

Donna Independent School District
J.W. Caceres Elementary
2021-2022 Campus Improvement Plan



Mission Statement

The mission of J.W. Caceres Elementary is to collaboratively work with students, staff, administration, and parents to build strong instructional opportunities for success and increased academic performance for all students.

Vision

We will inspire dreams in our students through pride, unity, and the pursuit of excellence in order to become the change we are expected to be.

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Goal 2: J. W. Caceres 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 percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.	25
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Comprehensive Needs Assessment

Needs Assessment Overview

You can view JWC's CNA at: https://drive.google.com/drive/folders/1qsD8yS5bIJ_j3TiR9ZqZGNxBbZDVuHqM?usp=sharing

Demographics

Demographics Summary

The 2020-2021 school year was a difficult and learning school year for students and teachers. Due to Covid-19 many adjustments and decisions had to be made in order to better serve the students that were remote learning all year. Student and staff safety was priority and going forward the campus will need to keep that in mind. The need for individual manipulatives and headphones will need to be looked at and discussed until it is safe for students. User-friendly platforms will also need to be looked at if not by the campus then by the district.

J. W. Caceres is a school working hard to help each and everyone of our kids achieve success. We go to great lengths in providing academic help to the struggling students and support the students who are at or above grade level improve even further. We use the help of any willing parent and community member, whether individual or an organization, to improve the experience and academics of our students. Although J.W.C. has worked hard at creating a strong community within and outside our walls, we are still in need of greater parental involvement. We should look into how to better improve this aspect to our community, as our parents are the number one influencers of our students. Another area of need is improved professional development for campus teachers. Although we do participate in district trainings from our district personnel; however, many are repetitive and/or provide old information and outside presenters are very rarely contracted. Finally, improving communication, both within the CLPAC and out to the rest of the school faculty, could have a greater impact in how our day-to-day, weekly, monthly, and yearly goals are accomplished. Another area of need is to find a way to maintain our enrollment numbers without losing students to neighboring districts and maintaining an attendance average of 98% or higher. Losing students will affect the number of teachers that are maintained and hired to service our students. Furthermore, there is a need to boost our attendance rate, attendance matters and is essential to student success. Also, there is a need to find a way to close the gap for our at-risk students since there is a high population on campus. Being able to help these students succeed academically will lower their at-risk percentage rate. J.W.C. already has a strong foundation and clear goals, we must tackle these areas of needs to improve our campus.

While reviewing the information we discovered that the school has seen a decrease in student population over the past 4 years. We need to find different methods to incentivize students and promote the campus. The students are represented in a variety of programs and each teacher is aware of the strengths and weaknesses of the students. We do need for teachers and support staff to be trained on different methods to deliver material. For example, if a new program is put in place to help in reading then the staff should be trained on how to adequately determine what are the needs of the students especially the students in the special programs such as bilingual, SpEd. or 504. We also should be aware of the social and emotional component of students, especially after COVID. There should be more training on the social emotional needs that students exhibit while in school. Sometimes the difficulty is not in the material, but environmental or behavioral issue.

Demographics Strengths

- Computer Programs that assist in reading comprehension
- Tutoring/Tutors to assist the migrant population and all students (although started 2nd Semester)
- Strategies to assist bilingual students in reading
- Bilingual materials that assist students in the second language acquisition

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance matters and is essential to student success. **Root Cause:** Due to COVID, and the amount of students who were virtual learners, it was difficult for staff to follow through with truancy and/or excessive attendance patterns. Parents are unaware and/or not held accountable for their child's attendance based on the state's "Don't Break the Law" policy, J.W.C. struggles to meet the state attendance goal and falls below the district expectation.

Problem Statement 2 (Prioritized): J. W. C. lacks training on how to help students who exhibit behavioral/social emotional issues, so that all staff can assist. **Root Cause:** Because more and more students might exhibit behavioral/social emotional issues post-COVID, not all staff is familiar and how to deal with these types of issues.

Problem Statement 3: J. W. C. is behind and at times not in compliance (in a timely manner) with SpEd observations/testing when students are referred. **Root Cause:** Because the Sp.Ed. Dept. is not consistent with making observations/testing in a timely manner, thus students are left in limbo.

Problem Statement 4 (Prioritized): Closing the gap for at-risk students is necessary to increase academic achievement. **Root Cause:** Because a high number of students on this campus are identified as at-risk and below grade level, time and treatment is not being adequately used to meet their needs.

Student Learning

Student Learning Summary

J. W. Cáceres Elementary continues to offer a challenging academic environment for all students. Despite dealing with the Covid 19 pandemic, the time allotted to teaching is well utilized at our campus and schedules are flexible and may change throughout the year depending on students' needs. Teachers frequently communicate with administration on the curricular needs of all students. Campus and district work together towards the same goal, student success.

Although all classrooms are equipped with updated materials that address the new TEKS, technology in the form of updated white boards for interactive learning continues to be a need. Supplemental materials in all core areas such as Sharon Wells, STAAR workbooks, and a phonics program/fluency checks in the lower grades are essential in order to close gaps caused by the pandemic this school year for all student populations. Student's progress noted this year can be attributed to teachers providing tutorials after school. In order for this to continue in the 2021-2022 school year funding will be needed even more so than before to address the gaps caused by the Covid 19 pandemic. Professional development in the areas of bilingual and gifted and talented is needed by all staff in order to ensure these populations of students meet their potential as well. Hands-on opportunities for students to engage in higher learning is vital to continue to challenge them. Resources that address STEM and STEAM activities could be used to reinforce learning and motivate students to learn.

Student Learning Strengths

- *Teachers collaborate through PLCs
- *Teacher professional development in Google and IPAD platforms
- *Technology (one to one device)
- *Teacher communication with parents (Class dojo, Google voice)
- *Remote learning packets made available to all students in need
- *Updated reading material
- *Think UP by Mentoring Minds (Digital & Hard Copy for 3rd-5th)
- *After school tutorials provided by campus teachers
- *Migrant tutor

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): J.W.C. lacks a sound Guided Reading/Phonics program/curriculum in grades KG-2nd Grade to help students reach/surpass their reading levels. **Root Cause:** Because J.W.C. does not have a structured GR curriculum, teachers are left with each getting/using different material.

Problem Statement 2 (Prioritized): Interactive boards need to be updated in order to help foster instruction. **Root Cause:** Interactive (SMART) boards are obsolete, out of date, and are no longer compatible, so cannot be used.

Problem Statement 3: Software and computer updates need to be performed and maintained on a regular (prompt) basis. **Root Cause:** Administration nor teachers have access to performing updates. Work-orders must be made in order for the technology department to come in and perform computer updates, which can be a lengthy wait.

Problem Statement 4 (Prioritized): J.W.C. lacks a variety of hands-on material to help enhance student learning. **Root Cause:** Teachers are found scrambling to purchase this items personally or scrambling with each other to find materials.

Problem Statement 5: J.W.C. lacks a para-professional (TA) to assist in providing services for our Special Education Inclusion program. **Root Cause:** Because of counts and funding as outline by the district, J.W.C. does not qualify for a SpEd Resource TA.

Problem Statement 6 (Prioritized): Supplemental Math (Sharon Wells) curriculum is not in place to help build the math program and student success. **Root Cause:** J.W.C. has showed a pattern in decreasing math scores and lacks the support of a supplemental math curriculum to help foster student success.

