

Donna Independent School District
A.M. Ochoa Elementary
2023-2024 Campus Improvement Plan



Mission Statement

The administration and staff at Ochoa Elementary will establish an environment of learning shaped by our school's culture and will inspire personal growth and success by giving students the skills needed to endure our evolving society and the knowledge that the education they chose to receive has the power to transcend the limits the world has set.

Vision

The vision of Ochoa Elementary is for *ALL STUDENTS* to reach the highest level of academic success through a rigorous and supportive academic learning environment that provides the highest quality education aligned with state and national standards.

Value Statement

We believe that every student can perform at or above grade level and be prepared for the future.

- Providing a vertically aligned rigorous curriculum
- Providing well planned student-centered instruction focused on real world connections.
- Provide meaningful, and authentic assessments for student mastery.

We believe that every student must be educated in a safe, welcoming, effective learning environment:

- Enforcing the campus procedures and class expectations
- Providing safety measures to establish a safe learning climate of respect
- Ensure that every staff member, and classroom is supportive of all students needs

We believe that engaged parents impact student's academic and personal development:

- Schedule Parent involvement meetings at convenient times
- Keep parents informed through a variety of information systems(Facebook, Twitter...)
- Accommodate parents work schedules to create better opportunities for parental involvement.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

CAMPUS:

- EB EXITS, 0 – 504 EXITS, 0 – SPED EXIT

RTI EXITS: (5th grade) 1 EB MALE – **MET THE CRITERIA**

(4TH grade) 1 MALE- QUALIFIED FOR SPED

(3rd grade) 4 MALES, 1 FEMALE – QUALIFIED FOR SPED,
1 STUDENT INACTIVE DUE TO ATTENDANCE

(2nd grade) 0 STUDENTS

(1st grade) 4 STUDENTS INACTIVE DUE TO ATTENDANCE

****AS OF THIS TIME WE ARE STILL WAITING ON RESULTS FROM SPED TESTING**

REFERRED STUDENTS TO SPED TESTING: 1ST GRADE – 2 STUDENTS, 2ND GRADE – 1 STUDENT, 3RD GRADE – 1 STUDENT, 4TH GRADE – 1 STUDENT, 5TH GRADE – 2 STUDENTS

19 Students are labeled G/T

At Ochoa Elementary, we currently have 24 teachers. All 24 teachers are certified, with 15 of them having a Bilingual certificate. Out of the 24 teachers, 3 have a Master's degree.

- At our school, we have 16 Para-Professionals who are all Texas Certified Teacher Aides. Out of the 16 Para-Professionals, three have an Associate's degree and 6 have a Bachelor's degree.

What are the teacher/students ratios?

The average ratio varies by grade level. Teacher/student ratios are as follows:

Pk: 58 students to 3 teachers (3 teacher assistants)

Kinder: 42 students to 2 teachers (2 teacher assistants)

1st grade: 51 students to 3 teachers (3 teacher assistants)

2nd grade: 50 students to 3 teachers (3 teacher assistants)

3rd grade: 53 students to 3 teachers (No teacher assistant)

4th grade: 50 students to 3 teachers (No teacher assistant)

5th grade: 56 students to 3 teachers (No teacher assistant)

Life Skills: 16 students to 1 teacher (2 teacher assistants)

Our total membership enrollment numbers for the past three years has gradually increased, they are as follows:

2023=376

2022=343

2021=331

Our enrollment increased this last year due to overflow students caused by Runn Elementary closing.

We need to create opportunities to excite/motivate students to be at school and to remain here. We also need to have structure throughout the day so that students feel safe at school. Being consistent in routines, procedures, and consequences. We would need to purchase incentives to have celebrations throughout the year

Demographics Strengths

To implement these ideas:

- Motivate the staff, parents, and students (instruction that is linguistically and culturally diverse, holding students to high expectations)
- Parent contact through various methods of communication (Facebook, Twitter, Class dojo).

