---|---|---|
| **Strategy 6:** Drop out Prevention: Julian S. Adame will increase and maintain student and staff attendance rate at 98%. | | **Formative** | | **Summative** |
| | | Sept | Dec | Mar | June |
| | | 60% | 70% | 95% | 100% |

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

**Goal 4:** Julian S. Adame Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

**Performance Objective 2:** Nursing/Health Services:  Julian S. Adame will ensure that 90% of all students enrolled will be screened for Vision, Hearing, Scoliosis, and Acanthosis Nicrigans and ensure that 95% of all students immunizations are up to date before submitting Annual Immunization report in October.
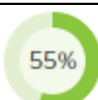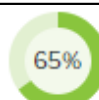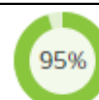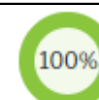
**Summative Evaluation:** Met Objective

| Strategy 1 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 1:** Provide clothing vouchers. | | **Formative** | | | **Summative** |
| | | Sept | Dec | Mar | June |
| **Strategy's Expected Result/Impact:** Assist students with complying with uniform/dress code<br>**Staff Responsible for Monitoring:** Nurse, Counselors, Administration & Teachers. | | 55% | 65% | 95% | 100% |

| Strategy 2 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 2:** Provide vouchers for services, clothing, eye glasses, physical and medical exams, etc... | | **Formative** | | | **Summative** |
| **Staff Responsible for Monitoring:** Nurse, Counselor, Administration & Teachers | | Sept | Dec | Mar | June |
| **Funding Sources:**  - Title I (211) | | 65% | 70% | 95% | 100% |

| Strategy 3 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 3:** Ensure campus has a parent representing Adame in the SHAC (Student Health Advisory Committee) | | **Formative** | | | **Summative** |
| **Staff Responsible for Monitoring:** Administration | | Sept | Dec | Mar | June |
| | | 50% | 70% | 95% | 100% |

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

**Goal 4:** Julian S. Adame Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

**Performance Objective 3:** Physical Education: Julian S. Adame 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.

    **Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Continue implementation of CATCH curriculum (on the list of state-approved curricula) for PE/Health. | **Formative** | | | **Summative** |
|     **Strategy's Expected Result/Impact:** Lesson Plans &On-line curriculum | Sept | Dec | Mar | June |
| Fitness gram annual data<br>    **Staff Responsible for Monitoring:** PE Coach, Administration & Directors | 50% | 70% | 95% | 100% |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Maintain a 45:1 ratio in PE/Health courses to ensure safety and monitoring of the students. | **Formative** | | | **Summative** |
|     **Staff Responsible for Monitoring:** HR Department | Sept | Dec | Mar | June |
|  | 55% | 65% | 95% | 100% |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Students will partake in field day as part of the end of the year events. Students will be awarded ribbons for each event. The campus will provide water bottles to ensure students stay hydrated. | **Formative** | | | **Summative** |
|     **Strategy's Expected Result/Impact:** Purchase Orders | Sept | Dec | Mar | June |
| 865.00.2190.00.118.0.00.0=$80.00<br>    **Staff Responsible for Monitoring:** Principal, PE Coaches and Teachers | 55% | 65% | 95% | 100% |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Students will receive 4 out 5 days of intensive physical exercise with the assistance of proper equipment. | **Formative** | | | **Summative** |
|     **Strategy's Expected Result/Impact:** Fitness Gram Results | Sept | Dec | Mar | June |
|     **Staff Responsible for Monitoring:** Administration & Coach | 65% | 75% | 95% | 100% |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** All students will receive education on health related topics. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Lesson Plans<br>**Staff Responsible for Monitoring:** Coaches & Counselors | Sept | Dec | Mar | June |
| | 60% | 70% | 95% | 100% |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** 6) Provide classroom instructional materials, resources and /or equipment for all student population. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Fitness Results<br>**Staff Responsible for Monitoring:** Prinicpal, PE Coaches, & Teachers | Sept | Dec | Mar | June |
| | 50% | 60% | 95% | 100% |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 7:** 7) Adame Cheerleaders will be performing/ attending their feeder Middle School/High School pep rally. | **Formative** | | | **Summative** |
| Veterans MS<br>A.P. Solis MS | Sept | Dec | Mar | June |
| Donna North<br>**Strategy's Expected Result/Impact:** Lesson Plans, Purchase Order, Trip tracker<br>**Staff Responsible for Monitoring:** Adminstration, Cheer Sponsor | 45% | 60% | 95% | 100% |
| 0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue | | | | |

**Goal 4:** Julian S. Adame Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

**Performance Objective 4:** Fine Arts: Julian S. Adame will create opportunities for all students to explore and participate in the arts.

