

Donna Independent School District
A.M. Ochoa Elementary
2021-2022 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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	7
School Processes & Programs	13
Perceptions	17
Priority Problem Statements	18
Goals	19
Goal 1: *A.M. Ochoa Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.	20
Goal 2: *A.M. Ochoa Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.	41
Goal 3: *A.M. Ochoa Elementary will create an instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.	45
Goal 4: *A.M. Ochoa Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.	47
Goal 5: *A.M. Ochoa Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.	57
Goal 6: *A.M. Ochoa Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.	65
Campus Funding Summary	68
Addendums	73

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Data

Question 3: How has the enrollment changed over the past three years?

Strengths: Stability in professional staff has remained consistent throughout the years. Students getting instruction in behavior unit are producing more class work.

Needs/Weakness: Family mobility rate. Resources for behavior unit need to be allocated for student success.

Summary:

Our total membership enrollment numbers for the past three years has fluctuated. They are as follows:

2016 = 471 2017 = 436 2018 = 510 2019 = 435 Currently (4/22/20) = 419

Our enrollment has varied due to fluctuating numbers in: District transfers (15) Out of district transfers (8) Open enrollment (4)

The mobility rate in our area is great, this is due to the amount of rental properties in our zoned area.

Families have been moving to other locations because they have found better housing opportunities. We did add a behavior unit to our campus. In doing so, our enrollment number did go up.

Question 6: What does the data regarding students who exit from special programs indicate? How many? Who are they? What trend or pattern do we see?

Strengths: 17 out of 27 teachers are Bilingual Certified.

Donna ISD offers Bilingual Certification trainings thru Region One and other agencies.

RTI, guided reading and instructional interventions demonstrate a supportive learning environment.

Needs/Weakness: We need to continue to close the language gap in our bilingual students. Staff needs to attend bilingual trainings offered by the district. There is a need to attend trainings and implementation of a range of collaborative learning and differentiated instructional models for teachers.

Summary: There were zero (0) LEP exits. In the area of SPED/504 exit, there were 3 total students. The three students were 2 male students who qualified for sped services and 1 female student whose parents felt she did not need 504 accommodations anymore (parent denial). Our findings indicated zero (0) students exited from SPED. In the area of RTI

there was one student (1) who qualified for sped services (male student) three (3) who met exit criteria. The trend is that a small percentage exits the above programs each year.

Question 9: What is the mobility rate for this campus? What is the stability rate? How are these numbers represented for Migrant students?

Strengths: Highly qualified teacher. Teachers are GT certified.

Needs/Weakness: Student mobility rate (rental homes, moving to other surrounding campuses such as: LeNoir, IDEA, districts).

Summary: The teachers employed at our school are all highly qualified teachers. Most of the teachers are bilingual certified as well. Teachers are GT certified, with the exception of one teacher at A.M. Ochoa Elem. We all are required to attend a yearly 6 hr. GT Training that our district provides.

One of our needs is maintaining student ratio on our campus. Our student mobility rate fluctuates. Our total membership enrollment numbers for the past three years have fluctuated: 2019= 435; 2018 = 510; 2017 = 436 and 2016 = 471. Our current enrollment is 419 as of (4/22/20).

As a committee, we had staff answer 2 questions to help address this issue last school year 2018-2019:

1. What ideas do you have to recruit/keep students at this campus?
2. How do we go about implementing your ideas based from question 1?

1. Ideas to recruit/keep students:

--Continue with incentives/rewards for students

--Celebrate their achievements

--Offer after school activities

- Clubs that students could be a part of

--Focus on building a positive school/community relationship

--More parental involvement

This was also something that was put into practice this year and we received positive feedback. In response, we decided to continue with this procedure since we saw improvements.

2. To implement these ideas we need to start at the beginning of the year by:

--Motivating the staff, parents, and students.

--To start the clubs we need to be able to have supplies/materials to have students engaged and participate in.

--Parent contact is crucial as well.

We plan on using social media to keep parents informed through:

Facebook, Twitter, Class Dojo.

(This year was different due to COVID-19; we had to look for online ways of communication with parents and students. The entire staff had to use different online apps to communicate. Apps such as Dojo, Edmodo, Google Voice, and Google Classroom were utilized.)

We implemented these goals this year and concluded that we will continue with the same goals for next year 2020-2021.

Question 12: What are the teacher/student ratios? How do these ratios compare to performance? (*Student learning)

Strengths: All teachers hold a Texas Teacher certification and have been GT trained. Teachers attend a yearly 6 hour GT updates. Teacher and Coaches attend CPI trainings.

Needs/Weakness: Teacher assistant schedules could be modified/flexible in order to assist upper grades with small groups during guided reading. There is a need for a greater cultural awareness and diversity training (Struggling, SPED, Discovery Unit students) to ensure a supportive learning environment for all staff.

Summary: The average ratio varies by grade level. They are as follows:

Pre-K has 39 students to 2 teachers (2 teacher assistants)

Kinder has 48 students to 3 teachers (3 teacher assistants)

1st grade has 68 students to 3 teachers (1 teacher assistant)

2nd grade has 58 students to 3 teachers

3rd grade has 67 students to 3 teachers

4th grade has 60 students to 4 teachers

5th grade has 82 students to 4 teachers

Life Skills has 12 students to 1 teacher (2 teacher assistants)

Discovery Unit has 6 students to 1 teacher (3 teacher assistants)

Special Education Inclusion has 19 students to 1 teacher (1 teacher assistant)

Music has 422 students to 1 teacher

P.E. has 422 students to 1 teacher (1 teacher assistant)

Each grade level has students who may be struggling with reading or may be reading below grade level. It would benefit the students if they were to work in small groups with the teacher and a teacher assistant during guided reading. If teacher assistants had a flexible schedule to help in the area, the students will be successful. Teachers and teacher assistance would benefit from cultural awareness and diversity training (SPED/Discovery Unity students) to be able to meet the needs of all students.