***Summary:**

In conclusion, when teachers and staff work together, we can advocate for all students and their needs. Our main focus is for all students to have the best education possible, and we believe that parent involvement is crucial. Our goal for the next school year is to have more parents involved in the education of their children and work together with teachers to support students at all times.

Student Learning

Student Learning Summary

What does the data indicate when disaggregated at various levels of depth? Which students are making annual progress? Which ones are making projected growth? Who are these students? How does this data compare across programs, content areas, subgroups, etc.?

Overall Grade Levels

Reading	Math
The student data indicates that Economic Disadvantage, Hispanic, Special Ed, and the Emergent Bilingual did regressed overall by 10% or more.	The student data indicates that Economic Disadvantage, Hispanic, Special Ed, and the Emergent Bilingual did regressed overall by 10% or less

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

Data analysis is essential for academic success. We analyze data from every major exam the students have completed: BOY, 1st six weeks, cumulative, Comprehensive Benchmark for 3rd-5th, Imagination Math, I station, Amplify, STAAR Release and any other assessment. The data will dictate what direction to take, whether we will reteach, review, which students, etc. In addition, we also look at every single student's data to map his/her review materials and resources. During the exams we make observations regarding student behavior, were they distracted, did they feel comfortable, testing environment, change in accommodations for those who qualify, anything we can do to help them succeed. We will use all this data to make academic decisions that will drive instruction, and curriculum as well as assessment decisions.

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

Comparing the Ochoa Elementary 21-22 STAAR Data and the 22-23 Benchmark Data, we identified that 'All Grades Mathematics' are showing growth in the 'Approaches' standard of achievement with the rate of growth being about 0.84% for the past year. The other subjects are not showing growth.

Based on the information provided, Reading is a weakness. Some resources that could help are test prep programs such as time4learning. By talking to the reading teachers, being trained on the STAAR redesign would be helpful. As well as providing curriculum that relates and mimics what a STAAR test would look like.

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

2021-2022

All Grades ELA/Reading	Appr.	Meets	Masters
State	7%	8%	7%
District	15%	10%	6%
Campus	18%	24%	8%
Hispanic	18%	24%	8%
Sp.Ed (Current)	-5%	8%	-8%
Continuously Enrolled	18%	26%	9%
Non-Continuously Enrolled	23%	18%	6%
Econ Disadvantage	22%	26%	10%
EB/EL (Curr. and Monit.)	24%	28%	14%
All Grades Mathematics	Appr.	Meets	Masters
State	6%	5%	2%
District	27%	15%	5%
Campus	31%	16%	5%
Hispanic	31%	16%	5%
Sp.Ed (Current)	7%	6%	-2%
Continuously Enrolled	34%	17%	7%
Non-Continuously Enrolled	20%	15%	0%
Econ Disadvantage	35%	21%	9%
EB/EL (Curr. and Monit.)	37%	22%	9%
All Grades Science	Appr.	Meets	Masters
State	5%	3%	1%
District	21%	12%	5%
Campus	36%	23%	6%
Hispanic	36%	23%	3%

2021-2022

Sp.Ed (Current)	5%	-7%	-7%
Continuosly Enrolled	33%	19%	5%
Non-Continuosly Enrolled	38%	25%	0%
Econ Disadvatage	43%	20%	13%
EB/EL (Curr. and Monit.)	43%	33%	13%

Student Learning Strengths

Strength: Almost all percentages went up from 2021-2022.

Program-IReady which are questions alingned to the STAAR Test.

Activities are in the process of getting formatted to the STAAR 2.0 format.

Weaknesses: Sp. Ed. Current students were the only ones who went down. Students are coming into the grade levels with a gap of a year or more.

Resources Needed:

- STAAR countdown books -Reinforce supplemental Aids since day 1
- Continue getting our Story works magazines -Bring back resource classrooms
- More Professional development on how to get Sp. Ed students to succeed.

Some resources that could help are test prep programs such as time4learning. By talking to the reading teachers, being trained on the STAAR redesign would be helpful. As well as providing curriculum that relates and mimics what a STAAR test would look like.