**Summative Evaluation:** Met Objective
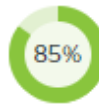
| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Students will attend music class once a week. | **Formative** | | | **Summative** |
| **Staff Responsible for Monitoring:** Administration, Music Teacher, Teacher of Record | **Sept** | **Dec** | **Mar** | **June** |
| | 50% | 50% | 95% | 100% |
| **Strategy 2 Details** | **Reviews** | | | |
| **Strategy 2:** Establish Extra Curricular Opportunities by having a Campus Choir and a Dance Team.  Students will attend a variety of district and community rallies. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Club Calendar of Practices and Performances. | **Sept** | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Administration, Music Teacher | 50% | 50% | 95% | 100% |
| 0% No Progress    100% Accomplished    → Continue/Modify    ✕ Discontinue | | | | |

**Goal 4:** Julian S. Adame Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

**Performance Objective 5:** JS Adame will increase the safety measures at the campus by upgrading the locking mechanism for classroom doors and upgrading security measures at the entry points of campuses.

**Evaluation Data Sources:** Emergency Response Plan
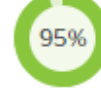
**Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** 1) Install keyless door entry system with cameras to all campus where visitors will have to be buzzed in. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Campuses will be safer- Emergency Response Plan | Sept | Dec | Mar | June |
| **Staff Responsible for Monitoring:** Campus Administrators        District Police Dept.             District Safety & Risk Dept.    **Funding Sources:**  - Local (199) | 60% | 85% | 95% | 100% |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Provide students with picture IDs to be able to identify them throughout the day. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Comprehensive Need Assessment | Sept | Dec | Mar | June |
| **Staff Responsible for Monitoring:** Administration    **Funding Sources:**  - Student Activity 865 | 55% | 75% | 95% | 100% |

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

**Goal 5:** Julian S. Adame Elementary will 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:** Human Resources: Julian S. Adame will maintain 100% highly qualified status for the staffing requirements of the No Child Left Behind Act (NCLB) and Every Student Succeeds Act (ESSA).
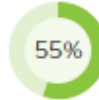
**Summative Evaluation:** Met Objective
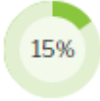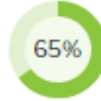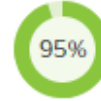
| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Maintain a positive campus climate by incorporating special events such as socials, celebrations, and employee recognition. ex. Teacher Appreciation Week | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| **Strategy's Expected Result/Impact:** A Positive Campus Climate Survey. **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Local (199) | 45% | 70% | 95% | 100% |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** The campus will comply with 100% of requirements under Title IX of the Education Amendments of 1979. | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| **Staff Responsible for Monitoring:** Administration | 30% | 65% | 95% | 100% |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** All staff will be trained on the Title IX Education Amendment which states "No person in the United States shall, in the basis of sex , be excluded from participation in, be denied the benefits of, or be subjected to discrimination. | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| **Strategy's Expected Result/Impact:** Agenda & Sign-In Sheet **Staff Responsible for Monitoring:** Administration & HR Director | 40% | 75% | 95% | 100% |

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

**Goal 5:** Julian S. Adame Elementary will 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:** Technology Department: Julian S. Adame will provide all classrooms, labs, and instructional areas with the necessary equipment to utilize and integrate technology into daily instruction along with offices to ensure proper daily operations.

    **Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Maintain and purchase instructional technology programs and equipment (printers) for the classrooms, offices and building to carry out effective classroom instruction and daily operations. | **Formative** | | | **Summative** |
|     **Strategy's Expected Result/Impact:** Technology Star Chart, Technology Inventory/survey<br>    **Staff Responsible for Monitoring:** Principal, Librarian, Teachers, Lab Manager and Secretary<br><br>    **Funding Sources:**  - Local (199) - 23.6395.00.118 - $3,000,  - Title I (211), | Sept | Dec | Mar | June |
|  | 45% | 70% | 95% | 100% |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Each grade level will present an end of the year drive-by parades, powerpoint/video presentations to the parents and students at each assembly of campus events throughout the year. | **Formative** | | | **Summative** |
|     **Strategy's Expected Result/Impact:** Final Projects presented at each assembly.<br>    **Staff Responsible for Monitoring:** Administration | Sept | Dec | Mar | June |
|  | 20% | 55% | 95% | 100% |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** All staff will be provided with training on Google Classroom, Class Dojo, District Technology Symposium, and Zoom to ensure integration of Technology. All trainings will be done based on a district timeline and deadline. | **Formative** | | | **Summative** |
|     **Strategy's Expected Result/Impact:** Walkthroughs<br>Lesson Plans<br>Sign In Sheets<br>    **Staff Responsible for Monitoring:** Need a MTT | Sept | Dec | Mar | June |
|  | 15% | 60% | 95% | 100% |

| Strategy 4 Details | | Reviews | | |
|---|---|---|---|---|
| **Strategy 4:** All staff will participate in the District Technology Advancement Analysis. | | Formative | | Summative |
| **Strategy's Expected Result/Impact:** 100% Staff Participation<br>Survey Monkey Results<br>Google Forms<br>Campus Data Review<br>**Staff Responsible for Monitoring:** Principal | | Sept | Dec | Mar | June |
| | | 30% | 50% | 95% | 100% |

| Strategy 5 Details | | Reviews | | |
|---|---|---|---|---|
| **Strategy 5:** 5) Students will be able to compete at Robotics competitions for Science and Technology (STEM) and pay fees and dues | | Formative | | Summative |
| | | Sept | Dec | Mar | June |
| **Strategy's Expected Result/Impact:** purchase order, receiving ticket<br>**Staff Responsible for Monitoring:** Administration, Sponsors<br><br>**Funding Sources:**  - Local (199),  - Title IV 289 | | 15% | 65% | 95% | 100% |

