

Canutillo Independent School District



Jose H. Damian Elementary

2026-2027 Performance Objectives

Table of Contents

Goal 1 : FISCAL AND OPERATIONAL SYSTEMS: *Fiscal Responsibility *Strategic All...	3
Goal 2 : COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *...	6
Goal 3 : STUDENT SUCCESS: *Academic Growth *Student Safety & Well Being *C...	8
Goal 4 : STAFF SUCCESS: *Staff Safety & Well-Being *Professional Learning & Qua...	16
Goal 5 : TECHNOLOGY RESOURCES: *Integration of Technology *Wireless Access...	20

Goal 1 FISCAL AND OPERATIONAL SYSTEMS: *Fiscal Responsibility *Strategic Allocation of Resources *Planning for Growth

Performance Objective 1 High Priority

By May 2027, JDE will meet expenditure requirements at 100% for: Special Education, Career and Technology, Gifted and Talented, Compensatory Education, and Emergent Bilinguals, Economically Disadvantaged (Title 1) , and all special populations in order to meet campus academic goals.

Evaluation Data Source: Purchase orders
Title 1 justification forms

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

In the 2024-2025 school year we had 318 students coded as being At Risk. We also had an increase in students identified with having a disability. In 2024-2025 we had 76 students identified and in 2023-2024 we had 69, yet personnel and resources are declining. In 2025-2026 we had 7.7 educational aids.

More students are qualifying for or are being identified as At Risk due to MTSS. The budget limits the amount of money spent on At Risk personnel and resources.

2

Our student enrollment has been decreasing. This year, 2026-2027, we have 423 students. In 2025-2026 we had 473 students enrolled. In 2024-2025 we had 487 students enrolled.

Parents are not aware of all the benefits of students coming to our school/district. Enrollment dropped across the district. Vouchers have effected our campuses.

3

Although students have devices if they break or lose them it becomes difficult for them to navigate through the HQMI curriculum.

We continue to be at a deficit and one to one technology is not being replaced. Budget restraints.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 According to the data, it was identified that 3rd and 4th grade are showing drops in Math.	Need staff development in Tier 1 instruction, and differentiation due to changes in curriculum- from envision to Stemscores Math.
2 Supplemental materials needed to close academic gaps as we are showing highest need in this area according to accountability report.	HQIM implementation is still in the rollout process as it assumes students are at grade level
3 Master level students are not remaining as masters as they go up in grade levels.	Lack of training for differentiation, need to address master level students. Teachers tend to focus on interventions and not enrichment as per walkthrough data.
4 TELPAS indicates drops in 2nd, 3rd, and 4th grade in all areas. Changes in ELPS will require teacher training and resources.	Lack of Spanish resources for both teachers and students and lack of platform opportunities.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Scholars across all grade levels consistently demonstrate deficiency in academic vocabulary as seen in assessments such as the Spring Interim. The vocabulary gap creates a barrier to reading comprehension, critical thinking, and content mastery.	Teachers need more professional development, resources and a committee that will give them opportunities to support and close the academic vocabulary gaps to enhance their Tier 1 instruction and make it more student centered as well as creating a more print rich school with exposure to more vocabulary.
2 Despite core instruction, scholars are demonstrating low proficiency in mathematical problem-solving skills which proves inconsistent problem solving strategies across grade levels	Teachers need a unified, progressive framework that builds systematically from year to year; therefore, vertical alignment and trainings are necessary to support the consistency of problem solving strategies in math.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Our attendance rate has shown gains in the past two years but still needs to increase to meet district goal of 98%	Even with the support of the ARC committee, students continue to be absent or tardy.
3 Technology devices are outdated. There is a need for updated devices for both students, faculty, and in common areas such as the library and computer labs.	Computers in the library can no longer support TELPAS or STAAR. There are many restrictions on teacher and classroom devices, which is frustrating. There are budget cuts that prevent us from purchasing new technology as needed.

Goal 2 COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *Community Partnerships *Customer Satisfaction

Performance Objective 1

By May 2027, JDE will maintain a strong connection with all stakeholders in the community by providing campus events to help meet our academic, community and fiscal goals.