School Processes & Programs

School Processes & Programs Summary

Although we have had PD offered from the district and Safe Schools, we lack PD on a campus based approach. We need to work with administration in order to incorporate more PD at the campus level. As a campus we have a variety of needs which include professional development and resources. They are as follows: Classroom and behavior management, PBIS, CPI, Autism trainings, effective reading strategies, literacy work stations (English and Spanish), manipulatives, Spanish phonics materials for the lower grade levels, wider selection of Spanish books for the library, and professional development trainings during the school day offered through Region One for all grade levels (based off of needs). During grade level meetings, PLCs, Content Area meetings, and CLPAC Meetings our administration and teachers should discuss what professional development and resources are needed based on exam data, diagnostic tests, observations, guided reading levels, student achievement, reading levels, and needs. In order to meet the needs of all students JWC needs more funding to properly begin tutorials early and target students' weaknesses and close the gaps early. In order to help boost Reading Levels, JWC should Structure Guided Reading and have a campus wide tracker/documentation in place for consistency and fidelity.

School Processes & Programs Strengths

- JWC follows T-TESS guidelines after all walkthroughs/observations with teachers, teachers and admins collaboratively look for recommendations that will help assist in the classroom, and teachers have the flexibility to meet with administration when needed to ensure that students are receiving the best instruction. This year, the Teacher Leader Program also assisted our STAAR Grade levels, with coaching and collaboration. Administration provides coaching rotations to assist teachers in STAAR areas, or those in need.
- At J. W. Caceres the majority of our teachers are highly qualified with the majority of teachers with 5+ years of experience. JWC is composed of 15 bilingually certified teachers, 5 of them with a masters, 3 general education teachers, and 2 special education teachers. To assist our professionals, the campus counts on 8 qualified paraprofessionals which have 60 college hours along with a TEA certification. Our retention rate this year is 100%.
- JWC is focused on and open communications platform. JWC strives on open communication with both students/staff and parents through meetings, emails, and discussions, open door policy/communication with principal, CLPAC, PLCs, Teacher Leader STAAR Coaching, lead teachers/grade level experienced teachers assist in transition, with vertical and horizontal alignment within the campus and grade levels. JWC provides parents with up to date information on a continuous basis. All information sent out to parents via memos, BlackBoard, and/or our social media accounts is sent out in both English and Spanish. The ClassDojo app also has an integrated feature that translates posts for parents as well.
- High expectation for student-school structure
- Mutual respect and collaboration among staff
- Representation of personnel on CLPAC-DLPAC

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): J.W.C. was unable to provide tutorials/tutors to struggling students early off in the year. **Root Cause:** Because the district was limited in funds for tutors/tutorial, tutorials began in the 2nd semester for struggling students.

Problem Statement 2 (Prioritized): J.W.C. was unable to provide campus PD for staff, in order to assist academic concerns. **Root Cause:** Because the district was limited in funds

J.W.C. was unable to offer PD on campus.

Problem Statement 3 (Prioritized): J.W.C. lacks a structured Guided Reading/Phonics program/curriculum as well as a campus wide tracker/running record to ensure students reach/surpass their reading levels. **Root Cause:** Because J.W.C. does not have a structured GR curriculum, teachers are left with each getting/using different material.

Perceptions

Perceptions Summary

Victoria Bernhardt states that “perception data helps us understand what students, parents, teachers, and others think about the learning environment.” With a series of survey questions, we were able to collect data to understand the perception our students and staff have of our campus. The data is as follows.

In respect to academic expectations, 92% of the participating students felt their teachers gave daily expectations on their assignments. When it came to behavior expectations, 95% of the participating students felt their teachers would set daily behavior expectations. In respect to social expectations, 95% of the participating students feel that they understand the rules and regulations on campus. However, only 77% of the participating students felt that the consequences for violating school rules and regulations were applied consistently. For extracurricular expectations, only 47% of the participating students felt there were after school clubs or activities to participate in such as sports, chess, checkers, book clubs etc.

In the area of academic expectations, 92% of the participating staff felt they set high expectations for their students. In regards to social and behavior expectations, 71% of the participating staff felt they implemented a strong set of rules and consequences. When asked about extracurricular expectations, only 14% of the participating staff felt there were enough extracurricular activities for students.

In the areas attitudes, respect, relationships and support, 72% of the participating students feel they can talk to a teacher, principal, counselor, librarian or teacher assistant about anything. 78% of the participating students feel they receive emotional support when a situation has come up. 87% of the participating students feel they receive assistance on their assignments. In regards to support, 88% of the participating students felt they had access to computers, iPads and other technologies on campus. 97% of the participating students feel that J.W. Caceres is a friendly environment, and 80% of the participating students feel they are respected by their classmates.

In regards to attitudes, respect, relationship and belonging, 71% of the participating staff feel comfortable talking to other staff members on campus. 100% of the participating staff members feel respected by their peers on campus. In regards to support, 78% of the participating staff felt they had the adequate technology to implement lessons. In the areas of attitudes, respect, relationships and support, only 85% of the participating staff felt the consequences for violating school rules and regulations were applied consistently. In respect to belonging, 71% of the participating staff members are highly satisfied being part of the campus; 21% are satisfied being part of the campus; 7% are indifferent about being part of the campus.

In respect to physical safety, 98% of the participating students felt their teachers made them feel physically safe and welcomed on campus. 91% of the participating students felt their classmates made them feel physically safe and welcomed on campus.

In regards to the facilities and physical environments, 84% of the participating students felt that school building, cafeteria, library and playground area were safe. Whereas 86% of the participating staff members felt the inside and outside of the school building was physically safe.

In conclusion, after reviewing the data, I feel that most interaction between teachers, staff and students is caring, responsive, supportive, and respectful. However, there is room for improvement. When speaking about extracurricular activities, we are emphasizing activities that take place after school, perhaps implementing an A.C.E. program like other elementary schools in our district. This will provide a healthy outlet for students to let out their energy and serve as an incentive to achieve academy and disciplinary readiness. In creating an A.C.E. program, the staff feels they will be more successful implementing campus expectation such as: classroom, hallway, restroom, cafeteria, library, and computer lab etiquette. The A.C.E. program will also allow the staff to maintain

consistency with the forthcoming campus P.B.I.S behavioral plan.

Additionally, morale is high among staff members having an innovative administrator leading us in the right technological direction. Since the start of this academic year, the campus's safety has improved by implementing numerous health protocols such as the Dr. Owl (COVID-19) self-assessment for both students and staff alike. Along with rapid COVID-19 tests for both students and staff. In addition, our campus now has a 1 to 1 device ratio supported by routers added in each classroom for better internet connection. Parent teacher communication has improved drastically since opening access through social media and education outlets. Conversely, with the rise of technology the staff feels the need for compatible attachments for laptops such as HDMI cables compatible with the projectors that are available on campus. An issue that we notice is parents do not return the nurses' emergency clothing when loaned out to students. A simple solution to this issue would be a uniform donation drive to collect emergency clothing for the academic year. There is an urgent need to set morning drop off regulations on our campus since students are being dropped off before any staff member is available to supervise them. There are students that are left unsupervised inside the cafeteria on a daily basis. Setting a mandatory 6:45 a.m. drop off policy and keeping the cafeteria locked until set hour can help avoid this issue. While on the topic of morning drop off, the east entrance used for drop offs needs to have a 3 to 1 watch ratio. 1 staff member to watch the school door and 2 to open car doors. The reason is that in the past there have been instances where parents and former students enter the campus without authorization. Finally, due to COVID-19 there is need for parents to be efficient while accessing their children's online distant learning material. With this in mind, parents need to be trained on how to access and navigate websites and online tools.

Perceptions Strengths

- Innovative Administrator: Directs us in the right technology direction
- Security Entrance with call button
- Communication to Parents through FB, Twitter, Instagram, Classdojo, Google Classroom, Class Dojo, and School Messenger
- 1 to 1 device (Access to technology)
- Routers added in classrooms for better internet connection
- Health protocols due to COVID

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): J.W.C. is not consistent with implementing a behavioral plan and B.E. S.M.A.R.T. rules. **Root Cause:** Because J.W.C is not consistent with a behavior plan, students follow what is put in place at the time depending on grade level/staff member.