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

**Goal 5:** Julian S. Adame Elementary will 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: Julian S. Adame will ensure that 100% of the facility is clean to an optimal hygiene level and maintain an environment that is conducive for learning.
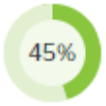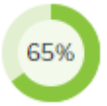
**Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Purchase necessary items, furniture and supplies to ensure a clean and organized environment. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Safe and Clean Facility<br>**Staff Responsible for Monitoring:** Principal<br><br>**Funding Sources:** , - Local (199) | Sept | Dec | Mar | June |
| | 20% | 50% | 95% | 100% |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Routinely inspect the facility to ensure supplies are provided to students. | **Formative** | | | **Summative** |
| **Staff Responsible for Monitoring:** Administration & Custodial Staff | Sept | Dec | Mar | June |
| | 40% | 50% | 95% | 100% |

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

**Goal 5:** Julian S. Adame Elementary will 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:** Transportation Department: Julian S. Adame will ensure that the district's bus routes arrive on time to drop off students.
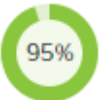
   **Summative Evaluation:** Met Objective

| Strategy 1 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 1:** The campus will ensure that all students unload in an orderly manner and load the buses in a timely and orderly manner. **Strategy's Expected Result/Impact:** Campus Procedures/Routines **Staff Responsible for Monitoring:** Administration & Teachers | | **Formative** | | | **Summative** |
| | | Sept | Dec | Mar | June |
| | | 45% | 65% | 95% | 100% |
| **Strategy 2 Details** | | **Reviews** | | | |
| **Strategy 2:** Communicate with transportation via e-mail on issues arising with transportation. **Strategy's Expected Result/Impact:** Attendance reports (daily) **Staff Responsible for Monitoring:** Administration | | **Formative** | | | **Summative** |
| | | Sept | Dec | Mar | June |
| | | 20% | 65% | 95% | 100% |
| 0% No Progress | 100% Accomplished | → Continue/Modify | | ✕ Discontinue | |

**Goal 5:** Julian S. Adame Elementary will 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 5:** Maintenance Department: Julian S. Adame will ensure that all maintenance work orders are placed and carried out.

   **Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** The campus will periodically review outstanding work orders and projects to ensure that the campus is adequately maintained for daily operations.<br>   **Staff Responsible for Monitoring:** Head Custodian, Campus Secretary & Administration | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| | 35% | 60% | 95% | 100% |
| **Strategy 2 Details** | **Reviews** | | | |
| **Strategy 2:** The campus will periodically review outstanding work orders and projects to ensure that the campus is adequately maintained for daily operations.<br>   **Strategy's Expected Result/Impact:** The campus will periodically review outstanding work orders on HVAC (Air Conditioning/Heating), Fire alarms, Intercom, and hallway clocks.<br>   **Staff Responsible for Monitoring:** Head Custodian, Campus Secretary & Administration | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| | 40% | 70% | 90% | 100% |
| 0% No Progress         100% Accomplished         → Continue/Modify         ✗ Discontinue | | | | |
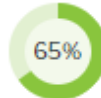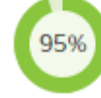
**Goal 5:** Julian S. Adame Elementary will follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

**Performance Objective 6:** Expenditures: JS Adame will expect 100% of all allocated funds in all supporting departments to allocate their expenditures based on a Comprehensive Needs Assessment developed by its various leadership teams.

**HB3 Goal**

**Evaluation Data Sources:** Campus budget and expenditure reports.

**Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Provide funds to purchase teacher office supplies, technology supplies, shredders, printers, electrical whole punchers, and equipment of furniture for the different campus departments from warehouse/approved vendors. Provide refreshments and materials for all training. | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| **Strategy's Expected Result/Impact:** Supplies and Materials **Staff Responsible for Monitoring:** Administrators, Teachers, **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy** **Funding Sources:** 199 - Local (199) - 23.6399.00.118 - $6,000, - Title III (263) - $3,000, - Title IV 289 - $600 | 50% | 70% | 90% | 100% |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Fixed Assets, Computer replacements, laptops, data projectors, filing cabinets, chairs. | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| **Strategy's Expected Result/Impact:** Campus Needs Assessment **Staff Responsible for Monitoring:** Administration | 55% | 65% | 95% | 100% |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Reimburse staff for travel and/or mileage for any and all required related activities (i.e. professional conferences, trainings, etc.) | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| **Strategy's Expected Result/Impact:** Travel Paperwork **Staff Responsible for Monitoring:** Administration | 45% | 55% | 95% | 100% |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |
|---|---|---|---|
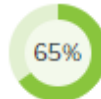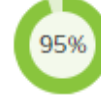
**Goal 6:** Julian S. Adame Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

**Performance Objective 1:** DLPAC and CLPAC: Julian S. Adame will maintain 100% of the required members in both the District and Campus Level and Advisory Committee to oversee all improvement activities at least 5 times per year.