Countdown for STAAR for Reading and Math.

School Processes & Programs

School Processes & Programs Summary

School processes define what teachers are doing to get the results that we are getting. For example, how is reading being taught at grade two, or math at grade six? School Processes include programs, instructional strategies, and classroom practices. To change the results schools are getting, teachers and school personnel must begin to document these processes and align them with the results they are getting in order to understand what to change to get different results, and to share their successes with others. (Victoria Bernhardt)

School Processes & Programs Strengths

LPC District Wide

Site manager CIS - Ashley Gonzalez with CIS

All service are free

Agencies are located close to hom

Class schedules are easy to work on.

Master Schedule is easy

Ability to adjust classes and students according to behavior

3-5 grades are Team Teaching

Decision making More teacher input and involovmeent

Gradual release model all subjecks

Postive campus feeling comfortable to share opions.

1. Teachers are provided with all Lessons in English not
1. Initiative for I-Ready /Apple the district and state assessments applications not equally available. throughout the year. (Ex.

Teachers are given the flexiblity necessarily in Spanish.)

- to choose which weekly
2. No teacher input is considered assessments is the best fit based for programs.
- on student needs.

Perceptions

Perceptions Summary

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

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

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

#9- What does the data reflect regarding gang, substance abuse, weapons, and other safe school areas? Who are the students involved? What do we know about these students?

What services have these students received?

#10- What students are involved in extracurricular activities, clubs, and other areas? Who are these students? What does student achievement reflect about these students versus others who are not involved?

#11- What are the students' and staffs' perception of facilities and physical environment? What is the impact of the facilities on culture and climate?

#12- How does the staff feel about technology?

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

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

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

#11- What are the students' and staffs' perception of facilities and physical environment? What is the impact of the facilities on culture and climate?

- Students describe school climate as a place where they feel safe and accepted.
- 85% of staff members feel that their voice is heard when expressing a concern.
- 95% of the staff members feel inspired to do their best.
- Staff and students feel very safe on campus. (Emergency locks in classrooms,)

#9- What does the data reflect regarding gang, substance abuse, weapons, and other safe school areas? Who are the students involved? What do we know about these students?

What services have these students received?

- See attached report @5/16/23
- 31 Bus Referrals
- 44 Office Referrals

#10- What students are involved in extracurricular activities, clubs, and other areas? Who are these students? What does student achievement reflect about these students versus others who are not involved?

The only extra curricular activities offered are:

- UIL-Cynthia Garza
 - 106 UIL Participants
 - 14 Events
- Ready Program- Coach Justin Guerrero
 - Only offered to 4th and 5th graders
- ARTES Program- Elizabeth Coronado
 - Only offered to 3rd-5th grade ACE students

NEED: More extracurricular activities as per parent and student requests.

According to Staff survey 29 staff members are willing to sponsor/coach a club. 11 staff members disagree.

#12- How does the staff feel about technology?

Staff feels comfortable with the current use of technology on campus.

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

Overall, students and parents feel safe and welcomed when on campus. However, they want more family and community involvement.

The school has hosted/offered the following things items this school year:

- Open House
- Literacy Night
- Granola with Grandparents
- Movie Night
- Muffins with Mom
- Recognition Parades

Parental Sessions: Alice Martinez

- Ingles Sin Barreras
- EFNEP
- Raising Highly Capable Kids

Perceptions Strengths

Strengths:

- Welcoming Environment/Positive Culture
 - Staff, students, and parents feel accepted and welcomed @ A.M. Ochoa. Ochoa provides a pleasant and welcoming environment.
- Safety
 - Staff and Students feel safe @ A.M. Ochoa
 - Parents like the magnetic doors in the front and the emergency night locks in the classrooms.
- Technology
 - Staff and students feel comfortable with the technology being used in school.
 - 33/40 staff members feel comfortable with the technology being used.