Problem Statement 2: Students who are interested in the arts do not have ways to discover their creativity. **Root Cause:** Since J.W.C. does not have an art program.

Problem Statement 3: Students get dropped off on or before 6:45 a.m. **Root Cause:** Because J.W.C. lacks morning drop of expectations.

Problem Statement 4: Staff does not feel physical safe when a shelter in place or lockdown occurs. **Root Cause:** Because classroom doors do not lock from the inside.

Problem Statement 5 (Prioritized): Students do not have access to extracurricular activities. **Root Cause:** Because J.W.C. does not offer and ACE program afterschool.

Priority Problem Statements

Problem Statement 1: Attendance matters and is essential to student success.

Root Cause 1: Due to COVID, and the amount of students who were virtual learners, it was difficult for staff to follow through with truancy and/or excessive attendance patterns. Parents are unaware and/or not held accountable for their child's attendance based on the state's "Don't Break the Law" policy, J.W.C. struggles to meet the state attendance goal and falls below the district expectation.

Problem Statement 1 Areas: Demographics

Problem Statement 11: J.W.C. lacks a sound Guided Reading/Phonics program/curriculum in grades KG-2nd Grade to help students reach/surpass their reading levels.

Root Cause 11: Because J.W.C. does not have a structured GR curriculum, teachers are left with each getting/using different material.

Problem Statement 11 Areas: Student Learning

Problem Statement 9: J.W.C. was unable to provide tutorials/tutors to struggling students early off in the year.

Root Cause 9: Because the district was limited in funds for tutors/tutorial, tutorials began in the 2nd semester for struggling students.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 8: J.W.C. is not consistent with implementing a behavioral plan and B.E. S.M.A.R.T. rules.

Root Cause 8: Because J.W.C. is not consistent with a behavior plan, students follow what is put in place at the time depending on grade level/staff member.

Problem Statement 8 Areas: Perceptions

Problem Statement 6: J. W. C. lacks training on how to help students who exhibit behavioral/social emotional issues, so that all staff can assist.

Root Cause 6: Because more and more students might exhibit behavioral/social emotional issues post-COVID, not all staff is familiar and how to deal with these types of issues.

Problem Statement 6 Areas: Demographics

Problem Statement 10: Interactive boards need to be updated in order to help foster instruction.

Root Cause 10: Interactive (SMART) boards are obsolete, out of date, and are no longer compatible, so cannot be used.

Problem Statement 10 Areas: Student Learning

Problem Statement 15: J.W.C. was unable to provide campus PD for staff, in order to assist academic concerns.

Root Cause 15: Because the district was limited in funds J.W.C. was unable to offer PD on campus.

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: J.W.C. lacks a structured Guided Reading/Phonics program/curriculum as well as a campus wide tracker/running record to ensure students reach/surpass their reading levels.

Root Cause 16: Because J.W.C. does not have a structured GR curriculum, teachers are left with each getting/using different material.

Problem Statement 16 Areas: School Processes & Programs

Problem Statement 18: Closing the gap for at-risk students is necessary to increase academic achievement.

Root Cause 18: Because a high number of students on this campus are identified as at-risk and below grade level, time and treatment is not being adequately used to meet their needs.

Problem Statement 18 Areas: Demographics

Problem Statement 13: J.W.C. lacks a variety of hands-on material to help enhance student learning.

Root Cause 13: Teachers are found scrambling to purchase this items personally or scrambling with each other to find materials.

Problem Statement 13 Areas: Student Learning

Problem Statement 17: Students do not have access to extracurricular activities.

Root Cause 17: Because J.W.C. does not offer and ACE program afterschool.

Problem Statement 17 Areas: Perceptions

Problem Statement 14: Supplemental Math (Sharon Wells) curriculum is not in place to help build the math program and student success.

Root Cause 14: J.W.C. has showed a pattern in decreasing math scores and lacks the support of a supplemental math curriculum to help foster student success.

Problem Statement 14 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

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

Support Systems and Other Data


- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results



Goals


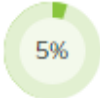
Goal 1: J. W. Caceres Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet and exceed state and federal passing standards. The district will implement a balanced literacy program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




Performance Objective 1: J.W.C. will focus on instructional improvements resulting in all students meeting goals for all accountability measures. The percentage of K-5 students reading on or above grade level will increase by 12%. ELL students will show growth increase of at least 1 proficiency level. PK-5 Reading Level Monitoring through continuous tracking (monthly). 100% of teachers serving identified ELL students will receive support in the understanding of language, literacy, and content interdependence.




Evaluation Data Sources: iStation, iLearning, Guided Reading Running records, TELPAS, PBMAS, STAAR, AE Local Reading Level Tracker, Eduphoria (Workshop and AWARE), Master Schedules






Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use the district curriculum and instruction guide as their primary source of instructional direction for Guided Reading. Teachers will track and monitor progress by continuously updating the AE Local Reading Level Tracker and Guided Reading Student Tracker (running record). Implement Teddy Bear Press, Sight Book Reads, & Sing, Spell, Read, & Write Curriculum for Guided Reading in Grades KG-2nd Grade.</p> <p>Strategy's Expected Result/Impact: Increased number of students reading on or above grade level.</p> <p>Staff Responsible for Monitoring: C&I Department Bilingual Director S. Perez R. Martinez</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught everyday with the appropriate allocated minutes, as well as the Time & Treatment for ELL students. Implement and monitor required lesson plans. Provide assistance through Guided Reading and/or Intervention instruction.</p> <p>Strategy's Expected Result/Impact: Increased student performance as measured by District and State assessments. Increased number of students reading on or above grade level. Increase of at least 1 proficiency level for ELL students.</p> <p>Staff Responsible for Monitoring: R. Cisneros RLA Teachers S. Perez R. Martinez</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Demographics 4 - Student Learning 1 - School Processes & Programs 3</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Obtain and provide program manipulatives, models, consumable, non-consumable materials, technology devices and any other classroom instructional materials or resources for reading and math for all student populations.</p> <p>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, & RDA.) Increased number of students reading on or above grade level.</p> <p>Staff Responsible for Monitoring: S. Perez R. Martinez</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: 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 desegregation and utilization, technology, core state adopted textbooks, supplemental programs, and research based strategies for ELs. Implement SMART.</p> <p>Strategy's Expected Result/Impact: Professional Development District Plan, training agendas and sign-ins. Increased instructional effectiveness and student performance as measured by grades and state assessment outcomes, decreased at risk learners, decrease in referrals, and decrease in behavior referrals.</p> <p>Staff Responsible for Monitoring: C&I Department and Directors Bilingual Director S. Perez R. Martinez R. Cisneros R. Flores J.W.C. Team Leaders</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Martha Morales Training - Teacher/Principal (255) - \$900, Conference - TASA - Teacher/Principal (255) - \$3,726</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Improve supports for struggling learners by providing tutors for English as well as Spanish, resources, training, and articulate those interventions in documented meetings, lessons, parent contacts, team meetings, data analysis, and revolving follow up.</p> <p>Strategy's Expected Result/Impact: Decreasing number of struggling students requiring tutoring and or intervention. Increase reading levels and English proficiency.</p> <p>Staff Responsible for Monitoring: S. Perez R. Martinez Teachers, C&I Department Staff, Support Staff, Bilingual Director, Special Programs Director</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Tutorials KG-5th Grade - ESSER III (282) - \$28,286.41</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: The campus will implement a standards based grading system. All teachers will identify the standard associated with the posted grade. Reteach/recovery guidelines will be reviewed/implemented with all teachers and will be monitored by administrators.</p> <p>Strategy's Expected Result/Impact: Gradebook</p> <p>Staff Responsible for Monitoring: C&I, Content Directors, S. Perez, R. Martinez, E. Leyva, and Classroom Teachers.</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Determine and use student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessment. District shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs.</p> <p>Strategy's Expected Result/Impact: Assessment Reports AE Local Reading Tracker, Lesson Plans, Walkthroughs</p> <p>Staff Responsible for Monitoring: C&I Department and Directors, S. Perez, R. Martinez, and Teachers.</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide staff development based on sound research to help improve reading levels and English proficiency and best instructional practices, using blended learning centers, in order to meet local, state, and federal guidelines.</p> <p>Strategy's Expected Result/Impact: Increased student performance as measured by district and state assessments. Utilizing strategies from the PD trainings to increase Reading Levels and English proficiency.</p> <p>Staff Responsible for Monitoring: C&I Department, S. Perez, R. Martinez</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 3</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 9 Details	Reviews			
<p>Strategy 9: The campus will provide instructional materials and supplies to address student needs and meet AE Local and state passing standards by using the districts' warehouse and other vendors.</p> <p>Strategy's Expected Result/Impact: Increased student academic performance as measured by district and state assessments, as well as increased reading levels and English proficiency.</p> <p>Staff Responsible for Monitoring: S. Perez R. Martinez Classroom Teachers M. Mata</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Materials and Supplies - Title III (263) - \$2,450, Materials and Supplies - Warehouse and other vendors. - Title I (211) - \$6,360, Materials and Supplies - Warehouse and other vendors. - Local (199) - \$5,080</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: Implement district initiatives such as Guided Reading, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks, Literacy Stations, Technology, Journals, Accelerated Reading, Student Portfolios, Differentiated Instruction, and College Readiness Activities. Rewarding Students for reaching their grade level reading goals monthly.</p> <p>Strategy's Expected Result/Impact: Walkthroughs and Increased student performance as measured by district and state assessments, as well as the AE Local Reading Tracker. Increased student performance in reading levels and English proficiency.</p> <p>Staff Responsible for Monitoring: S. Perez R. Martinez Classroom Teachers CLPAC</p> <p>Problem Statements: Student Learning 1, 4 - School Processes & Programs 3</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: 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, as well as a 1 level increase in English proficiency (TELPAS).</p> <p>Strategy's Expected Result/Impact: Reading Levels (live trackers) and TELPAS proficiency scores</p> <p>Staff Responsible for Monitoring: C&I Department, LA Director, Bilingual Director, S. Perez, R. Martinez, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 3</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 12 Details	Reviews			
<p>Strategy 12: The campus will implement a motivational program to encourage student excellence in all academic areas by providing incentives such as goody bags, t-shirts, toys, snack foods, Campus EOY Field day/Recreational Day, Career and Citizenship recognition - AR Goal achieved for the six weeks, Perfect Attendance, STAAR Afternoon of Fun (six weeks after Bundle exams) and field trips throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increased student performance as measured by district and state assessments.</p> <p>Staff Responsible for Monitoring: Campus Administration, R. Flores</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy</p> <p>Funding Sources: Student Activity - Student Activity 865 - \$9,284</p>	Formative			Summative
	Sept	Dec	Mar	June
	 10%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

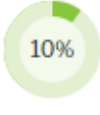


Performance Objective 1 Problem Statements:









Demographics
<p>Problem Statement 4: Closing the gap for at-risk students is necessary to increase academic achievement. Root Cause: Because a high number of students on this campus are identified as at-risk and below grade level, time and treatment is not being adequately used to meet their needs.</p>
Student Learning
<p>Problem Statement 1: J.W.C. lacks a sound Guided Reading/Phonics program/curriculum in grades KG-2nd Grade to help students reach/surpass their reading levels. Root Cause: Because J.W.C. does not have a structured GR curriculum, teachers are left with each getting/using different material.</p>
<p>Problem Statement 2: Interactive boards need to be updated in order to help foster instruction. Root Cause: Interactive (SMART) boards are obsolete, out of date, and are no longer compatible, so cannot be used.</p>
<p>Problem Statement 4: J.W.C. lacks a variety of hands-on material to help enhance student learning. Root Cause: Teachers are found scrambling to purchase this items personally or scrambling with each other to find materials.</p>
School Processes & Programs
<p>Problem Statement 1: J.W.C. was unable to provide tutorials/tutors to struggling students early off in the year. Root Cause: Because the district was limited in funds for tutors/tutorial, tutorials began in the 2nd semester for struggling students.</p>
<p>Problem Statement 3: J.W.C. lacks a structured Guided Reading/Phonics program/curriculum as well as a campus wide tracker/running record to ensure students reach/surpass their reading levels. Root Cause: Because J.W.C. does not have a structured GR curriculum, teachers are left with each getting/using different material.</p>
Perceptions
<p>Problem Statement 1: J.W.C. is not consistent with implementing a behavioral plan and B.E. S.M.A.R.T. rules. Root Cause: Because J.W.C is not consistent with a behavior plan, students follow what is put in place at the time depending on grade level/staff member.</p>

Goal 1: J. W. Caceres 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 and exceed 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: J.W.C.'s Library Services will facilitate and monitor usage of key literacy programs in J.W.C., including Accelerated Reader (AR) and myON for grades PK-5th. J.W.C. will utilize 100% of available Accelerated Reader (AR) licenses and increase the total word count and student passing rate of 85% correct or higher for the school year by 5%. myON will be implemented continuously throughout J.W.C. with a 50% increase in usage.

Evaluation Data Sources: myOn & AR Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Carry out one Book Fair events per semester to provide student access to quality and affordable books and resources through Scholastic Books.</p> <p>Strategy's Expected Result/Impact: Quantity of books purchased by students.</p> <p>Staff Responsible for Monitoring: R. Flores</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Host literacy day/night events to encourage parent involvement. Promote home-school connection activities, such as pumpkin decorating contest, monthly Parent/Student Library Reading to encourage literacy.</p> <p>Strategy's Expected Result/Impact: Sign In sheets Pictures</p> <p>Staff Responsible for Monitoring: R. Flores, I. Martinez, S. Perez, R. Martinez</p> <p>ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy</p> <p>Funding Sources: Snacks for parent events. - School Improvement Grant (211.SI)</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Expand library resources to support the curriculum. These resources include print books and ebooks, magazines, technology resources such as ipads, e-readers, audio books, etc.</p> <p>Strategy's Expected Result/Impact: Destiny Circulation reports</p> <p>Staff Responsible for Monitoring: Media Specialist/Librarian, S. Perez, R. Martinez</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: Library Books - Title I (211) - \$540, Library Books - Local (199) - \$540</p>	Formative			Summative
	Sept	Dec	Mar	June
				



Strategy 4 Details	Reviews			
<p>Strategy 4: Bring in authors, storytellers and theater performances to provide students with presentations and bring about the love for reading. Promote Reading Rock Stars Celebration.</p> <p>Strategy's Expected Result/Impact: Schedule of Events</p> <p>Staff Responsible for Monitoring: R. Flores, S. Perez, R. Martinez, M. Mata</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Promote student success by providing achievement celebrations and awards to those who have met their reading goals such as distinguished readers, top readers per grade level (AR Goal met) and AR Millionaire members.</p> <p>Strategy's Expected Result/Impact: AR reports, Library and sign in sheets Field Trip Form</p> <p>Staff Responsible for Monitoring: R. Flores, S. Perez, M. Mata</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Promote literacy by encouraging students to read great books and become part in The Battle of the Books.</p> <p>Strategy's Expected Result/Impact: AR tests, Battle of Books Competition</p> <p>Staff Responsible for Monitoring: R. Flores, Library Director, S. Perez, R. Martinez</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Campus will provide operational supplies and materials, operating lease of the copier in the library.</p> <p>Strategy's Expected Result/Impact: Inventory forms</p> <p>Staff Responsible for Monitoring: R. Flores, S. Perez, M. Mata</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				



Goal 2: J. W. Caceres 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 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 by the following for all students: Meets from 34% to 65% and Masters from 15% to 32%. Increase GT students achieving the meets and/or masters grade level standard on STAAR by 10%. Increase Special Education students achieving the meets and/or masters grade level standard on STAAR by 2%. Increase ELL students achieving the meets and/or masters grade level standard on STAAR by 30%.