Question 13: What are the teacher qualifications, certifications, etc.? Paraprofessionals?

Strengths: All 27 teachers hold a Texas Teacher Certification. Teachers attend yearly 6-hour GT updates. 17 out of 27 are Bilingual Certified. 4 teachers hold a Master's degree.

Donna ISD offers teachers training for bilingual certification thru Region One and other agencies.

Needs/Weakness: District needs to continue providing educational support for teachers throughout the year. The district also needs to continue providing tutorials for teachers and teacher assistants who are trying to obtain their bilingual certification.

Summary: At our school we currently have 27 teachers. All 27 teachers are certified, and 17 of them are Bilingual Certified. From the 27 teachers, 4 have a Master's degree. All the Para-Professionals are Texas Certified Teacher Aides. One teacher assistant holds a Texas Teacher Certification. One teacher assistant holds a TEFL (Teaching English as a Foreign Language) Certification.

Demographics Strengths

- Stability in professional staff has remained consistent throughout the years. Students getting instruction in behavior unit are producing more class work.
- 17 out of 27 teachers are Bilingual Certified. Donna ISD offers Bilingual Certification trainings thru Region One and other agencies. RTI, guided reading and instructional interventions demonstrate a supportive learning environment.
- Highly qualified teacher. Teachers are GT certified.
- All teachers hold a Texas Teacher certification and have been GT trained. Teachers attend a yearly 6 hour GT updates. Teachers and Coaches attend CPI trainings.
- All 27 teachers hold a Texas Teacher Certification. Teachers attend yearly 6-hour GT updates. 17 out of 27 are Bilingual Certified. 4 teachers hold a Master's degree. Donna ISD offers teachers training for bilingual certification thru Region One and other agencies.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our enrollment has varied due to fluctuating numbers: **Root Cause:** The mobility rate in our area is great, this is due to the amount of rental properties in our zoned area. Families have been moving to other locations because they have found better housing opportunities. We did add a behavior unit to our campus. In doing so, our enrollment number did go up.

Student Learning

Student Learning Summary

Administrators and teachers evaluate student achievement data by analyzing and evaluating state testing data results reports using Aware. Teachers desegregate student data to identify the strengths and weaknesses of students to determine specific concerns and areas of need.

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

- In K-2nd grade reading there were slight decreases in most of the categories except Kinder English reading which had significant increases in all categories and in all populations. There were slight increases in K Spanish and first reading for the Economic Disadvantage and LEP population.
- In PK-2nd grade math significant increases in PK and Kinder SPED for all categories, although there were no LEP in the PK English math and no SPED in either PK class. In K and 2nd there were slight increases for the meets and masters categories. In the approaches for K-2nd there was a slight decrease and a slight decrease in all of 1st grade categories except LEP population with the meets and masters and the SPED population for the masters.

Question #4: In which areas are we showing growth? At what rate? Compared to which standard of achievement?

Important Factors When comparing STAAR test, by TEST as a school.

- 1) 2019 School did not have a set Administrator.
- 2) 2019 3 students with BIA's, creating unstable classrooms, One in 2nd grade and 2 in 3rd grade.
- 3) 2019 2nd grade class 1 teacher has left after 1st semester and students are left with permanent sub for most of 2nd semester. This same class went without a permanent teacher for 6 weeks of Pre-Kinder when they went through that grade.
- 4) 2020 3 students with BIA's 1st Semester. Students in class with a student with BIA expressed fear of being in class.
- 5) 2020 Discovery unit started 2nd semester creating a distraction to instruction in surrounding classrooms.
- 6) 2020 total number of students has increased by 10.

As a school we struggle more with reading than math. Science seems to be doing well. Writing is holding its own even when students come in with minimal to no writing instruction. Special Education needs to change, no growth is noted.

Imagine Math

- 1) Average total math time (HH:MM) of 206 students enrolled

11:43 at school / 00:36 at home/ 12:19 average

- 2) Student performance

Below grade level 58%

On grade level 62%

Istation: Pre-K they all start even across the levels for the most part. Reading starts to climb by Kinder. There is a significant drop in 1st grade ,2nd grade starts to show gain, 3rd drops a little, 4th grade got 100% Tier 1, 5th grade got high results as well.

Istation Assessment completion to March 2020: Assessment completion to March (only 87% of students assessed) Passing Indicates Pre-k had 100%, Kinder 96%, 1st Grade 97%, 2nd grade 96% , there was a drop in 3rd Grade 71% (May have something to do with behavior problems 3rd Grade had this year, also one class lost a teacher ½ the year last year) 4th grade 74% (This class had the major behavior problems with 2 BIA's most of 1st Semester) 5th grade went up to 84%. Attendance in the higher-grade levels may also be an issue.