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:

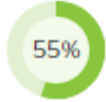





- *3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase from 51% to 60%
- *3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 60% to 65%
- *The percentage of graduates demonstrating college/career/military readiness (CCMR) will increase from 64% to 67%

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>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).</p> <p>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 _85_% to 100% by September 30, 2023.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: DISD transportation - State Comp. (164) - \$450.45, Peter Piper Pizza, Gladys's Porter Zoo - Student Activity (865) - \$597, DISD transportation - State Comp. (164) - \$450.45, Peter Piper Pizza, Gladys's Porter Zoo - Student Activity (865) - \$848</p>	Formative			Summative
	Sept	Dec	Mar	June
				


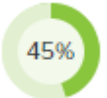




Strategy 2 Details		Reviews			
Strategy 2: Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, quality questioning and tutoring. Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from <u>70</u> % to <u>75</u> % ,the use of visual stimuli from 70% to 75% and utilization of processing tools from 70% to 80% 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: operating leases (copiers) - Local (199) - 6269, tutors - ESSER III (282) - 6125 - \$68,094, tutor - School Improvement Grant (211.SI)		Formative			Summative
		Sept	Dec	Mar	June
					
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. Strategy's Expected Result/Impact: Increase observation and direct feedback protocol implementation from <u>90</u> to <u>100</u> 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: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Results Driven Accountability		Formative			Summative
		Sept	Dec	Mar	June
					

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. 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. Title I: 2.5 - 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		Formative			Summative
		Sept	Dec	Mar	June
					
		 No Progress  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/1Mufds5BJ2mFJALq25TpLynXE6QfnGSD3jx6ERKnXjI/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. 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 Title I: 4.1, 4.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop data collection systems to monitor family engagement including engagement via digital platforms. 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 Title I: 4.1	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Use data to ensure alignment between family engagement and learning goals 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 Title I: 4.1	Formative			Summative
	Sept	Dec	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue




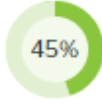
Goal 2: Focus on Family and Community Engagement







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 Title I: 4.1 Funding Sources: Walmart,Sams,HEB - Title I (211) - 6499 - \$300	Formative			Summative
	Sept	Dec	Mar	June
				
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: 4.1	Formative			Summative
	Sept	Dec	Mar	June
				

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: 2.6 Funding Sources: H.E.B., WALMART, WAREHOUSE - Title I (211)	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Focus On Operational Excellence

Performance Objective 1: 3.1 Ochoa Elementary 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.




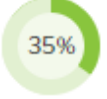
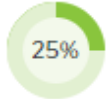







Strategy 1 Details	Reviews			
Strategy 1: A. M. Ochoa will monitor their facilities and send a survey to the staff to see input on the facilities' needs. Strategy's Expected Result/Impact: Ensure the district's and campus 5 year plan is followed. Staff Responsible for Monitoring: Campus administration. Title I: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
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. Strategy's Expected Result/Impact: Compare survey and work orders. Staff Responsible for Monitoring: Campus administration.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget. Strategy's Expected Result/Impact: Prioritization of campus needs. Staff Responsible for Monitoring: Campus administration. Funding Sources: GULF COAST PAPER, HOME DEPOT, WALMART, HEB - Local (199)	Formative			Summative
	Sept	Dec	Mar	June
				
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. 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.	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: A. M. Ochoa 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	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: A. M. Ochoa 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
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Focus On Operational Excellence

Performance Objective 2: A. M. Ochoa 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: A. M. Ochoa's 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 Funding Sources: warehouse, gateway, liberty office - ESSER II (281)	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: A. M. Ochoa's child nutrition staff will ensure to follow guidelines and regulations to provide healthy meals to students and ensure to have a clean/safe cafeteria for all students. Strategy's Expected Result/Impact: Appropriate meals in a clean and safe environment Staff Responsible for Monitoring: Campus administration and CNP staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: A. M. Ochoa will ensure to secure campus work orders to the maintenance department as needed to ensure safe conducive learning spaces. Strategy's Expected Result/Impact: Facilities needs addressed Staff Responsible for Monitoring: Campus administration and campus custodial staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: A. M. Ochoa 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
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 4: Focus On Employees And Organizational Excellence