Targeted or ESF High Priority

Evaluation Data Sources: Report Cards, District BMs, Bundle Exams, STAAR Results, Academic Trackers, Eduphoria

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote student success by providing achievement celebrations to those who have met their goals and/or show progress throughout the school years Benchmark/Bundle assessments.</p> <p>Strategy's Expected Result/Impact: Benchmark results, Academic Tracker</p> <p>Staff Responsible for Monitoring: S. Perez, R. Martinez, Classroom Teachers, CLPAC, M. Mata</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus will provide operational supplies, STAAR resources and materials (English & Spanish), operating lease of the copier for teachers to plan for instruction.</p> <p>Strategy's Expected Result/Impact: Increase student performance and growth in STAAR Meets & Master scores</p> <p>Staff Responsible for Monitoring: S. Perez R.Martinez</p> <p>Problem Statements: Student Learning 4, 6</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use the district curriculum and instruction guide as their primary source of instructional direction for all content areas. Teachers will track and monitor progress by continuously updating the AE Local Reading Level Tracker, GR Tracker, and Academic tracker.</p> <p>Strategy's Expected Result/Impact: Increased number of students reading on or above grade level. Increased number of students performing at Meets & Masters performance levels. -Grade Level meetings -PLCs</p> <p>Staff Responsible for Monitoring: C&I Department Bilingual Director S. Perez R. Martinez</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught everyday with the appropriate allocated minutes, as well as the Time & Treatment for ELL students. Implement and monitor required lesson plans. Provide assistance through Guided Reading and/or Intervention instruction for Tier 3 students.</p> <p>Strategy's Expected Result/Impact: Increased student performance as measured by District and State assessments. Increased number of students reading on or above grade level. Increase of at least 1 proficiency level for ELL students. Increased number of students performing at Meets and Masters levels. Walkthroughs</p> <p>Staff Responsible for Monitoring: S. Perez R. Martinez, Classroom Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 3</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: 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 desegregation and utilization, technology, core state adopted textbooks, supplemental programs, and research based strategies for ELs and SpEds.</p> <p>Strategy's Expected Result/Impact: Professional Development District Plan, training agendas and sign-ins. Increased instructional effectiveness and student performance as measured by grades and state assessment outcomes, decreased at risk learners, decrease in referrals, and decrease in behavior referrals.</p> <p>Staff Responsible for Monitoring: C&I Department and Directors Bilingual Director S. Perez R. Martinez R. Cisneros J.W.C. Team Leaders</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Improve supports for struggling learners by providing tutors and/or tutorials in English as well as Spanish, STAAR resources, training, and articulate those interventions in documented meetings, tutorials, lessons, parent contacts, team meetings, data analysis, and revolving follow up.</p> <p>Strategy's Expected Result/Impact: Decreasing number of struggling students requiring tutoring and or intervention. Increase reading levels and English proficiency. Increase in Meets & Masters performance. Increase in student growth and English proficiency levels.</p> <p>Staff Responsible for Monitoring: S. Perez R. Martinez Teachers, C&I Department Staff, Bilingual Director, Special Programs Director</p> <p>TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Tutorials 3rd-5th Grade - ESSER III (282) - \$26,982.43</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: The campus will implement a standards based grading system. All teachers will identify the standard associated with the posted grade. Reteach/recovery guidelines will be reviewed/implemented with all teachers and will be monitored by administrators.</p> <p>Strategy's Expected Result/Impact: Gradebook</p> <p>Staff Responsible for Monitoring: C&I, Content Directors, R. Martinez, S. Perez, and Classroom Teachers.</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Determine and use student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessment. District shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs.</p> <p>Strategy's Expected Result/Impact: Assessment Reports AE Local Reading & Academic Tracker, Lesson Plans, Walkthroughs, EducationGalaxy</p> <p>Staff Responsible for Monitoring: C&I Department and Directors, S. Perez, R. Martinez, and Teachers.</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: The campus will implement a motivational program to encourage student excellence in all academic areas by providing incentives such as goody bags, t-shirts, toys, snack foods, Campus EOY Field day/Recreational Day, Citizenship recognition, fieldtrips, STAAR Afternoon of Fun, AR Goal Six Weeks Awards throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increased student performance as measured by district and state assessments.</p> <p>Staff Responsible for Monitoring: Campus Administration, CLPAC</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture -</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				



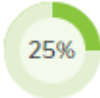




Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: J.W.C. lacks a sound Guided Reading/Phonics program/curriculum in grades KG-2nd Grade to help students reach/surpass their reading levels. Root Cause: Because J.W.C. does not have a structured GR curriculum, teachers are left with each getting/using different material.</p>
<p>Problem Statement 4: J.W.C. lacks a variety of hands-on material to help enhance student learning. Root Cause: Teachers are found scrambling to purchase this items personally or scrambling with each other to find materials.</p>
<p>Problem Statement 6: Supplemental Math (Sharon Wells) curriculum is not in place to help build the math program and student success. Root Cause: J.W.C. has showed a pattern in decreasing math scores and lacks the support of a supplemental math curriculum to help foster student success.</p>
School Processes & Programs
<p>Problem Statement 1: J.W.C. was unable to provide tutorials/tutors to struggling students early off in the year. Root Cause: Because the district was limited in funds for tutors/tutorial, tutorials began in the 2nd semester for struggling students.</p>
<p>Problem Statement 2: J.W.C. was unable to provide campus PD for staff, in order to assist academic concerns. Root Cause: Because the district was limited in funds J.W.C. was unable to offer PD on campus.</p>
<p>Problem Statement 3: J.W.C. lacks a structured Guided Reading/Phonics program/curriculum as well as a campus wide tracker/running record to ensure students reach/surpass their reading levels. Root Cause: Because J.W.C. does not have a structured GR curriculum, teachers are left with each getting/using different material.</p>

Goal 3: J. W. Caceres Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and supports a healthy lifestyle and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 1: The campus will ensure that an Emergency Operations Plan meets all elements outlined by the Texas School Safety Center is in place by first six weeks.

Evaluation Data Sources: Training

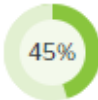






Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will follow all Emergency Operational Plan and conduct monthly fire drills and lock-downs using drills.</p> <p>Strategy's Expected Result/Impact: Drill Tracking Form Fire Drill/Lock-down Form</p> <p>Staff Responsible for Monitoring: R. Martinez, S. Perez, Staff, Donna ISD PD</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
	 5%			
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus will conduct an obstructed fire-drill at least once a year.</p> <p>Strategy's Expected Result/Impact: Drill Tracking Form Fire Drill Form</p> <p>Staff Responsible for Monitoring: R. Martinez, S. Perez, Staff, Donna ISD PD</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
	 0%			
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus will increase and ensure that the building poses as a safe environment to all students and staff by installing and updating the alarm system, upgrading surveillance cameras, upgrading the locking mechanisms for classroom doors, and upgrading security measures at the entry ports, to ensure the safety of all.</p> <p>Strategy's Expected Result/Impact: Safer environment for all students and staff</p> <p>Staff Responsible for Monitoring: Federal Programs, Donna ISD PD, Security Guard, S. Perez, R. Martinez</p>	Formative			Summative
	Sept	Dec	Mar	June
	 25%			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: J. W. Caceres Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and supports a healthy lifestyle and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 2: The campus will ensure that 100% of all students enrolled will be screened for Vision, Hearing, Scoliosis, and Acanthosis Nicrigans to ensure that 100% of all student's immunizations are up to date before submitting Annual Immunization report in October. JWC will ensure that all students have good personal hygiene and are treated quickly when needed.

