Donna Independent School District

M. Rivas Elementary

2023-2024 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Top 25 Percent: Comparative Academic Growth

Mission Statement

Mission

The mission of M. Rivas Primary Discovery Academy is to provide a rigorous and supportive learning environment with meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking that ensures educational excellence for all students.

Vision

Vision

M. Rivas Primary Discovery Academy students are empowered with academic and life skills to boldly lead and achieve personal success in a global society.

Motto

"Learn, Grow, Explore"

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic data indicates that although the enrollment has increased, daily attendance has decreased. Campus efforts need to continue being directed to high EB and Bilingual populations as this represents over 70% of the campus population. To reach our goal of 100% bilingual teachers, we need to provide the essential resources to encourage and facilitate bilingual certification. Theater and dance should also be added to strengthen our fine arts program. Rivas is one of 13 elementary schools in Donna ISD. The student population is approximately 356 students in PK-3 through 2nd grade. According to PEIMS data: 176 students are LEP, 329 students are Economically Disadvantage, 281 students are At Risk, 100% are Title 1, 18 students are homeless, and 35 students are Special Ed and 18 GT students. The staff is comprised of 2 campus administrators, 1 counselor, 1 Librarian, 1 Community in Schools representative, 25 teachers, 21educational aids, 1 secretary, 3 clerks, 3 custodians, 4 cafeteria workers, 1 ACE coordinator, and 1 security guard.

Demographics Strengths

- First early childhood campus. (PreK - 2nd) -
- Increase in student enrollment from past years. -
- 100% of teachers are certified to teach their level of instruction. -
- 36.7% of teachers hold their master degree. -
- Paraprofessionals are highly qualified. -
- Teachers are GT certified. -
- Most teachers are bilingual certified to assist with first year language acquisition. -
- Life Skills classes -
- Full day Pre-K 3 & 4 classrooms -
- After School Tutoring Programs. (ACE and PreK) -
- Active monitoring of students in special programs. -
- Special Programs - Art, Coding, Health, Robotics, Music, Library, Computer Lab, Guidance Classes and PE. -
- Every class has a teacher assistant. (PreK - 2nd) -
- GT Teacher is available to work with students. -
- CIS site manager is available for all students. -

- M. Rivas is an open enrollment campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance has decreased this year compared to last year.   **Root Cause:** Becoming a primary campus which serves children from ages 3-8 that tend to get sick more often has led the attendance to decrease.

Problem Statement 2 (Prioritized): More fine art programs for students; theater and dance.   **Root Cause:** In previous years students were able to learn from a theater arts teacher which allowed them to be more expressive and communicate better.

Problem Statement 3 (Prioritized): 1 teacher is pending bilingual certification.   **Root Cause:** Teachers are not being provided the resources and encouragement to attain their bilingual certification.

Student Learning

Student Learning Summary

Donna ISD embarked on a strategic plan for over the next five years. This year the focus is on students' success. With the focus on student's success teachers have gone back to the fundamentals. The district implemented four strategies this year with number one being instructional time with the lesson delivery of direct teaching.The teacher is modeling to the students by demonstrating "how" the task is done. The teacher and the students then perform the task together. The final step is when the student performs the task on their own and the teacher implements CFU (check for understanding). By focusing on students' success, students have shown a steady growth from beginning to middle of the year in their Amplify scores at all grade levels. Teachers create and keep track of students' growth using the HIT group. With all the different resources to analyze student data. For example, Amplify, Imagine Math, CLI, Six Week Exam, Phonics Assessment, and Istation.

Student Learning Strengths

- Steady growth from beginning to middle of the year in all grade levels.
- Teachers have a variety of resources to analyze student data. For example, Amplify, Imagine Math, CLI, Six Week Exam, Phonics Assessment, and Istation.
- Teachers have completed small group intervention/tutoring HIT.
- Teachers keep track of student's time and progress.
- Teachers number one focus is on students' success.
- Daily Lesson Cycle: Direct Teach, Guided Practice & CFU/Independent, Exit Ticket

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students need support to build vocabulary and fluency across all grade levels. Students struggle to learn new vocabulary words because they struggle with language in general. Some students have trouble expressing their thoughts and ideas using spoken or written words.   **Root Cause:** Students have limited exposure to words, trouble with language in general, trouble with reading, and developmental delays. Language barriers in our student population requires additional language support and accomadations.