Performance Objective 1: 4.1 Ochoa 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. Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery. Staff Responsible for Monitoring: Campus Administration Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Texas Assessment Conference,Kalahari Resort,Brittany Trevino - Title II Teacher/Principal (255) - \$1,223, Region One - Title II Teacher/Principal (255) - \$525, Region I - Local (199) - \$50	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 4.1(2): Design and implement guidelines, expectations, and high priority goals for principals. 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 Title I: 2.6	Formative			Summative
	Sept	Dec	Mar	June
				





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. 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 Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Sept	Dec	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					







Goal 4: Focus On Employees And Organizational Excellence









Performance Objective 2: 4.2 Ochoa 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). 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		Formative			Summative
		Sept	Dec	Mar	June
					
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. 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: 2.5 - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Sept	Dec	Mar	June
					

Strategy 3 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Title I: 2.5</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<p>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.</p> <p>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.</p> <p>[Staff Responsible for Implementation: Counselors, LPCs, Campus Administration]</p> <p>Staff Responsible for Monitoring: Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership</p> <p>Title I: 2.5</p>	Formative			Summative
	Sept	Dec	Mar	June
				


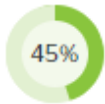




Strategy 5 Details		Reviews			
Strategy 5: Campus will provide prevention activities that help students live above the influence that support academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug related incidents/offenses/referrals by 10%. 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). Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: MarinesBakery,sams, heb, positive promotions, lamac, walmart,valleytrophy, midvalleyofficesupplies - Local (199), lamac, positive promotion, walmart, etc - Title IV (289)		Formative			Summative
		Sept	Dec	Mar	June
					
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. 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. Title I: 2.5		Formative			Summative
		Sept	Dec	Mar	June
					
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% 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: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: clothing voucher - Title I (211) - \$1,000		Formative			Summative
		Sept	Dec	Mar	June
					

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. 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. Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
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. 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 Title I: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Focus On Financial Stewardship









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

Evaluation Data Sources: C.N.A.

Strategy 1 Details	Reviews			
Strategy 1: Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals. Strategy's Expected Result/Impact: Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs. Staff Responsible for Monitoring: Campus Administration Title I: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Focus On Financial Stewardship

Performance Objective 2: A. M. Ochoa 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: A. M. Ochoa 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 Funding Sources: warehouse,cdw-g,M&A technology, southern computer warehouse - Title I (211) - 6399. - \$8,130, Escue&Associates, - Title I (211), Walmart,HEB,warehouse, gateway,M&A technology,Sams,BSN - Local (199) - 6399 - \$4,669, V&M PRINTING CB SPORTS,SAMS,HEB,WALMART - Local (199) - 6498 - \$2,000, G. Cuellar-mileage reimbursement - Local (199) - 6411 - \$500, warehouse, gateway, liberty office products,M&A technology - Title III (263) - 6399 - \$1,926, warehouse, gateway, liberty office, cdw-g, m&a technology - Bilingual (162) - \$5,700, Scholastic Book Fair, Little Caesars - Library Account (898) - \$2,000, V&M Prints,Sam's,HEB, WALMART, LO MAXIMO,MARINES BAKERY,Jason'Deli - Faculty Account (897) - \$897, Little Caesars, Jean's Restaurant Supply, Positive Promotion, Lamac, Sams, Walmart, HEB - Student Activity (865) - \$1,773, - State Comp. (164) - \$6,299.10, Mobile Relays - Local (199) - \$4,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: A. M. Ochoa 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. Funding Sources: Transportation, Gladys's Porter Zoo entrance fees - State Comp. (164) - 6494,6412 - \$3,500	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