Targeted or ESF High Priority

Evaluation Data Sources: Screening report, ImmTrack2 for the immunizations, requisitions for vision and hearing, Nurse visit logs.







Strategy 1 Details	Reviews			
Strategy 1: JWC will verify Students' immunizations are up to date on a continuous basis. Strategy's Expected Result/Impact: Immunization records Staff Responsible for Monitoring: Blanca Silva LVN, S. Perez, R. Martinez, R. Cisneros	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: JWC's nursing department will screen students for vision, hearing, scoliosis and acanthosis nicrigans. Strategy's Expected Result/Impact: Screening Reports Staff Responsible for Monitoring: Blanca Silva LVN, S. Perez, R. Martinez, R. Cisneros	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: JWC will provide office supplies to ensure the Nurses' clinic is adequately functioning and can meet the needs of all students in a timely manner. Strategy's Expected Result/Impact: Office supplies list for nursing department Staff Responsible for Monitoring: S. Perez, Blanca Silva LVN, M. Mata ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: J. W. Caceres Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and supports a healthy lifestyle and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 3: The campus will provide nutritional meals to 100% of all PK-5th students to support academic success.

Targeted or ESF High Priority







Evaluation Data Sources: Meals served, checks to campus cafeterias from nutrition department.

Strategy 1 Details	Reviews			
Strategy 1: Cafeteria Personnel will provide a nutritional meal twice a day for breakfast and lunch. Strategy's Expected Result/Impact: Breakfast and lunch menu Staff Responsible for Monitoring: Cafeteria Manager with cafeteria personnel, S. Perez, R. Martinez, R. Cisneros	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Cafeteria Personnel will provide a balanced meal for lunch during Field trip days. Strategy's Expected Result/Impact: Lunch menu, Field-trip forms Staff Responsible for Monitoring: Cafeteria Manager and staff, S. Perez, R. Martinez, R. Cisneros	Formative			Summative
	Sept	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: J. W. Caceres Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and supports a healthy lifestyle and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 4: JWC will increase the attendance rate from 93.5% (2020-2021) to 96% for all students.

Evaluation Data Sources: TEAMS Daily/Weekly Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct attendance audits every 3 weeks and follow district/state written protocol to address truancy and attendance trends.</p> <p>Strategy's Expected Result/Impact: Improved ADA Six wks attendance rates. Annual ADA rate.</p> <p>Staff Responsible for Monitoring: S. Perez, E. Leyva, Truancy Officer</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop a campaign to encourage students to come to school regularly and stay in school through enhanced attendance efforts by providing incentives on a weekly and six weeks basis for students with perfect attendance.</p> <p>Strategy's Expected Result/Impact: Increased attendance rates will lead to higher student success.</p> <p>Staff Responsible for Monitoring: S. Perez, E. Leyva, M. Mata, CLPAC</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

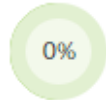





Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: Attendance matters and is essential to student success. Root Cause: Due to COVID, and the amount of students who were virtual learners, it was difficult for staff to follow through with truancy and/or excessive attendance patterns. Parents are unaware and/or not held accountable for their child's attendance based on the state's "Don't Break the Law" policy, J.W.C. struggles to meet the state attendance goal and falls below the district expectation.</p>

Goal 3: J. W. Caceres Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and supports a healthy lifestyle and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 5: JWC will administer the Fitness Gram physical fitness assessment to all 3rd-5th grade students enrolled in P.E. unless a student qualifies for valid exemption as per Fitness Gram testing policies.









Evaluation Data Sources: Fitness gram assessment, PEIMS enrollment, PE Schedules

Strategy 1 Details	Reviews			
Strategy 1: Collect fitness data for all 3rd-5th grade students in PE/Health class using Fitness Gram. Strategy's Expected Result/Impact: Fitness Gram pre- and post tests for students in Grades 3-5. Staff Responsible for Monitoring: S. Perez, M. Chavez	Formative			Summative
	Sept	Dec	Mar	June
	 0%			
Strategy 2 Details	Reviews			
Strategy 2: Continue implementation of CATCH curriculum (on the list of state-approved curricula for PE/Health.) Strategy's Expected Result/Impact: Lesson plans Online Curriculum Fitness Gram pre- and post-tests in 3rd-5th grade. Staff Responsible for Monitoring: M. Chavez, R. Martinez, S. Perez	Formative			Summative
	Sept	Dec	Mar	June
	 15%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: J. W. Caceres Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and supports a healthy lifestyle and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.








Performance Objective 6: JWC will ensure that 97% of all Gifted/Talented and students meet and/or master the state standards on all areas of STAAR.

Evaluation Data Sources: STAAR results, Academic Trackers

Strategy 1 Details	Reviews			
<p>Strategy 1: GT students will be provided opportunities to work together in flexible groupings and use inquiry and discovery through Robotics and Coding.</p> <p>Strategy's Expected Result/Impact: Walkthroughs, lesson plans Research Projects</p> <p>Staff Responsible for Monitoring: GT Director, GT Teachers, Robotics and Coding Teachers, S. Perez, R. Martinez</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: GT students will be provided opportunities to participate in high level extracurricular activities such as spelling bee, UIL, Robotics, DI, Battle of the Books, as well as summer school projects.</p> <p>Strategy's Expected Result/Impact: Calendar of Events</p> <p>Staff Responsible for Monitoring: AAS Director, S. Perez, R. Martinez, UIL Coaches, Spelling Bee Coaches</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide adequate/effective GT basic and maintenance training such as 30 hour mandatory training and 6 hour update training for all staff.</p> <p>Strategy's Expected Result/Impact: Sign in sheets, certificates generated from staff.</p> <p>Staff Responsible for Monitoring: GT Director, S. Perez, R. Martinez</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide G/T instructional resources to supplement instructional programs in all core areas, when applicable.</p> <p>Strategy's Expected Result/Impact: Walkthroughs, lesson plans, assessments</p> <p>Staff Responsible for Monitoring: AAS director, C&I Department & Directors, S. Perez, R. Martinez</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: J. W. Caceres Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and supports a healthy lifestyle and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.






Performance Objective 7: J.W.C.'s Students in K-5th grades will learn about digital citizenship and cyber-bullying using online curriculum. J.W.C.'s Students in PK-5th Grade will learn about anti-bullying, suicide prevention, and the importance of being Drug-Free.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will improve Digital Learning Environment for both the students and staff. Strategy's Expected Result/Impact: Schedule of trainings and student initiatives. Sign-in Sheets. Safe Schools. Staff Responsible for Monitoring: R. Flores, L. Vento, S. Perez, R. Martinez ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus will host Red Ribbon Week and will stomp out bullying in the month of October by participating in activities month long in accordance to National Bullying Prevention Month and Red Ribbon Week. Strategy's Expected Result/Impact: Provide Activities and presenters to the campus body. Staff Responsible for Monitoring: R. Cisneros, S. Perez ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus will supports a healthy lifestyle by hosting activities in accordance with Heart Awareness Month in February and Child Abuse Awareness Month in April. Strategy's Expected Result/Impact: Provide students with heart and child abuse awareness. Staff Responsible for Monitoring: S. Perez, R. Martinez, R. Cisneros, B. Silva, CLPAC Members</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 3: J. W. Caceres Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and supports a healthy lifestyle and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 8: J.W. C. will increase the percentage of ELs progressing one performance level to 50%, in order to increase the percentage of ELs reaching Advanced High within 3 years.