> **HB3 Goal**
>
> **Evaluation Data Sources:** Surveys, parent meeting logs, phone calls
>
> **Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Elect campus and district advisory committee members | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Sign-In sheets and voting ballots <br> **Staff Responsible for Monitoring:** Administration | **Sept** | **Dec** | **Mar** | **June** |
| | 45% | 65% | 95% | 100% |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** The campus will hold meetings once per six weeks to encourage communication with the campus, grade level leads via e-mails, social media, etc...(refreshments will be served) | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Sign-In sheets, Minutes <br> **Staff Responsible for Monitoring:** Administration and time recorders (to email minutes to staff members on a timely manner). <br><br> **Funding Sources:**  - Local (199) | **Sept** | **Dec** | **Mar** | **June** |
| | 40% | 60% | 95% | 100% |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Meetings will be announced in a timely manner to encourage 100% participation from the committee | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Email Notices & Sign In Sheets <br> **Staff Responsible for Monitoring:** Principal--Chair person | **Sept** | **Dec** | **Mar** | **June** |
| | 40% | 55% | 95% | 100% |

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

**Goal 6:** Julian S. Adame Elementary 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:** Campus Communication: Julian S. Adame will maintain clear and consistent communication with each department and team member of the organization (CLPAC, leads, grade level, departments, etc.)

**HB3 Goal**

**Evaluation Data Sources:** (CLPAC, leads, grade level, departments meeting agendas and sign-in sheets

**Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Campus will maintain clear and consistent communication with each department and team member of the organization:<br>-CLPAC<br>-Lead teachers<br>-Departments<br>-Committee leaders | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Signing Sheets<br>Agendas<br>**Staff Responsible for Monitoring:** Campus Administration<br>Committee chairs<br><br>**Schoolwide and Targeted Assistance Title I Elements:** 2.5, 3.1 - **TEA Priorities:** Connect high school to career and college | 50% | 70% | 95% | 100% |

| | | | | |
|---|---|---|---|---|
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue | |
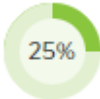
**Goal 6:** Julian S. Adame Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.
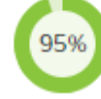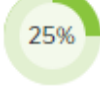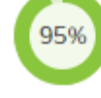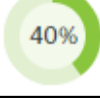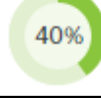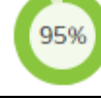
**Performance Objective 3:** Parental Involvement:   Julian S. Adame will increase in the number of volunteers and parent attendance at campus meetings and events.

**HB3 Goal**

**Evaluation Data Sources:** Virtual meetings, Phone calls

**Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Review, revise, and implement, school/parent compacts to develop a strong school/family partnership. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Sign-In Sheets, Meeting Agendas, and zoom meetings<br>**Staff Responsible for Monitoring:** Parental Involvement Director, Parent Educator, Principal | Sept | Dec | Mar | June |
| | 30% | 50% | 95% | 100% |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Identify and provide assistance and support to parents of struggling students so they may improve in areas of academics, attendance, and discipline. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Student Rosters,, Parent Contact Lists, Sign-In Sheets, Meeting Agendas<br>**Staff Responsible for Monitoring:** Parental Involvement Director, Parent Educator, Principal | Sept | Dec | Mar | June |
| | 25% | 60% | 95% | 100% |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Build parents' capacity by providing them with training and workshops in a variety of topics throughout the year such as: Nutrition classes, computer classes, ESL classes, GED classes, parent workshops, Math Symposium, etc. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Sign-In Sheets, Agendas, Evaluations<br>**Staff Responsible for Monitoring:** Parental Involvement Director, Parent Educator | Sept | Dec | Mar | June |
| | 30% | 60% | 95% | 100% |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Provide a College Readiness Fair for parents to provide them with the tools needed to help children prepare for a college education. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Sign-In Sheets, Agendas<br>**Staff Responsible for Monitoring:** Parental Involvement Director, Directors, Parent Educators | Sept | Dec | Mar | June |
| | 35% | 70% | 95% | 100% |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Provide parents with information on Title-I program and requirements at the campus level. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Sig-In Sheets, Agendas, Evaluations<br>**Staff Responsible for Monitoring:** Parental Involvement Director, Parent Educator, Principal | Sept | Dec | Mar | June |
| | 20% | 100% | 100% | 100% |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** Recognize parent volunteers for their service and support throughout the year. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Sign-In Sheets, Agendas, Invitation<br>**Staff Responsible for Monitoring:** Administration & Parent Educators | Sept | Dec | Mar | June |
| | 20% | 45% | 95% | 100% |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 7:** Purchase materials, general supplies and resources needed to carryout classes for parents and perform duties. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Requisitions & POs | Sept | Dec | Mar | June |
| *Revised Budget<br>**Staff Responsible for Monitoring:** Administration | 25% | 55% | 95% | 100% |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 8:** The campus will host Grandparents Day, Holidays, Muffins with Mom, Cultural Diverse celebrations, and Donuts with Dad. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increase the number of parental involvement to increase student success.<br>**Staff Responsible for Monitoring:** Administration | Sept | Dec | Mar | June |
| | 40% | 40% | 95% | 100% |