Rate of improvement in Istation: Data shows we are showing high progress in the two lowest levels in I station (Level one high progress 26 students, level 2 high progress 30 students) Moderate progress in level 3-5 for tier 1.(Level 3 moderate progress 23 students, Level 4 moderate progress 21 students, level 5 moderate progress 24 students) All areas show progress.

Questions # 9 & #10: 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.?

When the data is disseminated at different levels of depth we can clearly see where the gains are being made and where help is needed.

3rd grade Reading

In 3rd grade Reading, there was a decrease in all areas from 2018 to 2019. In the approaches there was a decrease of -17%, decrease of -5% in the meets, and a decrease of -13% in the masters area.

- The student population that showed an increase of 100% in the 3 domains was the Gifted and Talented students.
- On the other hand the LEP, Migrant, and Special Education special pops showed a decrease.
- LEP population showed a decrease of -12 in approaches, -3 in the meets, and -10% in the masters.
- Migrant population showed a decrease of -47 in approaches, -60 in the meets, and -60% in the masters.
- Sp Ed population remained the same in the approaches and meets, but showed a -50% in the masters.

From 2018 to 2019 there was a decrease of 19 students in the grade level.

The benchmark exam was taken in February 2020. It shows little to no progression, the number of students stayed about the same as last school year. It is evident that we need to continue to provide interventions to our special population groups. Please keep in mind that this was taken 2 ½ months before the actual STAAR. Due to the COVID-19 the 2020 STAAR was cancelled.

4th grade Reading

From 2018 to 2019 there were small decreases in all areas. In approaches there was a decrease of -6%, a decrease of -8% in meets, and a decrease of -9% in masters.

- Gifted and talented students decreased in the meets and masters from 2018 to 2019
- The number of LEP student's population increased from 2018 to 2019. There was an increase of +5 in the approaches, a decrease of -2% in the meets, and a decrease of -3% in the masters.
- The migrant population remained close from year to year, there was an increase of +50% in approaches, there was no change in the meets, and a decrease of -50% in the masters.
- The special population showed a decrease of -28% in approaches, a decrease of -11% in meets, and the masters remained the same at 33%.

The benchmark exam was taken in February 2020. The scores are about the same when compared to the 2019 STAAR. Please keep in mind that this was taken 2 ½ months before the actual STAAR. Comparing this data to the previous Benchmark data, the gains are evident. A 10-20% increase is expected from the Benchmark to the real STAAR, due to the COVID-19 the 2020 STAAR was cancelled.

5th grade Reading

5th grade reading is the grade level that outperformed the others. From 2018 to 2019 there were significant gains in the meets and masters groups. In 2019 STAAR there was a small decrease of -4% in approaches, a gain of +5% in the meets, and a significant gain of +10% in the masters.

- Gifted and Talented students remained the same in the approaches at 100%, There was an increase of +14% in meets, and an increase of +57% in the masters.
- The LEP students showed gains in the approaches and meets areas with +10% in the approaches and a +8% in the meets. There was a decrease of -2% in the masters.
- The migrant population remained the same in approaches at a 100% passing. It showed a -17% in the meets, but showed a +17% in the masters.
- In the special education population there was a decrease of -16% in the approaches group, an increase +14% in the meets and an increase of 11% in the masters.

The benchmark exam was taken in January 2020. The scores are about the same when compared to the 2019 STAAR. Please keep in mind that this was taken 3 months before the actual STAAR. Comparing this data to the previous Benchmark data, the gains are evident. A 10-20% increase is expected from the Benchmark to the real STAAR, due to the COVID-19 the 2020 STAAR was cancelled.

4th grade Writing

From 2018 to 2019 there were small decreases in the approaches and meets areas. In approaches there was a decrease of -11%, a decrease of -8% in meets, and the masters percentage stayed the same.

- The gifted and talented population remained the same in the approaches level at 100%. There was a decrease of -14% in the meets area and an increase of +53% in the masters.
- The LEP population showed increase in all areas; there was an increase of +6% in the approaches, an increase of +7% in the meets, and an increase of +5% in the masters.
- In the Migrant population there was a small decrease. The approaches area remained the same at 100% in the approaches, there was a decrease of -50% in the meets, and masters remained the same at 0% passing.
- The Sp Ed population showed a decrease of -23% in the approaches, meets remained the same at 0% passing, and a decrease of -11% in the masters.

The benchmark exam was taken in January 2020. The scores are about the same when compared to the 2019 STAAR. Please keep in mind that this was taken 3 months before the actual STAAR. Comparing this data to the previous Benchmark data, the gains are evident. A 10-20% increase is expected from the Benchmark to the real STAAR, due to the COVID-19 the 2020 STAAR was cancelled.

ELAR Summary

In summary, there was little to no progress from 2018 to 2019 STAAR, with the exception of 5th grade. The most notable decline was in 3rd grade Reading, the population that showed the most regression was the bilingual group. The GT population has been showing consisted increase throughout the years. In 4th and 5th grades the bilingual students have been showing a steady increase. Special Education population fluctuates between grades, but for the most part it's a decline in all 3 grades.

Overall we are seeing a small increases throughout the different populations. It is evident that we must continue providing sheltered instruction and accommodations to our bilingual students. We must continue with targeted interventions in order for students to continue to grow academically.

3rd Grade Math

2018 3rd grade Math STAAR vs. 2019 3rd grade Math STAAR

In 3rd grade math, there was an overall decrease from 2018 to 2019 STAAR scores. There is a 15% decrease in approaches. There is an 8% decrease in meets. There is an 8% decrease in masters.