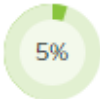
Evaluation Data Sources: TELPAS Evaluation & Reports







Strategy 1 Details	Reviews			
<p>Strategy 1: Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught everyday with the appropriate allocated minutes, as well as the Time & Treatment for ELs students. Implement and monitor required lesson plans. Provide assistance through OLD and/or Intervention instruction for ELs.</p> <p>Strategy's Expected Result/Impact: Increase of at least 1 proficiency level for ELs students. Walkthroughs Lesson Plans</p> <p>Staff Responsible for Monitoring: R. Martinez, Classroom Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: J. W. Caceres Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and supports a healthy lifestyle and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 9: J.W.C. will reduce the academic performance gap between the Migrant population and the Non-migrant population in the content areas by an average of 50%.

Evaluation Data Sources: RDA, STAAR, TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Within the first 20 days of the school year that eligible migratory children, attend school, J.W.C. will determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs.</p> <p>Strategy's Expected Result/Impact: Certification of Eligibility; Referral Documents for other programs; home visits</p> <p>Staff Responsible for Monitoring: Migrant Director, R. Martinez, R. Cisneros, Classroom Teachers</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Coordinate with the Texas Migrant Interstate Program/TMIP during the summer months in order to serve students from Texas who may attend out of state summer migrant programs to include STAAR remediation opportunities.</p> <p>Strategy's Expected Result/Impact: COEs ; Enrollment/Completion reports from Receiving States' Schools</p> <p>Staff Responsible for Monitoring: Migrant Director, R. Martinez, R. Cisneros, E. Leyva</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Offer supplemental instruction to migrant students by offering: Extended day tutoring in core content areas (before/after or on Saturdays); extended day STAAR tutorials (before/after or on Saturdays); supplemental instructional support by a teacher for migrant first grade students who are performing below the expected level of development and collaborate with parents on ways to support students' skill development at home. Instructional support will be provided outside the regular instructional time individually or small groups at least 1-2 times per week and will include engaging, age appropriate activities to target school readiness.</p> <p>Strategy's Expected Result/Impact: Progress Reports; Benchmark and Campus Assessments; Proposals for Tutorials</p> <p>Staff Responsible for Monitoring: Migrant Director and Strategists, R. Martinez, S. Perez, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Sept	Dec	Mar	June
				






Strategy 4 Details	Reviews			
Strategy 4: Provide school supplies and clothing (uniforms, under garments, shoes and jackets when necessary). Strategy's Expected Result/Impact: Vouchers Staff Responsible for Monitoring: R. Cisneros, S. Perez Funding Sources: School Clothing/Uniforms - Title I (211) - 211.32.6499 - \$300	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: The campus will provide instructional materials and supplies to address migrant students' needs. Strategy's Expected Result/Impact: Walk-throughs, Lesson Plans, Materials and Supplies, Reading & Academic Trackers Staff Responsible for Monitoring: R. Cisneros, S. Perez, R. Martinez, Classroom Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum	Formative			Summative
	Sept	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 9 Problem Statements:

School Processes & Programs
Problem Statement 1: J.W.C. was unable to provide tutorials/tutors to struggling students early off in the year. Root Cause: Because the district was limited in funds for tutors/tutorial, tutorials began in the 2nd semester for struggling students.

Goal 3: J. W. Caceres Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and supports a healthy lifestyle and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.






Performance Objective 10: J.W.C. will provide students and all stakeholders with a safe school environment during the COVID19 pandemic.

Strategy 1 Details	Reviews			
<p>Strategy 1: J.W.C. will provide students and all stakeholders with a safe school environment post-COVID19 pandemic by following CDC guidelines, DISD Learn and Lead Safely Plan, and ensure all students and staff have proper PPE.</p> <p>Strategy's Expected Result/Impact: Faculty & Staff Meetings, CLPAC, Campus Walkthroughs</p> <p>Staff Responsible for Monitoring: S. Perez, R. Martinez, M. Mata, B. Silva</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: J. W. Caceres Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 1: J.W.C. will ensure fiscal responsibility by reviewing and maintaining financial transparency for proper allocation of monies for resources to ensure student success.

Evaluation Data Sources: Budget resources

Strategy 1 Details	Reviews			
<p>Strategy 1: J.W.C. will use federal/local funding to allocate the required monies for resources to ensure student success.</p> <p>Strategy's Expected Result/Impact: Expenditures of federal/local funds</p> <p>Staff Responsible for Monitoring: M. Mata, S. Perez, CLPAC</p> <p>Problem Statements: Student Learning 2, 6</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: Interactive boards need to be updated in order to help foster instruction. Root Cause: Interactive (SMART) boards are obsolete, out of date, and are no longer compatible, so cannot be used.</p>
<p>Problem Statement 6: Supplemental Math (Sharon Wells) curriculum is not in place to help build the math program and student success. Root Cause: J.W.C. has showed a pattern in decreasing math scores and lacks the support of a supplemental math curriculum to help foster student success.</p>

Goal 4: J. W. Caceres Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 2: J.W.C. will ensure that intent and purpose of each federal program will be met as well as all Initial Compliance Indicators on the ESSA, 90% of federal budgets will be spent.




Evaluation Data Sources: ESSA Application and Compliance Reports







Strategy 1 Details	Reviews			
<p>Strategy 1: J.W.C. will use federal funding to compile with ESSA compliance.</p> <p>Strategy's Expected Result/Impact: Expenditures of federal funds</p> <p>Staff Responsible for Monitoring: S. Perez, R. Martinez, R. Cisneros, M. Mata</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: J. W. Caceres Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 3: J. W.C. will maintain a 100% highly qualified status for the staffing requirements of the ESSA. J.W.C. will ensure that the records retention requirements of the Local Government Records Act (LGRA) will be met at 100%. J.W.C. will comply with 100% of requirements under Title IX of the Education Amendments of 1972.

Evaluation Data Sources: Certification Records, Title IX Training Sign-In Sheets





Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will implement a motivational staff program that will provide staff incentives to continuously promote student's academic success. Teachers will be recognized throughout the school year and on Teacher Appreciation Week in May.</p> <p>Strategy's Expected Result/Impact: To retain highly qualified teachers and staff</p> <p>Staff Responsible for Monitoring: Administrative Team, S. Perez, M. Mata, CLPAC</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will create different committees throughout the year to recognize different staff members on a monthly or seasonal bases.</p> <p>Strategy's Expected Result/Impact: Schedules of Activities</p> <p>Staff Responsible for Monitoring: CLPAC, S. Perez, M. Mata</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus will select a Special Committee to recognize Employee Appreciation Dates, such as Custodians, bus drivers, Bosses, Nurses, Counselors, Librarians, Secretaries, Volunteers, Principals, Security Guards, Principals, Teachers, and Teacher Assistants.</p> <p>Strategy's Expected Result/Impact: Schedules of the Activities.</p> <p>Staff Responsible for Monitoring: CLPAC, AT, S. Perez, M. Mata</p> <p>Funding Sources: Staff Incentives - Faculty Account 897 - \$2,500</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will provide staff incentives every six weeks to retain highly qualified teachers and staff .</p> <p>Strategy's Expected Result/Impact: Campus teacher retention at the end of the school year.</p> <p>Staff Responsible for Monitoring: Administration Campus Secretary</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Campus will provide staff development under Title IX of the Education Amendments of 1972.</p> <p>Strategy's Expected Result/Impact: Safe Schools course completion. Certificate.</p> <p>Staff Responsible for Monitoring: S. Perez, R. Martinez, M. Mata</p> <p>ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: J. W. Caceres Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 4: J.W.C. will ensure that all 3rd-5th grade students are tested with the required state assessments. The Administrative Team will ensure that 100% of the staff testing receive appropriate training yearly.