Problem Statement 2 (Prioritized): The school's lack of decodable books are needed to address the foundational skills. . The science of reading has found that in order for comprehension to improve, a student's ability to decode must increase.   **Root Cause:** Foundational skills are essential when creating readers to ensure students meet their goals at set times of the year (BOY/MOY/EOY). Budget availability for purchasing materials that support the science of reading foundations are being prioritized by the Texas Education Agency.

Problem Statement 3 (Prioritized): Create and provide opportunities for teacher support as needed based on data. Districts and campuses should be mindful of the importance of differentiation as well as the format of delivery.   **Root Cause:** Remediation for struggling teachers is limited due to time and resources. Mentorship/training opportunities for all teachers to receive feedback and best practices.

School Processes & Programs

School Processes & Programs Summary

The campus has a positive campus culture and climate. The staff works together to ensure our students are successful in their learning. With continuous collaboration and communication, the staff is focused on striving for a successful campus. A goal for the campus is to increase collaboration with parents so that we work together for the success of all our students. All staff members implement the Gradual Release of Responsibility model which focuses on helping all students learn to their maximum capabilities. Teachers implement programs such as RtI, 504, and special education accommodations to ensure the students receive the needed support. Teachers use the district curriculum to plan their lessons and include designated supports, cooperative structures, writing connections, etc. Administrators conduct walkthroughs and provide feedback to teachers. Teachers set professional goals and add professional development based on those goals. It is the goal of the campus to maintain a safe and positive environment for students, staff, and community. Our findings indicated that more professional development opportunities and support for teacher assistants on effective instructional practices to help improve student achievement and social emotional learning.

School Processes & Programs Strengths

M. Rivas Primary Discovery Academy has in place many learning opportunities for new and experienced teachers to continue to develop into instructional leaders and exceptional educators. In turn, these provide better instruction in the classroom that directly impacts student learning. At M. Rivas, administrators have high expectations of teachers and teachers strive to rise to the challenge.

1.Teachers are highly qualified and most are bilingual certified. Need 1 teacher to be certified.

2.Teachers receive content and grade level professional development.

3.Staff is monitored by administration to ensure quality instruction and implementation of campus initiatives and/or professional development strategies.

4.Data-driven instruction is used for schedules and is updated as needed for student groupings based on needs.

5.Staff has the opportunity to voice any concerns.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Many of our students entered the school year reading below grade level, in many cases 2 years behind.   **Root Cause:** The causes of low student performance vary from student to student, however the causes are mostly due to the learning gap created by the Coronavirus pandemic, student motivation, or due to learning difficulties.

Problem Statement 2 (Prioritized): Parental involvement is low.   **Root Cause:** Transition between 2 parental liaisons, parents phone numbers are changed and the campus is not notified, and parents have no transportation.

Problem Statement 3 (Prioritized): Student attendance is low.   **Root Cause:** Some students have a difficult time with internal motivation.

Perceptions

Perceptions Summary

Based on the survey students and staff submitted, 95.6% feel the campus climate is safe and a good place to work. Safety procedures include the use of door entry system for visitors, Raptor system to check a visitors background, Nightlock system for classrooms, all classroom doors are locked and a magnet is located on the door jam that allows for classrooms to be secured by its removal, and cameras located around the campus. 92.5% of students and staff feel a sense of belonging and 92.9% feel respected on campus. Overall, the students and staff feel valued, respected and a sense of belonging. The campus has committees that allow staff, teachers, and parents to participate in decision making: Language Proficiency Assessment Committee, 504 Committee, RtI Committee, and Campus Level Planning and Advisory Committee. Communication with parents is a priority at M. Rivas Primary Discovery Academy. Staff communicated with families through the use of Class Dojo, district Blackboard Messages, flyers, and social media. Messages were sent in both English and Spanish to ensure all stakeholders understood the information. Overall the staff and students are happy to be assisting at M. Rivas Primary Discovery Academy. They feel safe, supported, and have a sense of belonging.