- GT remained the same at 100% approaches and meets. GT decreased 10% in masters.
- LEP decreased 8% in approaches, increased 4% in meets and decreased 6% in masters.
- Migrant decreased 13% in approaches, decreased 80% in meets and 60% decrease in masters.
- SpEd decreased 38% in approaches, stayed the same at meets and decreased 50% in masters.

2019 3rd grade Math STAAR vs. 2020 3rd grade Math Benchmark

In 3rd grade math, there was a 11% increase in approaches, 5% increase in meets and a 3% decrease in masters.

- GT remained the same at approaches, decreased 25% in meets and 25% decrease in masters.
- LEP decreased 5% in approaches, 9% in meets and 100% in masters.
- Migrant decreased 42% in approaches, increased 25% in meets and remained the same in masters.
- SpEd decreased 100% in approaches, and remained the same in meets and masters.

4th Grade Math

2018 4th grade Math STAAR vs. 2019 4th grade Math STAAR

In 4th grade math, there was an overall decrease from 2018 to 2019 STAAR scores. There is a 29% decrease in approaches. There is a 23% decrease in meets. There is a 10% decrease in masters.

- GT remained the same in approaches, increased 12% in meets and remained the same in masters.
- LEP decreased 26% in approaches, decreased 16% in meets and decreased 9% in masters.
- Migrant remained the same in approaches, increased 50% in meets and 100% in masters.
- SpEd decreased 23% in approaches, stayed the same at meets and decreased 11% in masters.

2018 4th grade Math STAAR vs. 2020 4th grade Math Benchmark

In 4th grade math, there was a 2% decrease in approaches, remained the same in meets and a 5% decrease in masters.

- GT remained the same in approaches and meets and increased 50% in masters.
- LEP increased 1% in approaches, decreased 5% in meets and decreased 5% in masters.
- Migrant decreased 100% in approaches, meets and masters.
- SpEd remained the same in approaches and meets and decreased 100% in masters.

5th Grade Math

2018 5th grade Math STAAR vs. 2019 5th grade Math STAAR

In 5th grade math, there was a 4% decrease in approaches, 5% increase in meets and a 10% increase in masters.

- GT remained the same in approaches, increased 14% in meets and increased 57% in masters.
- LEP increased 10% in approaches, increased 8% in meets and decreased 2% in masters.
- Migrant remained 100% in approaches, decreased 17% in meets and increased 17% in masters.
- SpEd decreased 16% in approaches, increased 14% in meets and increased 10% in masters.

2019 5th grade Math STAAR vs. 2020 5th grade Math Benchmark

In 5th grade math, there was a 23% decrease in approaches, 7% decrease in meets and a 8% decrease in masters.

- GT remained the same in approaches, increased 14% in meets and increased 4% in masters.
- LEP decreased 42% in approaches, 16% in meets and 2% in masters.
- Migrant remained the same in approaches, increased 50% in meets and decreased 100% in masters.
- SpEd decreased 100% in approaches, meets and masters.

Math Summary

In summary, while there have been little spurts of progress from 2018 – 2020, there remains a steady decline especially in the special populations for 3rd – 5th grade Math. 3rd Grade GT and all 3rd – 5th grade Migrant students have had small increases that will decrease following years. SpEd students have had a steady decline throughout all 3 grade levels in the subject of math. Only 4th and 5th grade GT students have had a constant increase throughout all 3 years.

5th grade Science

In 5th grade Science, there was a increase in all areas from 2018 to 2019. In the approaches there was a increase of +3%, an increase of +21% in the meets, and an increase of +8% in the masters.

- The Gifted and Talented remained the same in the approaches at 100% passing; increase +17% in the meets, and an increase +45% in the masters.
- The LEP population showed a decrease of -5 in the approaches, an increase of +20% in the meets, and an increase of +2% in the masters.
- The Migrant population showed an increase in all domains, +33% in approaches, +67 in the meets, and a +17% in masters.
- The Special education populations showed an overall decrease; -3% decrease in the approaches, meets remained the same at 0%, and -9% decrease in the masters.
- From 2018 to 2019 the number of students remained about the same.

The benchmark exam was taken in February 2020. It shows regression as opposed to the previous year., the number of students increased. The student population that showed the most regression was the GT, LEP, and Sp.Ed population. Please keep in mind that this was taken 2 ½ months before the actual STAAR. Due to the COVID-19 the 2020 STAAR was cancelled.

Question #12: How is the data used to inform curriculum, instruction, and assessment decisions?

Teachers and administration use all data collected through Istation, Imagine Math, Science Stemscores, district benchmarks, and STAAR to properly progress monitor students' performance. When disaggregated, all data can be used to identify patterns in student learning. By doing so, teachers and administrators are able to focus on areas of needed development at the individual level and allows the campus to plan accordingly to better serve each student.