Evaluation Data Source: Sign in sheets
Agendas
Title 1 Binder

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 Our student enrollment has been decreasing. This year, 2026-2027, we have 423 students. In 2025-2026 we had 473 students enrolled. In 2024-2025 we had 487 students enrolled.	Parents are not aware of all the benefits of students coming to our school/district. Enrollment dropped across the district. Vouchers have effected our campuses.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 According to the data, it was identified that 3rd and 4th grade are showing drops in Math.	Need staff development in Tier 1 instruction, and differentiation due to changes in curriculum- from envision to Stemsscopes Math.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Scholars across all grade levels consistently demonstrate deficiency in academic vocabulary as seen in assessments such as the Spring Interim. The vocabulary gap creates a barrier to reading comprehension, critical thinking, and content mastery.	Teachers need more professional development, resources and a committee that will give them opportunities to support and close the academic vocabulary gaps to enhance their Tier 1 instruction and make it more student centered as well as creating a more print rich school with exposure to more vocabulary.

2

Despite core instruction, scholars are demonstrating low proficiency in mathematical problem-solving skills which proves inconsistent problem solving strategies across grade levels

Teachers need a unified, progressive framework that builds systematically from year to year; therefore, vertical alignment and trainings are necessary to support the consistency of problem solving strategies in math.

3

Behaviors such as no motivation and difficult classroom management behaviors disrupt a stable and effective learning environment and impacts the social emotional well-being of all involved.

Professional development, trainings, and resources are needed for managing behaviors such as no motivation and defining bullying to support teachers and parents.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Our attendance rate has shown gains in the past two years but still needs to increase to meet district goal of 98%

Even with the support of the ARC committee, students continue to be absent or tardy.

2

Universal systems and processes need to be created and communicated in which student behavior and discipline is consistently addressed and staff/support personnel know what is going on and followed through in a timely manner. PD provided for behavior supports.

There has been an increase in name-calling and physical contact between students. Office referrals need to be created and followed-through in a timely manner. Consequences need to be issued to reinforce the need for positive behavior.

Goal 3 STUDENT SUCCESS: *Academic Growth *Student Safety & Well Being *College Career Military Readiness

Performance Objective 1 High Priority

By May 2027, the Standard Response Protocol PK-12, Emergency Operation Plan and the Behavior Threat Assessment and crisis response will be fully integrated and implemented through Multi-Tiered Systems of Supports (MTSS)

Evaluation Data Source: Counselor referrals to include Behavioral threat Assessments and suicide protocol Training Sign in Sheets
Aliviane Schedule
Emergency Drill Forms

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	In the 2024-2025 school year we had 318 students coded as being At Risk. We also had an increase in students identified with having a disability. In 2024-2025 we had 76 students identified and in 2023-2024 we had 69, yet personnel and resources are declining. In 2025-2026 we had 7.7 educational aids.	More students are qualifying for or are being identified as At Risk due to MTSS. The budget limits the amount of money spent on At Risk personnel and resources.
2	Our student enrollment has been decreasing. This year, 2026-2027, we have 423 students. In 2025-2026 we had 473 students enrolled. In 2024-2025 we had 487 students enrolled.	Parents are not aware of all the benefits of students coming to our school/district. Enrollment dropped across the district. Vouchers have effected our campuses.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	According to the data, it was identified that 3rd and 4th grade are showing drops in Math.	Need staff development in Tier 1 instruction, and differentiation due to changes in curriculum- from envision to Stemscopes Math.

2

Supplemental materials needed to close academic gaps as we are showing highest need in this area according to accountability report.

HQIM implementation is still in the rollout process as it assumes students are at grade level

3

Master level students are not remaining as masters as they go up in grade levels.

Lack of training for differentiation, need to address master level students. Teachers tend to focus on interventions and not enrichment as per walkthrough data.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

Behaviors such as no motivation and difficult classroom management behaviors disrupt a stable and effective learning environment and impacts the social emotional well-being of all involved.

Professional development, trainings, and resources are needed for managing behaviors such as no motivation and defining bullying to support teachers and parents.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

Universal systems and processes need to be created and communicated in which student behavior and discipline is consistently addressed and staff/support personnel know what is going on and followed through in a timely manner. PD provided for behavior supports.

There has been an increase in name-calling and physical contact between students. Office referrals need to be created and followed-through in a timely manner. Consequences need to be issued to reinforce the need for positive behavior.

Performance Objective 2 High Priority

By May 2027, STAAR Performance levels will increase by a minimum of 20% in masters level, 20% in meets, and 20% in approaches.