Perceptions Strengths

- Safety Protocols are in place
- Communication with Parents through ClassDojo and Social Media apps in English and Spanish
- Behavior Strategies (PAX, Guidance Classes, Community in Schools)
- Specials classes are available to all students (Music, Coding, Robotics, Health, Library, Technology and Art)
- Afterschool programs (Cheerleading, Pre-K-K ACE, and 1st -2nd ACE)
- No turnover rate by teachers and staff
- OneScreen in every classroom

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parental involvement is low   **Root Cause:** We transitioned from one parent educator to another which took time to hire and train. Plus, there are not enough activities/events that parents and students could participate in.

Problem Statement 2 (Prioritized): Attendance rate has been low 93.8%   **Root Cause:** PreK-3 and PreK-4 students tend to get sick a little more than usual which tends to hurt our absences.

Problem Statement 3 (Prioritized): Train all staff members on student/safety protocol.   **Root Cause:** There were a few paraprofessionals that entered the school year late. They felt

they needed more assistance on campus safety protocol from the beginning.

Priority Problem Statements

Problem Statement 1: Attendance has decreased this year compared to last year.

Root Cause 1: Becoming a primary campus which serves children from ages 3-8 that tend to get sick more often has led the attendance to decrease.

Problem Statement 1 Areas: Demographics

Problem Statement 2: More fine art programs for students; theater and dance.

Root Cause 2: In previous years students were able to learn from a theater arts teacher which allowed them to be more expressive and communicate better.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 1 teacher is pending bilingual certification.

Root Cause 3: Teachers are not being provided the resources and encouragement to attain their bilingual certification.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Students need support to build vocabulary and fluency across all grade levels. Students struggle to learn new vocabulary words because they struggle with language in general. Some students have trouble expressing their thoughts and ideas using spoken or written words.

Root Cause 4: Students have limited exposure to words, trouble with language in general, trouble with reading, and developmental delays. Language barriers in our student population requires additional language support and accomadations.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The school's lack of decodable books are needed to address the foundational skills. . The science of reading has found that in order for comprehension to improve, a student's ability to decode must increase.

Root Cause 5: Foundational skills are essential when creating readers to ensure students meet their goals at set times of the year (BOY/MOY/EOY). Budget availability for purchasing materials that support the science of reading foundations are being prioritized by the Texas Education Agency.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Create and provide opportunities for teacher support as needed based on data. Districts and campuses should be mindful of the importance of differentiation as well as the format of delivery.

Root Cause 6: Remediation for struggling teachers is limited due to time and resources. Mentorship/training opportunities for all teachers to receive feedback and best practices.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Many of our students entered the school year reading below grade level, in many cases 2 years behind.

Root Cause 7: The causes of low student performance vary from student to student, however the causes are mostly due to the learning gap created by the Coronavirus pandemic, student motivation, or due to learning difficulties.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Parental involvement is low.
Root Cause 8: Transition between 2 parental liaisons, parents phone numbers are changed and the campus is not notified, and parents have no transportation.
Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Student attendance is low.
Root Cause 9: Some students have a difficult time with internal motivation.
Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Parental involvement is low
Root Cause 10: We transitioned from one parent educator to another which took time to hire and train. Plus, there are not enough activities/events that parents and students could participate in.
Problem Statement 10 Areas: Perceptions

Problem Statement 11: Attendance rate has been low 93.8%
Root Cause 11: PreK-3 and PreK-4 students tend to get sick a little more than usual which tends to hurt our absences.
Problem Statement 11 Areas: Perceptions

Problem Statement 12: Train all staff members on student/safety protocol.
Root Cause 12: There were a few paraprofessionals that entered the school year late. They felt they needed more assistance on campus safety protocol from the beginning.
Problem Statement 12 Areas: Perceptions

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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- 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 rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance 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
- Emergent Bilingual (EB) /non-EB 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
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other 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

Goals

Goal 1: Focus On Student Success

Performance Objective 1: 1.1 Create and promote engaging learning opportunities that focus on student needs and high-risk populations so that we meet the following goals by August of 2024:

*2nd grade students that meet or exceed grade level proficiency on computer adaptive program for Math will increase from 44% to 48%
*2nd grade students that meet or exceed grade level proficiency on computer adaptive program for Reading will increase from 60% to 65%
*The percentage of students ready for 3rd grade will increase from 43% to 47%