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

**Goal 6:** Julian S. Adame Elementary 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:** Communities in schools- Hidalgo county.

**Evaluation Data Sources:** Student sign in sheets, meeting agendas, rosters

**Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** CIS site manager will be assisting all Kinder- 5th grade students that qualify to participate in the program. The site manager will be stationed at the campus for the entire school year. Site will be in need of a classroom/office to consult with students. Access to the technology will be required.<br><br>**Strategy's Expected Result/Impact:** Meet campus goal.<br>**Staff Responsible for Monitoring:** CIS Site manager, principal , Administration team | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| | 45% | 60% | 95% | 100% |
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue | |

# Student Learning

| Committee Role | Name | Position |
|---|---|---|
| Chairperson | Ilaria Rodriguez | 3rd grade |
| Chairperson | Juan Hernandez | 5th grade Teacher |
| Classroom Teacher | Marisol Muniz | 5th grade Teacher |
| Classroom Teacher | Armando Cuellar | 5th grade Teacher |
| Classroom Teacher | Marie I. Hernandez | 4th grade Teacher |
| Classroom Teacher | Brenda Macias | 3rd grade Teacher |
| Classroom Teacher | Christian Hernandez | 1st grade Teacher |
| Classroom Teacher | Yvette Pena | Kinder Teacher |
| Life skill Teacher | Brenda Uribe | Life Skill Teacher |
| Life Skill Professional | Ilene Guevara | Life Skill Para-professional |
| Paraprofessional | Belinda Zamorano | Kinder Paraprofessional |
| Paraprofessional | Sandra De La Garza | 1st grade Paraprofessional |
| Paraprofessional | Osbelia Madrigal | 2nd grade paraprofessional |
| Paraprofessional | Yadira Rodriguez | 2nd grade paraprofessional |
| School Nurse | Melissa Garcia | Nurse |
| Campus Secretary | Rocio Frias | campus secretary |
| Clerk | Imelda Gonzalez | PEIMS Clerk |
| Administrator | Alicia Sarmiento | Principal |

# 2021-2022 Campus Site-Based Committee

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Alicia Sarmiento | Principal |
| Campus Secretary | Rocio Frias | Secretary |
| Administrator | Marissa De La Garza | Curriculum Specialist |
| Classroom Teacher | Leticia Calderon | Kinder Lead Teacher |
| Classroom Teacher | Lydia Yanez | 2nd grade Lead Teacher |
| Counselor | Mary Ellen Castillo | Counselor |
| Classroom Teacher | Aida Santivanez | 1st grade Lead Teacher |
| Classroom Teacher | Ilaria Rodriguez | 3rd grade Lead Teacher |
| Classroom Teacher | Roberto Martinez | 4th grade Lead Teacher |
| Classroom Teacher | Erika Lopez | 5th grade Lead Teacher |
| Librarian | Anita Gonzalez | Campus Librarian |
| Classroom Teacher | Noelia Handy | PK3/4 Lead Teacher |
| Classroom Teacher | Frances Chapa | Life skill Teacher |
| Parent | Aissa Mendez | Parent |

# Perception

| Committee Role | Name | Position |
|---|---|---|
| Chairperson | Lydia Yanez | 2nd grade Teacher |
| Chairperson | Anita Gonzalez | Librarian |
| Classroom Teacher | Vita Tijerina | 5th grade Teacher |
| Classroom Teacher | Annessa Salinas | 2nd grade Teacher |
| Classroom Teacher | Alicia De La Garza | 2nd grade Teacher |
| Classroom Teacher | Gloria Cruz | 2nd grade Teacher |
| Classroom Teacher | Anjelica Alejandro | 2nd grade Teacher |
| Classroom Teacher | Monica Jimenez | 1st grade Teacher |
| Classroom Teacher | Raquel Sebastian | Kinder Teacher |
| Classroom Teacher | Claudia Lara | PK3 Teacher |
| Paraprofessional | Maria Trevino | Life Skill Para-professional |
| Paraprofessional | Belinda Munoz | PK4 Paraprofessional |
| Paraprofessional | Maria Gallegos | PK4 Paraprofessional |
| Paraprofessional | Maria Meza | Kinder Paraprofessional |
| Paraprofessional | San Juanita Pacheco | 1st grade Paraprofessional |
| Security Guard | Timothy Finch | Security Guard |
| Administrator | Alicia Sarmiento | Principal |