Student Learning Strengths

- There were slight increases in Kinder Spanish and First grade reading for the Economic Disadvantage and LEP population.
- In PK-2nd grade math significant increases in PK and Kinder SPED for all categories, although there were no LEP in the PK English math and no SPED in either PK class. In K and 2nd there were slight increases for the meets and masters categories.
- Istation: Data shows we are showing high progress in the two lowest levels in I station, Moderate progress in level 3-5 for tier 1. Level 3 moderate progress, Level 4 moderate progress, level 5 moderate progress. All areas show progress.
- Imagine Math: Student performance Below grade level 58% and on grade level 62%
- ELAR: GT students are being successful. Teachers are up to date with the new TEKS. Bilingual students are showing increase in 4th and 5th (helps with accountability).
- Science: GT and migrant populations are doing very well, percent passing is consistent through years and masters level increased.
- Math: Only 4th and 5th grade GT students have had a constant increase throughout all 3 years.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a decrease in benchmark scores, reading levels and math scores ranging from PreK-4th grade **Root Cause:** Students need supports put in place for test prep and closing performance gaps when transitioning to a testing grade level; Students are lacking many fundamental skills, such as fluency, decoding, comprehension, and reading stamina; The TEKS are not being addressed to the extent needed for students to show success and teacher may have ineffective procedures in place.

Problem Statement 2: Tutors will be hired to increase levels of achievement on state assessment tests for 3rd, 4th, and 5th grades.

School Processes & Programs

School Processes & Programs Summary

Personnel-Policy and Procedures:

80. What is the process for recruiting and retaining high quality staff? (Explain the recruitment, hiring, placement, development, evaluation, and advancement of high quality staff, including highly qualified paraprofessionals.)

The school district allows employees or applicants the opportunity to apply for open professional positions, and posts notices of job vacancies in the district's website or through Region One Education Center. The school has a committee which consists of the principal, curriculum specialist, counselor, 2 teachers and/or librarian for the hiring of job vacancies that are needed. The principal and curriculum specialist assign a mentor to guide, share skills, knowledge, and expertise. The school district uses the T-TESS which is a new teacher evaluation system designed to support teachers in their professional development and help them grow and improve as educators.

Professional Practices:

81. What is planned for professional development? Describe how professional development is planned and the current impact it provides.

Professional development helps us improve our skills and, in turn, we boost student outcomes. The district provides planning days, professional development days, and after-school trainings. The district also has several instructional strategists for each core subject to provide teachers with support, guidance, and new developments to improve student experiences and student achievement. In some instances, there are Region-One presenters and other consultants to help us enhance or better our teaching to have the best student achievement.

82. How are decisions made in our district? Describe how PLCs or other leadership groups participate in decision-making.

Decisions in our district are made by a board of trustees that oversee the management of the district and ensure that the superintendent implements and monitors plans, procedures programs and systems to achieve appropriate, clearly defined, and desired results in the major areas of district operations. Continuous communication between administration, staff and parents, teachers can contribute to the improvement of student success through the DLPAC, CLPAC, grade level meeting, head teacher meeting, staff meetings, and email.

87. Is the campus focused on improving student academic achievement? Is there a sense of urgency and strong commitment? What processes are in place to ensure that the daily demands of the campus do not overshadow a focus on improvement?

The campus has always been focused on improving student academic achievement, but there is a sense of urgency and strong commitment due to the fact of our D-Rating. Ochoa Elementary has a team composed of lead teachers PK to 5th called the Campus Leadership Team. The team along with the principal, curriculum specialist, and counselor identifies areas of need and improvement and strengths and growth. Each person contributes and many ideas have been implemented at Ochoa. In the group the PLC agenda form was elected and the standard of meeting once a week about student performance and how better to familiarize ourselves with the content we are teaching are students has created a stronger team and focused teachers. The CLT also discusses what is in the best interest of the students (testing: I Station, TELPAS, STAAR, etc...). The campus also has consultant Ms. D. Contreras that is assisting with the school improvement plan. Tutors have also been assigned to help classroom teachers and teachers providing after-school tutoring and adjusting their schedules to have an intervention period to meet the demands of struggling students. Teachers must also attend any after school trainings offered by the district to support all student's academic achievement.

Programs and Opportunities for Students:

89. Is there evidence of how the curriculum and instruction increase student achievement? Discuss the well-rounded program of curriculum and instruction and how all students, especially those at risk, are given opportunities to meet challenging state academic standards.

The academic department is continuously working together with teachers and administrators to meet the needs of all students. The district offers the Dual Language Model - Simultaneous Biliteracy program. It is offered at PreK-2nd the program provides instruction for all subjects in English and Spanish and structured where both languages alternate every other day. Literacy is tracked for both languages monthly. Students who participate in the dual language model for 5 consecutive years will receive one high school Language Other Than English (LOTE) credit.

90. How do our special programs meet the needs of students? Explain anything significant with enrollment and participation in special education, bilingual/ESL and gifted/talented and dyslexia treatment.

A.M. Ochoa Elementary is an inner-city school with a population compromised of 99.36% Hispanic and 0.64% White. The gender population is made up of 48.72% female and 51.28% male students. Sub-populations include: 7% Migrant, 75% At Risk, 15% Special Education, 43% Limited English Proficiency, 5% Gifted and Talented, 98% Economically Disadvantaged and 2% Homeless. The school has been part of the Biliteracy Program for the past 3 years, Identified Gifted/Talented students participate in various extra-curricular activities such as: UIL, Spelling Bee, Battle of the Books, and Summer Reading Project but due to pandemic these were not performed. Teachers also need to have the 6-Hour GT update on a yearly basis. Mrs. Garza inclusion teacher is dyslexia certified and services students using the program RAVE-O. Dyslexia screener was done on lower grades by teachers and students at risk have been identified.

94. What is our personal technology plan for each student? Explain data for personalized or blended learning experiences supported by technology.