CNA/CIP Planning Committee Members

Committee Role	Name	Position
Classroom Teacher	Adilene Zuniga	
Administrator	Christella Guerrero	Counselor
Classroom Teacher	Roselia Castillo	Teacher
Administrator	Brittany Trevino	Assistant Principal
Classroom Teacher	Silver Garza	Teacher
Classroom Teacher	Perla Palacios	Teacher

Campus Funding Summary

Bilingual (162)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	warehouse, gateway, liberty office, cdw-g, m&a technology		\$5,700.00
Sub-Total					\$5,700.00
Budgeted Fund Source Amount					\$5,700.00
+/- Difference					\$0.00
State Comp. (164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	DISD transportation		\$450.45
1	1	1	DISD transportation		\$450.45
5	2	1			\$6,299.10
5	2	2	Transportation, Glady's Porter Zoo entrance fees	6494,6412	\$3,500.00
Sub-Total					\$10,700.00
Budgeted Fund Source Amount					\$10,700.00
+/- Difference					\$0.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	operating leases (copiers)	6269	\$0.00
3	1	3	GULF COAST PAPER, HOME DEPOT, WALMART, HEB		\$0.00
4	1	1	Region I		\$50.00
4	2	5	MarinesBakery,sams, heb, positive promotions, lamac, walmart,valleytrophy, midvalleyofficesupplies		\$0.00
5	2	1	Walmart,HEB,warehouse, gateway,M&A technology,Sams,BSN	6399	\$4,669.00
5	2	1	Mobile Relays		\$4,000.00
5	2	1	G. Cuellar-mileage reimbursement	6411	\$500.00
5	2	1	V&M PRINTING CB SPORTS,SAMS,HEB,WALMART	6498	\$2,000.00
Sub-Total					\$11,219.00
Budgeted Fund Source Amount					\$11,219.00
+/- Difference					\$0.00

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Walmart,Sams,HEB	6499	\$300.00
2	2	3	H.E.B., WALMART, WAREHOUSE		\$0.00
4	2	7	clothing voucher		\$1,000.00
5	2	1	warehouse,cdw-g,M&A technology, southern computer warehouse	6399.	\$8,130.00
5	2	1	Escue&Associates,		\$0.00
Sub-Total					\$9,430.00
Budgeted Fund Source Amount					\$13,130.00
+/- Difference					\$3,700.00
Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Texas Assessment Conference,Kalahari Resort,Brittany Trevino		\$1,223.00
4	1	1	Region One		\$525.00
Sub-Total					\$1,748.00
Budgeted Fund Source Amount					\$3,615.00
+/- Difference					\$1,867.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	warehouse, gateway, liberty office products,M&A technology	6399	\$1,926.00
Sub-Total					\$1,926.00
Budgeted Fund Source Amount					\$1,926.00
+/- Difference					\$0.00
Student Activity (865)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Peter Piper Pizza, Glady's Porter Zoo		\$597.00
1	1	1	Peter Piper Pizza, Glady's Porter Zoo		\$848.00
5	2	1	Little Caesars, Jean's Restaurant Supply, Positive Promotion, Lamac, Sams, Walmart, HEB		\$1,773.00
Sub-Total					\$3,218.00
Budgeted Fund Source Amount					\$2,100.00
+/- Difference					-\$1,118.00

Faculty Account (897)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	V&M Prints,Sam's,HEB, WALMART, LO MAXIMO,MARINES BAKERY, Jason'Deli		\$897.00
Sub-Total					\$897.00
Budgeted Fund Source Amount					\$897.00
+/- Difference					\$0.00
Library Account (898)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Scholastic Book Fair, Little Caesars		\$2,000.00
Sub-Total					\$2,000.00
Budgeted Fund Source Amount					\$2,000.00
+/- Difference					\$0.00
ESSER III (282)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	tutors	6125	\$68,094.00
Sub-Total					\$68,094.00
Budgeted Fund Source Amount					\$68,094.00
+/- Difference					\$0.00
Grand Total Budgeted					\$119,381.00
Grand Total Spent					\$114,932.00
+/- Difference					\$4,449.00