# School Progress

| Committee Role | Name | Position |
|---|---|---|
| Chairperson | Noelia Handy | PK4 Teacher |
| Chairperson | Marissa De La Garza | Curriculum Specialist |
| Classroom Teacher | Frances Chapa | Life Skill Teacher |
| Classroom Teacher | Olga Campos | Kinder Teacher |
| Classroom Teacher | Leticia Calderon | Kinder Teacher |
| Classroom Teacher | Clarissa Lopez | 1st grade Teacher |
| Classroom Teacher | Cristina Flores | 1st grade Teacher |
| Classroom Teacher | Ruby Balderas | 3rd grade Teacher |
| Classroom Teacher | Jesus Hernandez | 5th grade Teacher |
| Paraprofessional | Juan Llanas | Life Skill Para-professional |
| Paraprofessional | Berenice Ramirez | Kinder Paraprofessional |
| Paraprofessional | Teresa Vining | Kinder Paraprofessional |
| Paraprofessional | Melissa Trevino | 1st grade Paraprofessional |
| Paraprofessional | Frances Castaneda | 1st grade Paraprofessional |
| Paraprofessional | Monica Reyes | 2nd grade Teacher |
| Paraprofessional | Karen Rocha | 2nd grade paraprofessional |
| Classroom Teacher | Alexa R. Cuellar | Music Teacher |
| Coach | Jose M. Cruz | PE Coach |
| Coach | Javier Reyna | PE Coach |
| Coach Assistant | Cynthia Garza | PE Coach Assistant |
| Administrator | Alicia Sarmiento | Principal |

# Campus Funding Summary

| | | | State Comp.(164) | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 4 | | | $0.00 |
| 1 | 2 | 6 | | 9100 | $0.00 |
| 2 | 1 | 4 | | | $0.00 |
| 2 | 1 | 13 | | | $3,000.00 |
| | | | | **Sub-Total** | $3,000.00 |
| | | | | **Budgeted Fund Source Amount** | $8,934.00 |
| | | | | **+/- Difference** | $5,934.00 |
| | | | Local (199) | | |
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 4 | | | $0.00 |
| 1 | 1 | 7 | | 11.6291.00.118.11 | $1,500.00 |
| 1 | 1 | 12 | list of resources | 11.6269.00.118 | $18,000.00 |
| 1 | 3 | 2 | | | $0.00 |
| 1 | 3 | 4 | | | $0.00 |
| 1 | 3 | 7 | | | $0.00 |
| 2 | 1 | 4 | | | $0.00 |
| 2 | 1 | 8 | | | $0.00 |
| 2 | 1 | 9 | | | $200.00 |
| 2 | 1 | 13 | | | $0.00 |
| 2 | 1 | 14 | | | $0.00 |
| 3 | 1 | 1 | College ready materials | 289.11.6399 | $5,000.00 |
| 3 | 1 | 3 | | | $0.00 |
| 3 | 1 | 4 | | | $0.00 |
| 3 | 1 | 7 | Admission slip booklets | 11.6498 | $300.00 |
| 4 | 5 | 1 | | | $0.00 |
| 5 | 1 | 1 | | | $0.00 |
| 5 | 2 | 1 | | 23.6395.00.118 | $3,000.00 |

| Local (199) | | | | | |
|---|---|---|---|---|---|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 5 | 2 | 5 | | | $0.00 |
| 5 | 3 | 1 | | | $0.00 |
| 5 | 6 | 1 | 199 | 23.6399.00.118 | $6,000.00 |
| 6 | 1 | 2 | | | $0.00 |
| | | | | Sub-Total | $34,000.00 |
| | | | | Budgeted Fund Source Amount | $5,313.00 |
| | | | | +/- Difference | -$28,687.00 |

| Title I (211) | | | | | |
|---|---|---|---|---|---|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 4 | | | $0.00 |
| 1 | 1 | 6 | | | $0.00 |
| 1 | 1 | 10 | resources/supplies | 11.6399.00.118 | $9,000.00 |
| 1 | 2 | 5 | | | $0.00 |
| 2 | 1 | 4 | | 11.6399.00.118.24.0.00 | $20,276.00 |
| 2 | 1 | 8 | | | $0.00 |
| 2 | 1 | 13 | | | $1,000.00 |
| 2 | 1 | 14 | | 11.6118.00.118.24.0.TT | $8,640.00 |
| 2 | 1 | 14 | | 11.6141.00.118.24.0.TT | $125.00 |
| 4 | 2 | 2 | | | $0.00 |
| 5 | 2 | 1 | | | $0.00 |
| | | | | Sub-Total | $39,041.00 |
| | | | | Budgeted Fund Source Amount | $20,576.00 |
| | | | | +/- Difference | -$18,465.00 |