School is now able to provide one device per student. In addition, this the school has two Ipad carts--25 each (issued to Pre-K classroom instruction), 5 iPads for the Pre-k classroom and 6 Samsung Tablets for GT students. Students have access to programs such as:

Accelerated Reader, MyOn, MackinVia, BrainPop, RazKids, Imagine Math, and Spanish Istation, Imagine Literacy. Teachers can assign individualized activities in I-Station according to their reading level and in AR teachers are also able to adjust students' levels to meet their needs. The school did have difficulties meeting the 85% average on AR throughout the school year and 80% participation student testing. The school was also piloting Imagine Learning (reading) in the following grades 2nd, 4th, and 5th. Pre-k uses the iPads for I-Station, Imagine math and different alphabet/number apps that have already been installed.

Procedures:

97. Do we have a plan for the integration of technology? Explain findings on how technology is integrated into instructional and administrative programs.

The district invested almost \$6 million this year to fund technology devices for students, teachers, and other employees. The district provided iPads and Chromebooks for all students from kindergarten to 12th grade. Students in second grade and below received iPads while third graders and received Chromebooks. All teachers were given a laptop and a monitor as well. The decision to invest in the technology was made after the coronavirus pandemic forced the district's curriculum online. All adoptions provide a wide variety of activities that the teacher can assign, so that students can complete and turn in digitally. Donna ISD spent (\$6 million) on wifi and 12 towers. Hotspots available in library as needed.

101. What is our classroom management plan? Discuss significant findings in classroom management and explain procedures used to reduce overuse of discipline practices that remove students from the classroom.

The district has a Disciplinary Management Plan available for schools to follow, here at A.M. Ochoa each teacher creates a Classroom Management Plan in the beginning of the school year. In lower grades, there are not that many infractions committed but we do see more infractions in the upper grades. Teachers contact parents and a referral is made if needed, the principal then decides what action is needed depending on infraction. We perceive a need for additional consequences or other forms of discipline for repeated

offenders. An incentive system must be developed to help reinforce positive behavior to alleviate constant discipline issues.

School Processes & Programs Strengths

These are the School Processes & Programs Strengths:

- Provides opportunities for job vacancies
 - Versatile hiring committee
 - Provide Mentor
 - T-TESS for growth and improvement
 - Pay raise given last year to teachers (\$2000)
 - After school-trainings
 - Instructional Strategies for all subjects
 - Consultants
 - Virtual professional development
 - Self-paced Google certification during summer
 - On demand-PD Modules
 - Blended learning professional development webpage
 - Board of trustees oversee the management and implementation
 - Communication through different groups
 - PLC meetings weekly (grade-level)
 - Campus Leadership Team
 - Consultant Ms. D. Contreras
 - Tutors
 - Intervention periods
 - After-school trainings
 - Social worker/counselor (Sasha Ramirez) worked for 6 months
-
- Simultaneous Biliteracy Program
 - Share point has all resources
 - Biliteracy Program for past 3 years
 - Virtual book club
 - 6-Hour GT update for all teachers
 - Inclusion teacher dyslexia certified
 - Dyslexia testing on lower grades
 - Programs availability
 - Individualized activities I-Station and AR
 - New implementation of Imagine Learning

- One to one device
- Google classroom.
- Istation in Spanish
- Ipads for K-2
- Chrome Books 3-12
- Teacher laptops and monitors
- Adoption access to assign individualized digital assignments to students
- WiFi Towers
- HotSpots as needed
- Teacher creates classroom management plan in the beginning of school
- Less behavior problems due to lower amount of students in school

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A.M. Ochoa Elementary or district were not fully prepared for pandemic and many students were not successful in completing assignments due to not having good internet connection. **Root Cause:** A.M. Ochoa or district did not have internet towers completed early in the school year. Connection was a frequent problem for those student learning at school and at students' homes.

Perceptions

Perceptions Summary

The results from surveys provided to our school community produced positive results in several key areas. According to the surveys, parents feel safe sending their sons/daughters to our school because they see we have safety procedures in place. They also believe our campus is welcoming and it has a set culture geared towards student success. Parents are able to see learning taking place and that it's engaging and fun. Another factor yielded by the survey is that children enjoy coming to school and feel respected. The results from the survey paint a picture of our interaction with the community and how important this is. We must continue working aggressively to make sure those percentages stay up and that significant improvements are made in other areas as well.

Perceptions Strengths

- - - We have Safety Procedures in Place
 - Our campus is welcoming according to survey results
 - We have a set culture on our campus geared towards student's success
 - Parents are able to see Learning taking place and that is fun and visible
 - Children enjoy coming to school and feel respected at school
 - Teacher retention is exceptional. Almost 100 % of our teachers come back every year unless they have special circumstances. Other reasons include: competitive pay, administration support, district, curriculum resources, planning days, among others.
 - We have a Mentor program for new teachers. We assigned a teacher to that new teacher but it doesn't stop there. Our staff overall is very supportive and provides helps to incoming teachers.
 - We have different ways in which teachers are involved in decision making (District and Campus surveys, PLCs, tracking meetings, CNA meetings, Head teacher meetings)
 - Several opportunities for parents to come to school: Annual parent meetings, parent's night, open house, Literacy nights, Awards Parade, etc)
 - Bullying awareness (counselor's lessons, teacher's, different speakers, etc) / Students struggling with behavior (individual conferencing, *restorative discipline*)
 - We are in constant contact with the community with the use of letters, flyers, our Facebook page
 - Most if not all documents are translated into Spanish
 - Decrease in the number of referrals (aggressive behavior) which has a direct impact on instruction

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parental participation and attendance are factors which have a direct impact on student's performance **Root Cause:** The lack of support to our school activities and the low attendance are issues that hinder student's learning. This is the case of a considerable percentage of our student population. We must find ways to eradicate these type of behaviors in order to improve.