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding).	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2024. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from 77% to 100% by September 30, 2023. Include Homebound services. **Staff Responsible for Monitoring:** Campus administration **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability **Funding Sources:** Warehouse Supplies - Title I (211), Warehouse Supplies - Bilingual (162), PPE supplies for teachers and students for classroom - ESSER II (281), Money to be used for student Incentive to recognize attendance, Promotion, Kinder Graduation - Student Activity (865), Tutors - ESSER III (282), - Coke Activity Account (899) - $693, Warehouse Supplies - Title III (263), - Library Account (898) - 2190 - $2,500, Field Trips - State Comp. (164) - $16,285, - Local (199) - $5,000, Homebound Services for student - State Comp. (164) - $4,034	85%	85%	85%	
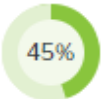
Strategy 2 Details	Reviews			
Strategy 2: Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, and quality questioning.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from 80% to 100% ,the use of visual stimuli from 85% to 100% and utilization of processing tools from 75% to 100% by the end of the 2024 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations. **Staff Responsible for Monitoring:** Campus administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Results Driven Accountability** **Funding Sources:** Field trips for hands on experiences. 1st grade field trip - Student Activity (865) - $1,204, Instructional materials for teacher classroom for student instruction - Title I (211), Extended day PK3 and PK4 - Title I (211), Instructional material - Title III (263), Field Trips for hands on experiences. 1st Grade Field trip - State Comp. (164) - $303.60	90%	90%	90%	

Strategy 3 Details	Reviews			
Strategy 3: Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase observation and direct feedback protocol implementation from 0% to 50% by the end of the 2024 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys. **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Results Driven Accountability** **Funding Sources:** - Local (199), - State Comp. (164)	25%	25%	25%	

Strategy 4 Details	Reviews			
Strategy 4: Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support.	**Formative**			**Summative**
Strategy 4: Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support.	**Sept**	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILts at the campus will go from 0% to 100% protocol implementation based on observation tracker and weekly meeting notes. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	75%	80%	80%	

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

Goal 2: Focus on Family and Community Engagement

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

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

Strategy 1 Details	Reviews			
Strategy 1: Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration	40%	45%	50%	

Strategy 2 Details	Reviews			
Strategy 2: Develop data collection systems to monitor family engagement including engagement via digital platforms.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration	35%	40%	40%	

Strategy 3 Details	Reviews			
Strategy 3: Use data to ensure alignment between family engagement and learning goals	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Promote continuous family engagement to ensure student success **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., District Administration	35%	40%	40%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue
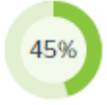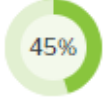
Goal 2: Focus on Family and Community Engagement

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

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

Strategy 1 Details	Reviews			
Strategy 1: Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources). **Strategy's Expected Result/Impact:** Create strong connections between our school system and our community **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration	**Formative**			**Summative**
	Sept	Dec	Mar	June
	45%	50%	50%	

Strategy 2 Details	Reviews			
Strategy 2: Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.) **Strategy's Expected Result/Impact:** Create strong connections between our school system and our community **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration **Title I:** 4.2 **Funding Sources:** - Title I (211) - 11.6499 - $100	**Formative**			**Summative**
	Sept	Dec	Mar	June
	35%	40%	45%	

Strategy 3 Details	Reviews			
Strategy 3: Provide professional development that develops skills in working with families (e.g., engaging fathers, customer service, understanding and responding to a child's behavior, etc.) **Strategy's Expected Result/Impact:** Create strong connections between our school system and our community **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration **Title I:** 4.1, 4.2 **Funding Sources:** - Title I (211) - 11.6499 - $100	**Formative**			**Summative**
	Sept	Dec	Mar	June
	35%	40%	45%	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue
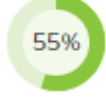
Goal 3: Focus On Operational Excellence

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

Strategy 1 Details	Reviews			
Strategy 1: M. Rivas will monitor their facilities and send a survey to the staff to see input on the facilities' needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure the district's and campus 5 year plan is followed. **Staff Responsible for Monitoring:** Campus administration.	**Sept**	**Dec**	**Mar**	**June**
	30%	35%	40%	