| Migrant (212) | | | | | |
|---|---|---|---|---|---|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 4 | | | $0.00 |
| | | | | Sub-Total | $0.00 |
| | | | | Budgeted Fund Source Amount | $580.00 |
| | | | | +/- Difference | $580.00 |

| Teacher/Principal (255) | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 6 | TASA Conference registration, session schedules, and receipts | | $3,000.00 |
| 1 | 1 | 6 | TASA Conf | TASA Conf | $1,400.00 |
| | | | | **Sub-Total** | $4,400.00 |
| | | | | **Budgeted Fund Source Amount** | $1,400.00 |
| | | | | **+/- Difference** | -$3,000.00 |

| Title III (263) | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 2 | 6 | | | $7,500.00 |
| 2 | 1 | 4 | | 11.6399.00.118 | $6,000.00 |
| 2 | 1 | 13 | | | $0.00 |
| 5 | 6 | 1 | | | $3,000.00 |
| | | | | **Sub-Total** | $16,500.00 |
| | | | | **Budgeted Fund Source Amount** | $14,000.00 |
| | | | | **+/- Difference** | -$2,500.00 |

| Student Activity 865 | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 3 | 4 | | | $0.00 |
| 2 | 1 | 8 | | | $0.00 |
| 2 | 1 | 9 | | | $0.00 |
| 3 | 1 | 2 | | | $1,600.00 |
| 3 | 1 | 4 | | 289 | $0.00 |
| 4 | 1 | 5 | | | $0.00 |
| 4 | 5 | 2 | | | $0.00 |
| | | | | **Sub-Total** | $1,600.00 |
| | | | | **Budgeted Fund Source Amount** | $14,000.00 |
| | | | | **+/- Difference** | $12,400.00 |

| Library Account (898) | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 3 | 2 | | | $0.00 |
| 1 | 3 | 5 | | | $0.00 |

| | | | Library Account (898) | | |
|---|---|---|---|---|---|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | Sub-Total | $0.00 |
| | | | | Budgeted Fund Source Amount | $670.87 |
| | | | | +/- Difference | $670.87 |
| | | | Title IV 289 | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 13 | | | $1,000.00 |
| 4 | 1 | 1 | | | $1,000.00 |
| 4 | 1 | 4 | | | $0.00 |
| 5 | 2 | 5 | | | $0.00 |
| 5 | 6 | 1 | | | $600.00 |
| | | | | Sub-Total | $2,600.00 |
| | | | | Budgeted Fund Source Amount | $4,000.00 |
| | | | | +/- Difference | $1,400.00 |
| | | | | Grand Total Budgeted | $69,473.87 |
| | | | | Grand Total Spent | $101,141.00 |
| | | | | +/- Difference | -$31,667.13 |

# Addendums

| | | |
|---|---|---|
| ***Note:*** | | This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying. |
| | | For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG. |

**Bullying Prohibited**

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

**Retaliation**

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

**False Claim**

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

**Timely Reporting**

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting Procedures**

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

| | |
|---|---|
| Report Format | A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form. |
| **Notice of Report** | When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported. |
| **Prohibited Conduct** | The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct. |
| **Investigation of Report** | The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate. |
| **Concluding the Investigation** | Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. |
| | The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee. |
| **Notice to Parents** | If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying. |
| **District Action**<br>Bullying | If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances. |
| *Discipline* | A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. |

|  | The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct. |
|---|---|
| *Corrective Action* | Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying. |
| *Transfers* | The principal or designee shall refer to FDB for transfer provisions. |
| *Counseling* | The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options. |
| Improper Conduct | If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action. |
| **Confidentiality** | To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation. |
| **Appeal** | A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. |
| **Records Retention** | Retention of records shall be in accordance with CPC(LOCAL). |
| **Access to Policy and Procedures** | This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices. |

**Definitions**

  Bullying

"Bullying":

1.    Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:

    a.    Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

    b.    Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

    c.    Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

    d.    Infringes on the rights of the victim at school; and

2.    Includes cyberbullying.

  Cyberbullying

"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

**Applicability**

These provisions apply to:

1.    Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

2.    Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

3.    Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

    a.    Interferes with a student's educational opportunities; or

       b.    Substantially disrupts the orderly operation of a class-room, school, or school-sponsored or school-related activity.