Evaluation Data Sources: Trainings, Sign-In Sheets, Oaths

Strategy 1 Details	Reviews			
Strategy 1: Follow 2020-2021 Testing Calendar of Events to include all deadlines, submissions, and test administrations. Strategy's Expected Result/Impact: Texas Assessment Management System. Staff Responsible for Monitoring: Director of Testing, R. Martinez, S. Perez ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Dec	Mar	June
	0%			
Strategy 2 Details	Reviews			
Strategy 2: All students will be provided STAAR t-shirts to motivate them academically. Strategy's Expected Result/Impact: Student success on state assessments. Staff Responsible for Monitoring: S. Perez, STAAR Teachers, CLPAC, M. Mata	Formative			Summative
	Sept	Dec	Mar	June
	0%			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: J. W. Caceres Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 5: J.W.C.'s Custodial Staff will ensure to maintain the building, its premises and the facilities within, keeping them safe and clean and will provide students, staff and visitors with a safe and comfortable learning environment by maintaining well kept facilities.






Evaluation Data Sources: Principal Evaluation/Observations

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will provide supplies necessary for the custodial department to effectively keep the campus clean (i.e. power washers, vacuum cleaners, blowers, weed eaters, wax, cleaning solutions).</p> <p>Strategy's Expected Result/Impact: Observations Supplies copies</p> <p>Staff Responsible for Monitoring: Campus Head Custodian, S. Perez, M. Mata</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: J. W. Caceres Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning process and increased parental involvement.

Performance Objective 1: J. W. C. will maintain the required members in the Campus Level Planning and Advisory Committee to oversee district and campus decisions, plans, and improvement activities.



Evaluation Data Sources: CLPAC meeting sign ins and agendas

Strategy 1 Details	Reviews			
Strategy 1: J.W.C.'s CLPAC will meet at least once a month to oversee campus decisions, plans, and improvement activities. Strategy's Expected Result/Impact: Agendas, Sign-In Sheets Staff Responsible for Monitoring: CLPAC, S. Perez	Formative			Summative
	Sept	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: J. W. Caceres Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning process and increased parental involvement.

Performance Objective 2: J.W.C will increase the number of parent/community volunteers by 5% and increase the parent attendance by 10% at campus meetings/events each year.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule parental involvement meetings monthly to disseminate information on:</p> <ul style="list-style-type: none"> - Student achievement/school performance profiles - Curriculum and Instruction program - Federal program requirements: law and parents rights/needs assessment for Title 1 <p>*Programs information will be communicated in both languages.</p> <p>Strategy's Expected Result/Impact: Parental Involvement Meeting Agendas (monthly) Program Evaluation Report</p> <p>Staff Responsible for Monitoring: I. Martinez, S. Perez, R. Cisneros, R. Martinez Classroom Teachers, CLPAC</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct a thorough comprehensive needs assessment (CNA) that draws from both quantitative and qualitative data sources at the MOY and EOY.</p> <p>Strategy's Expected Result/Impact: Sign in sheets Agenda for the meetings CNA narrative</p> <p>Staff Responsible for Monitoring: S. Perez, JWC Staff, CLPAC</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: J.W.C. will participate in and/or provide at least 4 events/meetings/trainings/fairs/celebrations to inform parents of the district's Bilingual/Biliteracy model.</p> <p>Strategy's Expected Result/Impact: Sign-In Sheets, Flyers, Agendas, Acknowledgment Receipt Signature</p>	Formative			Summative
	Sept	Dec	Mar	June

Sheet, and/or Handbook

Staff Responsible for Monitoring: I. Martinez, R. Cisneros, S. Perez, Bilingual Department

TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture



No Progress



Accomplished



Continue/Modify








Discontinue

Goal 5: J. W. Caceres Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning process and increased parental involvement.

Performance Objective 3: J.W.C. Nursing Staff and SpEd Teachers will attend SHAC meeting presentations from community partners to educate students and give parents information of where to go get medical assistance. Students will receive needed medical care. SHAC meetings will be held 4 times in a school year.

Evaluation Data Sources: SHAC Agendas and nurses/SpEd end of the year reports/ number of students receiving medial treatment.

Strategy 1 Details	Reviews			
<p>Strategy 1: J.W.C. Nursing Staff will educate students and give parents information of where to go get medical assistance. Students will receive needed medical care.</p> <p>Strategy's Expected Result/Impact: Sign-In Sheets, Agenda, SHAC meetings will be held 4 times in a school year.</p> <p>Staff Responsible for Monitoring: B. Silva, LVN, S. Perez, District SHAC Committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Isabel Martinez	Parent Educator		

2021-2022 Campus Site-Based Committee

Committee Role	Name	Position
Secretary	Marybelle Mata	Secretary
Administrator	Rose Martinez	Curriculum Specialist
Paraprofessional	Isabel Martinez	Parent Educator
Classroom Teacher	Elsa Almazan	PK Teacher
Classroom Teacher	Alicia Chavez	KG Teacher
Classroom Teacher	Maria Terrazas	1st Grade Teacher
Classroom Teacher	Fernando Vasquez	2nd Grade Teacher
Classroom Teacher	Clarissa Garcia	3rd Grade Teacher
Classroom Teacher	Emma Sayavedra	4th Grade Teacher
Classroom Teacher	Eva Torres	5th Grade Teacher
Classroom Teacher	Tobi Abesamis	SpEd Teacher
Non-classroom Professional	Rachel Flores	Librarian
Paraprofessional	Karina Adame	LVN
Paraprofessional	Lori Vento	Computer Lab Manager
Administrator	Sara Perez	Principal
Counselor	Daisy Rodriguez	Counselor

2021-2022 Site Based Decision Making Team

Committee Role	Name	Position
Secretary	Marybelle Mata	Secretary
Administrator	Rose Martinez	Curriculum Specialist
Administrator	Sara Perez	Principal
Non-classroom Professional	Rachel Flores	Librarian
Counselor	Daisy Rodriguez	Counselor

Campus Funding Summary

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Materials and Supplies - Warehouse and other vendors.		\$5,080.00
1	2	3	Library Books		\$540.00
Sub-Total					\$5,620.00
Budgeted Fund Source Amount					\$5,155.00
+/- Difference					-\$465.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Materials and Supplies - Warehouse and other vendors.		\$6,360.00
1	2	3	Library Books		\$540.00
3	9	4	School Clothing/Uniforms	211.32.6499	\$300.00
Sub-Total					\$7,200.00
Budgeted Fund Source Amount					\$6,660.00
+/- Difference					-\$540.00
Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Martha Morales Training		\$900.00
1	1	4	Conference - TASA		\$3,726.00
Sub-Total					\$4,626.00
Budgeted Fund Source Amount					\$3,726.00
+/- Difference					-\$900.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Materials and Supplies		\$2,450.00
Sub-Total					\$2,450.00
Budgeted Fund Source Amount					\$2,450.00
+/- Difference					\$0.00

Student Activity 865					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12	Student Activity		\$9,284.00
Sub-Total					\$9,284.00
Budgeted Fund Source Amount					\$9,284.00
+/- Difference					\$0.00
Faculty Account 897					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	3	Staff Incentives		\$2,500.00
Sub-Total					\$2,500.00
Budgeted Fund Source Amount					\$2,501.19
+/- Difference					\$1.19
ESSER III (282)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Tutorials KG-5th Grade		\$28,286.41
2	1	6	Tutorials 3rd-5th Grade		\$26,982.43
Sub-Total					\$55,268.84
Budgeted Fund Source Amount					\$38,142.00
+/- Difference					-\$17,126.84
Grand Total					\$86,948.84