Strategy 2 Details	Reviews			
Strategy 2: Campus administration will review the campus' facilities survey results and monitor the work orders submitted at the campus to ensure areas of need are being addressed.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Compare survey and work orders. **Staff Responsible for Monitoring:** Campus administration.	**Sept**	**Dec**	**Mar**	**June**
	35%	40%	45%	

Strategy 3 Details	Reviews			
Strategy 3: Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Prioritization of campus needs. **Staff Responsible for Monitoring:** Campus administration. **Funding Sources:** - Local (199), Intercom to be installed in the nurses office - Local (199) - 23.6499	**Sept**	**Dec**	**Mar**	**June**
	55%	60%	65%	

Strategy 4 Details	Reviews			
Strategy 4: Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget.	**Formative**			**Summative**
Strategy's Expected Result/Impact: A campus based 5 year plan and ensure campus administration monitors implementation of said plan. **Staff Responsible for Monitoring:** Campus administration.	**Sept**	**Dec**	**Mar**	**June**
	70%	75%	75%	

Strategy 5 Details	Reviews			
Strategy 5: M. Rivas will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc. **Strategy's Expected Result/Impact:** Ensuring of proper procedures for purchases, etc. **Staff Responsible for Monitoring:** Campus administration **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - Local (199), - State Comp. (164) - 6498, - Student Activity Fund (865)	Formative			Summative
	Sept	Dec	Mar	June
	85%	90%	90%	

Strategy 6 Details	Reviews			
Strategy 6: M. Rivas will meet with necessary personnel to have general funds allocated to complete campus prioritized projects. **Strategy's Expected Result/Impact:** Allocate funding appropriately to address facilities **Staff Responsible for Monitoring:** Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
	85%	90%	90%	

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

Goal 3: Focus On Operational Excellence

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

    Evaluation Data Sources: Work orders

Strategy 1 Details				Reviews			

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

				Sept	Dec	Mar	June
				70%	75%	75%	
Strategy 2 Details				**Reviews**			

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

				Sept	Dec	Mar	June
				75%	80%	80%	
Strategy 3 Details				**Reviews**			

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

				Sept	Dec	Mar	June
				85%	90%	90%	
Strategy 4 Details				**Reviews**			

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

				Sept	Dec	Mar	June
				90%	90%	90%	

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

Goal 4: Focus On Employees And Organizational Excellence

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

    Evaluation Data Sources: District and Campus Professional Development, Surveys, Employee Handbook, District and Campus Initiatives, Organization Health Inventory, Monthly Gatherings/Meetings, Data Trackers
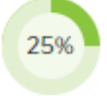
Strategy 1 Details	Reviews			
Strategy 1: Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health.	**Formative**			**Summative**
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery. **Staff Responsible for Monitoring:** Campus Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	75%	80%	80%	

Strategy 2 Details	Reviews			
Strategy 2: 4.1(2): Design and implement guidelines, expectations, and high priority goals for principals.	**Formative**			**Summative**
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: A year-long plan for growing principals that is focused, clear, connected, and aligned to LSG. **Staff Responsible for Monitoring:** Executive Cabinet, Leadership **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Title II Teacher/Principal (255)	80%	85%	85%	
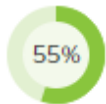
Strategy 3 Details	Reviews			
Strategy 3: Implement opportunities to discover that relationships are at the core of performance, and that trust and respect are essential to any organization seeking to grow and improve.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Leaders learn and practice specific skills that make clear, candid communication possible. They learn to use these skills in their relationships and to model and apply them on the job. **Staff Responsible for Monitoring:** Campus Administration, Campus Leadership Team **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Staff Incentives - Local (199) - 6498 - $3,599	90%	90%	90%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	
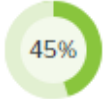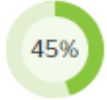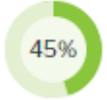
Goal 4: Focus On Employees And Organizational Excellence