Masters:

Math from 13%-16%

Reading- 22% to 27%

Science- 25% to 30%

Meets:

Math from 37%-45%

Reading- 52% to 65%

Science- 53% to 63%

Approaches:

Math from 65%-78%

Reading- 77% to 92%

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	In the 2024-2025 school year we had 318 students coded as being At Risk. We also had an increase in students identified with having a disability. In 2024-2025 we had 76 students identified and in 2023-2024 we had 69, yet personnel and resources are declining. In 2025-2026 we had 7.7 educational aids.	More students are qualifying for or are being identified as At Risk due to MTSS. The budget limits the amount of money spent on At Risk personnel and resources.
3	Although students have devices if they break or lose them it becomes difficult for them to navigate through the HQMI curriculum.	We continue to be at a deficit and one to one technology is not being replaced. Budget restraints.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	According to the data, it was identified that 3rd and 4th grade are showing drops in Math.	Need staff development in Tier 1 instruction, and differentiation due to changes in curriculum- from envision to Stemscopes Math.
2	Supplemental materials needed to close academic gaps as we are showing highest need in this area according to accountability report.	HQIM implementation is still in the rollout process as it assumes students are at grade level
3	Master level students are not remaining as masters as they go up in grade levels.	Lack of training for differentiation, need to address master level students. Teachers tend to focus on interventions and not enrichment as per walkthrough data.
4	TELPAS indicates drops in 2nd, 3rd, and 4th grade in all areas. Changes in ELPS will require teacher training and resources.	Lack of Spanish resources for both teachers and students and lack of platform opportunities.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Scholars across all grade levels consistently demonstrate deficiency in academic vocabulary as seen in assessments such as the Spring Interim. The vocabulary gap creates a barrier to reading comprehension, critical thinking, and content mastery.	Teachers need more professional development, resources and a committee that will give them opportunities to support and close the academic vocabulary gaps to enhance their Tier 1 instruction and make it more student centered as well as creating a more print rich school with exposure to more vocabulary.
2	Despite core instruction, scholars are demonstrating low proficiency in mathematical problem-solving skills which proves inconsistent problem solving strategies across grade levels	Teachers need a unified, progressive framework that builds systematically from year to year; therefore, vertical alignment and trainings are necessary to support the consistency of problem solving strategies in math.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Universal systems and processes need to be created and communicated in which student behavior and discipline is consistently addressed and staff/support personnel know what is going on and followed through in a timely manner. PD provided for behavior supports.	There has been an increase in name-calling and physical contact between students. Office referrals need to be created and followed-through in a timely manner. Consequences need to be issued to reinforce the need for positive behavior.

Performance Objective 3 High Priority

Throughout the academic school year, PK-5th grade assessments will increase scores as shown but not limited to TPRI, TKEA, Stemscores Math, MAP and benchmarks and common assessments.

Evaluation Data Source: Data Reports- TPRI/TKEA/MAP/All in Learning

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	According to the data, it was identified that 3rd and 4th grade are showing drops in Math.	Need staff development in Tier 1 instruction, and differentiation due to changes in curriculum- from envision to Stemscores Math.

2

Supplemental materials needed to close academic gaps as we are showing highest need in this area according to accountability report.

HQIM implementation is still in the rollout process as it assumes students are at grade level

3

Master level students are not remaining as masters as they go up in grade levels.

Lack of training for differentiation, need to address master level students. Teachers tend to focus on interventions and not enrichment as per walkthrough data.

4

TELPAS indicates drops in 2nd, 3rd, and 4th grade in all areas. Changes in ELPS will require teacher training and resources.

Lack of Spanish resources for both teachers and students and lack of platform opportunities.

Performance Objective 4 High Priority

By May 2027, JDE will increase the scholar attendance rate to at least 96%

Evaluation Data Source: Attendance Reports
Attendance Review Committee
TAPR

Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Our student enrollment has been decreasing. This year, 2026-2027, we have 423 students. In 2025-2026 we had 473 students enrolled. In 2024-2025 we had 487 students enrolled.

Parents are not aware of all the benefits of students coming to our school/district. Enrollment dropped across the district. Vouchers have effected our campuses.

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Our attendance rate has shown gains in the past two years but still needs to increase to meet district goal of 98%

Even with the support of the ARC committee, students continue to be absent or tardy.

Performance Objective 5

During the 2026-2027 school year, multiple parental and student engagement opportunities will be provided to build strong partnerships across the community to positively impact student exposure to college and career options.

Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 Our student enrollment has been decreasing. This year, 2026-2027, we have 423 students. In 2025-2026 we had 473 students enrolled. In 2024-2025 we had 487 students enrolled.	Parents are not aware of all the benefits of students coming to our school/district. Enrollment dropped across the district. Vouchers have effected our campuses.

Performance Objective 6 High Priority

By May 2027, multilingual learners to include emergent bilinguals will increase 10% in each category.