**Policy**

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;

2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;

3. Establishes a procedure for providing notice of an incident of bullying to:

   a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and

   b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;

4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;

5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;

6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;

7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and

8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

**Internet Posting**

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

**Prevention and Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1.  Interfere with a student's educational opportunities; or

2.  Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

*Education Code 37.0832*

| | |
|---|---|
| **Note:** | This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying. |
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| | |
|---|---|
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|---|---|
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    b.  Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

    c.  Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

    d.  Infringes on the rights of the victim at school; and

  2.  Includes cyberbullying.

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3.  Establishes a procedure for providing notice of an incident of bullying to:

    a.  A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and

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*Education Code 37.0832*

| | |
|---|---|
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**Reporting Procedures**

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

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| Report Format | A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form. |
| **Notice of Report** | When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported. |
| **Prohibited Conduct** | The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct. |
| **Investigation of Report** | The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate. |
| **Concluding the Investigation** | Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. |
| | The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee. |
| **Notice to Parents** | If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying. |
| **District Action**<br>Bullying | If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances. |
| *Discipline* | A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. |

|  | The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct. |
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| *Corrective Action* | Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying. |
| *Transfers* | The principal or designee shall refer to FDB for transfer provisions. |
| *Counseling* | The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options. |
| Improper Conduct | If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action. |
| **Confidentiality** | To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation. |
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**Definitions**          "Bullying":

  Bullying       1.   Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:

                       a.   Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

                       b.   Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

                       c.   Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

                       d.   Infringes on the rights of the victim at school; and

                 2.   Includes cyberbullying.

  Cyberbullying    "Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

**Applicability**        These provisions apply to:

                 1.   Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

                 2.   Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

                 3.   Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

                       a.   Interferes with a student's educational opportunities; or

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**Policy**

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;

2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;

3. Establishes a procedure for providing notice of an incident of bullying to:

    a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and

    b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;

4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;

5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;

6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;

7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and

8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

**Internet Posting**

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

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A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

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*Education Code 37.0832*

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| **Note:** | This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying. |
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**Bullying Prohibited**

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

**Retaliation**

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

**False Claim**

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

**Timely Reporting**

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting Procedures**

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

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| **Prohibited Conduct** | The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct. |
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The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

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Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

*Transfers*

The principal or designee shall refer to FDB for transfer provisions.

*Counseling*

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

**Confidentiality**

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

**Appeal**

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

**Records Retention**

Retention of records shall be in accordance with CPC(LOCAL).

**Access to Policy and Procedures**

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        a.  Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

        b.  Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

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        d.  Infringes on the rights of the victim at school; and

      2.  Includes cyberbullying.

  Cyberbullying  "Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

**Applicability**          These provisions apply to:

      1.  Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

      2.  Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

      3.  Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

        a.  Interferes with a student's educational opportunities; or

b.   Substantially disrupts the orderly operation of a class-room, school, or school-sponsored or school-related activity.

**Policy**

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1.   Prohibits the bullying of a student;

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3.   Establishes a procedure for providing notice of an incident of bullying to:

   a.   A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and

   b.   A parent or guardian of the alleged bully within a reasonable amount of time after the incident;

4.   Establishes the actions a student should take to obtain assistance and intervention in response to bullying;

5.   Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;

6.   Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;

7.   Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and

8.   Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

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The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

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A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

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*Education Code 37.0832*

Donna ISD
108902

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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|---|---|
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Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

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Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

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A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

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Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting Procedures**

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To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

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Retention of records shall be in accordance with CPC(LOCAL).

**Access to Policy and Procedures**

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

**Definitions**          "Bullying":

  Bullying         1.   Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:

      a.   Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

      b.   Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

      c.   Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

      d.   Infringes on the rights of the victim at school; and

     2.   Includes cyberbullying.

  Cyberbullying      "Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

**Applicability**        These provisions apply to:

     1.   Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

     2.   Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

     3.   Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

      a.   Interferes with a student's educational opportunities; or

b.    Substantially disrupts the orderly operation of a class-
room, school, or school-sponsored or school-related ac-
tivity.

**Policy**

The board shall adopt a policy, including any necessary proce-
dures, concerning bullying that:

1.    Prohibits the bullying of a student;

2.    Prohibits retaliation against any person, including a victim, a
witness, or another person, who in good faith provides infor-
mation concerning an incident of bullying;

3.    Establishes a procedure for providing notice of an incident of
bullying to:

a.    A parent or guardian of the alleged victim on or before
the third business day after the date the incident is re-
ported; and

b.    A parent or guardian of the alleged bully within a rea-
sonable amount of time after the incident;

4.    Establishes the actions a student should take to obtain assis-
tance and intervention in response to bullying;

5.    Sets out the available counseling options for a student who is
a victim of or a witness to bullying or who engages in bullying;

6.    Establishes procedures for reporting an incident of bullying,
including procedures for a student to anonymously report an
incident of bullying, investigating a reported incident of bully-
ing, and determining whether the reported incident of bullying
occurred;

7.    Prohibits the imposition of a disciplinary measure on a student
who, after an investigation, is found to be a victim of bullying,
on the basis of that student's use of reasonable self-defense
in response to the bullying; and

8.    Requires that discipline for bullying of a student with disabili-
ties comply with applicable requirements under federal law,
including the Individuals with Disabilities Education Act (20
U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annu-
ally in the student and employee handbooks and in the district im-
provement plan under Education Code 11.252. [See BQ]

**Internet Posting**

The procedure for reporting bullying must be posted on a district's
Internet Web site to the extent practicable.

**Prevention and Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1.   Interfere with a student's educational opportunities; or

2.   Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

*Education Code 37.0832*