Priority Problem Statements

Goals

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

Performance Objective 1: A. M. Ochoa Elementary will focus on instructional improvement resulting in all students meeting goals for all accountability measures.

Applies to all content instructional areas - Reading/ELA, Writing, Mathematics, Science, and Social Studies.

Applies to District, State (STAAR, EOC, TELPAS, IStation, PBMAS) and Federal/NCLB (AYP). Teachers will be provided with incentives for STAAR testing.

Evaluation Data Sources: Teachers will be provided with incentives through out the school year.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use the district curriculum and instruction guide as their primary source of instructional direction for all subject areas. Pre-Las and LAS Links testing. Strategy's Expected Result/Impact: Increased number of students meeting or exceeding STAAR standards per core content area. Staff Responsible for Monitoring: Campus Principal and Curriculum Specialists. Funding Sources: - Title I (211) - 31.6339 - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught everyday the appropriate allocated minutes and implement and monitor required lesson plans for Reading, ELA, Writing, Math, Science, and Social Studies Strategy's Expected Result/Impact: Increased student performance as measured by District and State assessments. Daily Walkthroughs with feedback if necessary. Staff Responsible for Monitoring: Campus Principal and Curriculum Specialists. District Strategists	Formative			Summative
	Sept	Dec	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Obtain and provide program manipulatives, models, consumable, non-consumable materials and any other classroom instructional materials or resources for all core content areas and all student populations. Obtain and provide programs; books; games for consequences; mixed emotion; social skills; classroom behavior. A variety of games for students on how to cope with behavior in the classroom and to help them with mental health. Strategy's Expected Result/Impact: Inventory aligned to core curriculum materials and purchase orders. Increased percentage of all students meeting District, State, and Federal Standards (STAAR, TELPAS, IStation, & PBMAS. Classroom instruction Staff Responsible for Monitoring: Campus administration Funding Sources: - Title I (211) - \$3,772, - Title III (263) - 11.6399 - \$216		Formative			Summative
		Sept	Dec	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: System Safeguard Strategy Provide research based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: job embedded training (common departmental planning), response to intervention (RTI), data utilization, technology, core state adopted textbooks, supplemental programs, research based strategies for ELLs, research based instructional strategies for CCRS, classroom management, and discipline (teaching) for appropriate behavior. Strategy's Expected Result/Impact: Professional Development District Plan, training agendas, and sign-ins. Increased instructional effectiveness and student performance as measured by grades and state assessment outcomes, decreased at risk learners, decrease in referrals, and decrease in behavior referrals. 2017 Multidisciplinary Conference on Child Abuse Tip of Texas Counseling Institute Staff Responsible for Monitoring: Campus Administration Head Teachers Counselor		Formative			Summative
		Sept	Dec	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: Monitor implementation of best instructional practices presented during professional development and all staff training. Strategy's Expected Result/Impact: Lesson Plans, walkthroughs, classroom visits, progress monitor documentation and student academic outcomes. Staff Responsible for Monitoring: Campus Administration Teachers		Formative			Summative
		Sept	Dec	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: System Safeguard Strategy Improve supports to struggling learners by improving interventions, resources, and training, and articulate those interventions in documented meetings, lessons, parent contacts, team meetings, data analysis, tutorials, and revolving follow up. Strategy's Expected Result/Impact: Decreasing number of struggling students requiring tutoring and or intervention. Staff Responsible for Monitoring: Campus Administration Teachers Support Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Implement district initiatives such as Guided Reading, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks, Literacy Stations, Technology, Journals, Software, Accelerated Reading, Student Portfolios, Kagan Strategies, Sing Spell Read & Write, Sheltered Instruction, and College Readiness Activities. Strategy's Expected Result/Impact: Walkthroughs and Increased student performance as measured by district and state assessments. Staff Responsible for Monitoring: Campus Administration Head Teacher Classroom Teacher Head Teacher Kinder through 5th Grade Funding Sources: - Title III (263) - 11.6329 - \$500	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: A. M. Ochoa Elementary will use the standards based grading system provided by the district. All teachers will identify the standard associated with the posted grade. Reteach/recovery guidelines will be reviewed/implemented with all teachers and will be monitored by administrators. Teachers will be provided with interactive boards, computers and laptops; document cameras, tablets for use in the classrooms, and/or Library. Strategy's Expected Result/Impact: Electronic Gradebook Staff Responsible for Monitoring: Campus Administration Teachers Funding Sources: - Title I (211) - 11.6395 - \$7,000	Formative			Summative
	Sept	Dec	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: Develop, implement, and monitor a literacy plan where every student is provided the support, personalized instruction, and resources to guarantee reading on level or make a 2 years growth in reading level if student is below grade level. Strategy's Expected Result/Impact: IStation Think Through Math Reading Levels STAAR academic outcomes Staff Responsible for Monitoring: Campus Principal Classroom Teachers Media Specialist	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Develop a campaign to encourage students to come to school regularly and stay in school through enhanced attendance, completion, and dropout prevention efforts. Strategy's Expected Result/Impact: Texas Academic Performance Report: Attendance and dropout percentages. Six Weeks District attendance reports. Staff Responsible for Monitoring: Campus Principal Attendance Helper Counselor Teachers Funding Sources: - Student Activity 865 - 00.2190 - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Ensure the district's program for English Language Learners (ELLs) is research based, responsive to the needs of students, designed, implemented, supported, and monitored for impact on student learning. Strategy's Expected Result/Impact: Increased enrollment numbers in programs. Staff Responsible for Monitoring: Campus Administration Teachers	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Determine advanced academic courses to be offered at every school and expand opportunities for dual credit and advanced placement. Strategy's Expected Result/Impact: Increased enrollment numbers in courses. Staff Responsible for Monitoring: Campus Administration Teachers	Formative			Summative
	Sept	Dec	Mar	June