Beginning- 12% to 14%
Intermediate- 40% to 44%
Advanced- 34% to 37%
Advanced High- 13% to 15%

Evaluation Data Source: TELPAS Scores

Performance Objective 6 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 In the 2024-2025 school year we had 318 students coded as being At Risk. We also had an increase in students identified with having a disability. In 2024-2025 we had 76 students identified and in 2023-2024 we had 69, yet personnel and resources are declining. In 2025-2026 we had 7.7 educational aids.	More students are qualifying for or are being identified as At Risk due to MTSS. The budget limits the amount of money spent on At Risk personnel and resources.

Performance Objective 6 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
4 TELPAS indicates drops in 2nd, 3rd, and 4th grade in all areas. Changes in ELPS will require teacher training and resources.	Lack of Spanish resources for both teachers and students and lack of platform opportunities.

Performance Objective 7

By May 2027, JDE Scholars will be given the opportunity to participate in extracurricular clubs and activities to include Health and Physical Education.

Evaluation Data Source: Student Attendance

Performance Objective 7 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	In the 2024-2025 school year we had 318 students coded as being At Risk. We also had an increase in students identified with having a disability. In 2024-2025 we had 76 students identified and in 2023-2024 we had 69, yet personnel and resources are declining. In 2025-2026 we had 7.7 educational aids.	More students are qualifying for or are being identified as At Risk due to MTSS. The budget limits the amount of money spent on At Risk personnel and resources.
2	Our student enrollment has been decreasing. This year, 2026-2027, we have 423 students. In 2025-2026 we had 473 students enrolled. In 2024-2025 we had 487 students enrolled.	Parents are not aware of all the benefits of students coming to our school/district. Enrollment dropped across the district. Vouchers have effected our campuses.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Behaviors such as no motivation and difficult classroom management behaviors disrupt a stable and effective learning environment and impacts the social emotional well-being of all involved.	Professional development, trainings, and resources are needed for managing behaviors such as no motivation and defining bullying to support teachers and parents.

Performance Objective 7 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Our attendance rate has shown gains in the past two years but still needs to increase to meet district goal of 98%	Even with the support of the ARC committee, students continue to be absent or tardy.

Performance Objective 8

The percent of K-2nd grade students scoring at or above grade level will increase 5 percentage points over EOY 2027 results or reach 80% or higher on TX-KEA/TPRI measures.

Evaluation Data Source: TKEA/TPRI results

Performance Objective 8 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 Supplemental materials needed to close academic gaps as we are showing highest need in this area according to accountability report.	HQIM implementation is still in the rollout process as it assumes students are at grade level

Performance Objective 8 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Scholars across all grade levels consistently demonstrate deficiency in academic vocabulary as seen in assessments such as the Spring Interim. The vocabulary gap creates a barrier to reading comprehension, critical thinking, and content mastery.	Teachers need more professional development, resources and a committee that will give them opportunities to support and close the academic vocabulary gaps to enhance their Tier 1 instruction and make it more student centered as well as creating a more print rich school with exposure to more vocabulary.

Goal 4

STAFF SUCCESS: *Staff Safety & Well-Being *Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 1

By May 2027, Develop effective systems to maintaining a highly qualified campus, anchored through TTESS, all teachers will participate in professional development opportunities that support content and curriculum development in order to improve student achievement.

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

Although students have devices if they break or lose them it becomes difficult for them to navigate through the HQMI curriculum.

We continue to be at a deficit and one to one technology is not being replaced. Budget restraints.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

According to the data, it was identified that 3rd and 4th grade are showing drops in Math.

Need staff development in Tier 1 instruction, and differentiation due to changes in curriculum- from envision to Stemscopes Math.

2

Supplemental materials needed to close academic gaps as we are showing highest need in this area according to accountability report.

HQIM implementation is still in the rollout process as it assumes students are at grade level

3

Master level students are not remaining as masters as they go up in grade levels.

Lack of training for differentiation, need to address master level students. Teachers tend to focus on interventions and not enrichment as per walkthrough data.

4

TELPAS indicates drops in 2nd, 3rd, and 4th grade in all areas. Changes in ELPS will require teacher training and resources.