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

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

Strategy 1 Details		Reviews		
Strategy 1: 4.2 Organizational (1): Partner with health and safety services to provide professional development on adult and youth mental health for district personnel. By 2025 100% of campus staff will be trained in Youth Mental Health First Aid (YMHFA).	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase awareness for staff in addressing and supporting adult and youth mental health well being to foster the skills needed to identify, understand, respond, and provide initial help and support to adults and students who may be developing a mental health or substance use problem or experiencing a crisis (trauma/ grief-informed practices; prevention and intervention practices in early mental health, suicide [including postvention], substance abuse, violence and bullying, human trafficking, child abuse; building skills related to understanding one's emotions and others, managing emotions, establishing and maintaining positive relationships, responsible decision-making; postsecondary planning & career readiness). [Staff Responsible for Implementation: Campus Administration] **Staff Responsible for Monitoring:** Campus Administration, SEL Supervisor, Leadership, Human Resources, Benefits & Risk Management	50%	55%	55%	

Strategy 2 Details		Reviews		
Strategy 2: Entire campus will participate in at least 2 district wide/community events (minimum 1 per semester) that support the physical, health, nutritional, and social well-being of students and staff.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local (199)	20%	25%	30%	

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Campus will work to maintain a balanced schedule by ensuring that a minimum of 80% of daily activities for Professional School Counselors are aligned with the four components (guidance curriculum, individual planning, responsive services, & system supports) of the Texas Model for Comprehensive School Counseling Programs by decreasing the amount of time being allocated to non-counseling activities by 10% each school year from 2023 to 2025.	**Sept**	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly.	55%	60%	60%	

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: 4.2 Organizational (4): Implement an evaluation tool designed specifically for Professional School Counselors (PSCs) and Licensed Professional Counselors (LPCs) in assessing their professional performance in alignment with ten domains (Program Management, Guidance, Counseling, Consultation, Coordination, Student Assessment, Leadership, Advocacy, Professional Behavior, Professional Standards) within the context of the Texas Model for Comprehensive School Counseling Programs four service delivery components (Guidance Curriculum, Individual Planning, Responsive Services, & System Supports) and assess all ten domains over a period of three years, thereafter the practice will be to assess the PSCs' and LPCs' performance against all ten professional development and growth domains annually.	**Sept**	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: To enhance the positive effect Professional School Counselor (PSC) and Licensed Professional Counselor (LPC) have on students and school stakeholders by ensuring professional development and growth and assist appraisers in supporting their development and growth through clear expectations, and a fair and transparent evaluation process that is relevant and accurately assesses the professional effectiveness of PSCs and LPCs. [Staff Responsible for Implementation: Counselors, LPCs, Campus Administration] **Staff Responsible for Monitoring:** Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership	50%	55%	55%	

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: Campus will provide prevention activities that help students live above the influence that support academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug related incidents/offenses/referrals by 10%.	**Sept**	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (drugs and alcohol, bullying, suicide prevention, conflict resolution, and violence prevention). **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	35%	40%	40%	

Strategy 6 Details	**Reviews**			
Strategy 6: Campus will work with the SEL Department to provide teachers and campus staff Social Emotional Learning (SEL) education on responsive and instructional classroom practices to increase the overall teacher campus climate by 10% on district surveys.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase support for teachers and campus staff in helping build students' social and emotional competence in the school setting to foster resilience and well-being for students, for educator as they work with their students, and for school leaders as they work to build trust and well-being in their school communities that reinforce the teacher and staff perception of staff-student relationship building, skills, and mindsets.	40%	45%	45%	

Strategy 7 Details	**Reviews**			
Strategy 7: Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10%	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively. **Title I:** 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Clothing Vouchures - Title I (211) - $500	85%	85%	85%	

Strategy 8 Details	**Reviews**			
Strategy 8: Campus will provide parents Social Emotional Learning (SEL) education on tools, practices, strategies, and resources to support students at home to increase parental involvement and satisfaction by 10% on district surveys.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase support for parents in helping build students' social and emotional competence at home to foster a strong home-school connection and partnership that reinforce social and emotional skills at home, school, and their communities. **ESF Levers:** Lever 3: Positive School Culture	40%	45%	45%	

Strategy 9 Details	**Reviews**			
Strategy 9: 4.2B Staff (11): Provide support to address our employees' health and social emotional well-being by having a Wellness Facilitator at every campus.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Facilitate employee wellness and fitness for DISD employees - 1 per site. Monthly check-in meeting with Director of Benefits & Risk Management **Staff Responsible for Monitoring:** Human Resources, Benefits & Risk Management, Campus Administration, Health Services	100%	100%	100%	

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

Goal 5: Focus On Financial Stewardship

Performance Objective 1: 5.1 Create a comprehensive needs assessment in order to prioritize resources equitably based for M. Rivas Primary Discovery Academy based on the 5-year Strategic Plan.