Lack of Spanish resources for both teachers and students and lack of platform opportunities.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Scholars across all grade levels consistently demonstrate deficiency in academic vocabulary as seen in assessments such as the Spring Interim. The vocabulary gap creates a barrier to reading comprehension, critical thinking, and content mastery.	Teachers need more professional development, resources and a committee that will give them opportunities to support and close the academic vocabulary gaps to enhance their Tier 1 instruction and make it more student centered as well as creating a more print rich school with exposure to more vocabulary.
2	Despite core instruction, scholars are demonstrating low proficiency in mathematical problem-solving skills which proves inconsistent problem solving strategies across grade levels	Teachers need a unified, progressive framework that builds systematically from year to year; therefore, vertical alignment and trainings are necessary to support the consistency of problem solving strategies in math.
3	Behaviors such as no motivation and difficult classroom management behaviors disrupt a stable and effective learning environment and impacts the social emotional well-being of all involved.	Professional development, trainings, and resources are needed for managing behaviors such as no motivation and defining bullying to support teachers and parents.

Performance Objective 2

By May 2027, JDE faculty and staff will be provided with the necessary materials, supplies, and capital resources to support teacher activities to include lesson planning, professional development, classroom activities, and JDE operations that foster an environment of student performance and growth.

Evaluation Data Source: Purchase orders that align to student activities, performance and growth

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	In the 2024-2025 school year we had 318 students coded as being At Risk. We also had an increase in students identified with having a disability. In 2024-2025 we had 76 students identified and in 2023-2024 we had 69, yet personnel and resources are declining. In 2025-2026 we had 7.7 educational aids.	More students are qualifying for or are being identified as At Risk due to MTSS. The budget limits the amount of money spent on At Risk personnel and resources.

3

Although students have devices if they break or lose them it becomes difficult for them to navigate through the HQMI curriculum.

We continue to be at a deficit and one to one technology is not being replaced. Budget restraints.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Supplemental materials needed to close academic gaps as we are showing highest need in this area according to accountability report.

HQIM implementation is still in the rollout process as it assumes students are at grade level

4

TELPAS indicates drops in 2nd, 3rd, and 4th grade in all areas. Changes in ELPS will require teacher training and resources.

Lack of Spanish resources for both teachers and students and lack of platform opportunities.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Scholars across all grade levels consistently demonstrate deficiency in academic vocabulary as seen in assessments such as the Spring Interim. The vocabulary gap creates a barrier to reading comprehension, critical thinking, and content mastery.

Teachers need more professional development, resources and a committee that will give them opportunities to support and close the academic vocabulary gaps to enhance their Tier 1 instruction and make it more student centered as well as creating a more print rich school with exposure to more vocabulary.

2

Despite core instruction, scholars are demonstrating low proficiency in mathematical problem-solving skills which proves inconsistent problem solving strategies across grade levels

Teachers need a unified, progressive framework that builds systematically from year to year; therefore, vertical alignment and trainings are necessary to support the consistency of problem solving strategies in math.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Technology devices are outdated. There is a need for updated devices for both students, faculty, and in common areas such as the library and computer labs.

Computers in the library can no longer support TELPAS or STAAR. There are many restrictions on teacher and classroom devices, which is frustrating. There are budget cuts that prevent us from purchasing new technology as needed.

Performance Objective 3

By May 2027, Teacher morale will improve to directly impact teacher retention as measured by surveys. Incentive will be provide throughout the year as well as opportunities for SEL though Wellness Program.

Evaluation Data Source: Surveys
Climate Survey

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Our student enrollment has been decreasing. This year, 2026-2027, we have 423 students. In 2025-2026 we had 473 students enrolled. In 2024-2025 we had 487 students enrolled.

Parents are not aware of all the benefits of students coming to our school/district. Enrollment dropped across the district. Vouchers have effected our campuses.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Supplemental materials needed to close academic gaps as we are showing highest need in this area according to accountability report.

HQIM implementation is still in the rollout process as it assumes students are at grade level

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Our attendance rate has shown gains in the past two years but still needs to increase to meet district goal of 98%

Even with the support of the ARC committee, students continue to be absent or tardy.

Goal 5

TECHNOLOGY RESOURCES: *Integration of Technology
*Wireless Access/Testing *Infrastructure & Technology Safety

Performance Objective 1

 High Priority

Throughout 2026-2027 school year, Jose Damian Elementary will deliver lessons that integrate technology to provide scholars with opportunities to extend their learning.

Evaluation Data Source: T-TESS
Walkthroughs

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
3 Technology devices are outdated. There is a need for updated devices for both students, faculty, and in common areas such as the library and computer labs.	Computers in the library can no longer support TELPAS or STAAR. There are many restrictions on teacher and classroom devices, which is frustrating. There are budget cuts that prevent us from purchasing new technology as needed.