    Evaluation Data Sources: C.N.A.

Strategy 1 Details				Reviews			

Strategy 1: Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals.
     Strategy's Expected Result/Impact: Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs.
     Staff Responsible for Monitoring: Campus Administration
				Formative			**Summative**

				Sept	**Dec**	**Mar**	**June**
				30%	35%	40%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue			

Goal 5: Focus On Financial Stewardship

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

Strategy 1 Details			Reviews			
Strategy 1: M. Rivas will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed. **Strategy's Expected Result/Impact:** Campus budget planned to limit if any budget changes/amendments **Staff Responsible for Monitoring:** Campus Administration			**Formative**			**Summative**
			Sept	Dec	Mar	June
			80%	85%	85%	
Strategy 2 Details			**Reviews**			
Strategy 2: M. Rivas will use their campus budget appropriately by expending 10-15% of their budget on a monthly basis to meet the needs of the students to improve student achievement of the current year's students.			**Formative**			**Summative**
			Sept	Dec	Mar	June
			70%	75%	75%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Counselor	Erica Rivera	
Administrator	Rosalinda Navarro	
Administrator	Irazema Reyes	
Classroom Teacher	Alicia Chavez	
Classroom Teacher	Dora Gonzalez	
Classroom Teacher	Hermelinda Lomas	
Paraprofessional	Javier De Luna	
Paraprofessional	Norma Ortega	
Non-classroom Professional	Savina Macias	Librarian
Classroom Teacher	Victoria Hernandez	

Campus Funding Summary

			Bilingual (162)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Warehouse Supplies		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,500.00
				+/- Difference	$5,500.00
			State Comp. (164)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Homebound Services for student		$4,034.00
1	1	1	Field Trips		$16,285.00
1	1	2	Field Trips for hands on experiences. 1st Grade Field trip		$303.60
1	1	3			$0.00
3	1	5		6498	$0.00
				Sub-Total	$20,622.60
				Budgeted Fund Source Amount	$16,285.00
				+/- Difference	-$4,337.60
			Local (199)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$5,000.00
1	1	3			$0.00
3	1	3	Intercom to be installed in the nurses office	23.6499	$0.00
3	1	3			$0.00
3	1	5			$0.00
4	1	3	Staff Incentives	6498	$3,599.00
4	2	2			$0.00
				Sub-Total	$8,599.00
				Budgeted Fund Source Amount	$5,000.00
				+/- Difference	-$3,599.00

Title I (211)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Warehouse Supplies		$0.00
1	1	2	Instructional materials for teacher classroom for student instruction		$0.00
1	1	2	Extended day PK3 and PK4		$0.00
2	2	2		11.6499	$100.00
2	2	3		11.6499	$100.00
4	2	7	Clothing Vouchures		$500.00
				Sub-Total	$700.00
				Budgeted Fund Source Amount	$7,700.00
				+/- Difference	$7,000.00

Title III (263)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Warehouse Supplies		$0.00
1	1	2	Instructional material		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,600.00
				+/- Difference	$1,600.00

Student Activity (865)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Money to be used for student Incentive to recognize attendance, Promotion, Kinder Graduation		$0.00
1	1	2	Field trips for hands on experiences. 1st grade field trip		$1,204.00
				Sub-Total	$1,204.00
				Budgeted Fund Source Amount	$1,204.00
				+/- Difference	$0.00

Coke Activity Account (899)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$693.00
				Sub-Total	$693.00
				Budgeted Fund Source Amount	$693.00
				+/- Difference	$0.00

			Library Account (898)		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		2190	$2,500.00
				Sub-Total	$2,500.00
				Budgeted Fund Source Amount	$2,500.00
				+/- Difference	$0.00
				Grand Total Budgeted	$40,482.00
				Grand Total Spent	$34,318.60
				+/- Difference	$6,163.40