Strategy 13 Details	Reviews			
Strategy 13: Create more opportunities for students to participate in enrichment programs such as technology, extracurricular, student clubs. Strategy's Expected Result/Impact: Increased enrollment numbers in programs. Staff Responsible for Monitoring: Campus Administration Teachers Funding Sources: - Student Activity 865 - 00.2190 - \$2,459.50	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14 Details	Reviews			
Strategy 14: Determine and use student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessments and district shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs. Strategy's Expected Result/Impact: Assessment Reports STAAR Imagine Math Istation Benchmarks/Bundles Staff Responsible for Monitoring: Campus Administration Teachers	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15 Details	Reviews			
Strategy 15: System Safeguards to meet federal accountability requirements will be implemented, monitored, and reviewed for each subject area and or student group where requirements were not met. Strategy's Expected Result/Impact: Increased performance in area addressed. Staff Responsible for Monitoring: Campus Principal Teachers	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16 Details	Reviews			
Strategy 16: Students will be recognized for academic performance, daily attendance and appropriate behavior. To promote improvement in academic achievement at the end of the year. Strategy's Expected Result/Impact: 6 weeks assessments 6 weeks academic celebrations 6 weeks behavior celebrations 6 weeks attendance reports Staff Responsible for Monitoring: Campus Administration Counselors PEIMS/Attendance Clerk Funding Sources: - Local (199) - 11.6498 - \$2,000, - Local (199) - 11.6499 - \$200, - Student Activity 865 - 00.2190 - \$1,805.50	Formative			Summative
	Sept	Dec	Mar	June

Strategy 17 Details	Reviews			
Strategy 17: Recognize students for their improvement and reading achievements. Strategy's Expected Result/Impact: 6 weeks report of number of words read 6 weeks AR report Istation Reports Staff Responsible for Monitoring: Campus Administration Media Specialist Media Specialist Clerk Teachers Funding Sources: - Local (199) - 12.6498 - \$800, - Local (199) - 12.6499 - \$500	Formative			Summative
	Sept	Dec	Mar	June
Strategy 18 Details	Reviews			
Strategy 18: The counseling department will provide guidance classes. Strategy's Expected Result/Impact: Student over all well being will improve. Staff Responsible for Monitoring: Campus Administration Counselor Counselor's Clerk	Formative			Summative
	Sept	Dec	Mar	June
Strategy 19 Details	Reviews			
Strategy 19: Teachers will be provided with incentives through out the school year for educational purposes. Testing grade level students will be provided with STAAR shirts. Strategy's Expected Result/Impact: Every six weeks and STAAR testing Staff Responsible for Monitoring: Administration Funding Sources: t shirts - Student Activity 865 - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
Strategy 20 Details	Reviews			
Strategy 20: Tutors will be hired to give additional support to students who are not performing on grade level. High impact tutorials will be provided to address the learning loss in the area of Reading for the 4th grade students that did not reach the Approaches level or higher on the 3rd grade Reading STAAR in 2020-2021. Students will received small group instruction that supplements the students' classroom experiences. The high impact tutorials will respond to the individual needs of the students to promote substantial learning gains. The components of the high impact tutorials will include: substantial time each week of tutoring, sustained and strong relationships between the students and tutor, close monitoring of student knowledge and skills, alignment with school curriculum, and oversight of tutors to ensure quality interactions. Strategy's Expected Result/Impact: Report cards, informal and formal assessments. Staff Responsible for Monitoring: Campus Administration Funding Sources: - Title I (211) - 11.6125 - \$8,705, - School Improvement Grant (211.SI) - 11.6125 - \$33,000, - ESSER 282 - \$39,663	Formative			Summative
	Sept	Dec	Mar	June

Strategy 21 Details	Reviews			
Strategy 21: Provide opportunities for students to attend author, illustrators and motivational speakers' assemblies and book fairs for the promotion of reading and books. Strategy's Expected Result/Impact: Student reading levels will improve. Staff Responsible for Monitoring: Campus Principal Librarian Library Clerk Funding Sources: - Local (199) - 12.6299 - \$500, - Library Account (898) - \$1,240	Formative			Summative
	Sept	Dec	Mar	June
Strategy 22 Details	Reviews			
Strategy 22: Materials and items needed to expand the library collection, and also to maintain library. Strategy's Expected Result/Impact: Students will be exposed to a variety of genres. Staff Responsible for Monitoring: Librarian Librarian Clerk Funding Sources: - Title I (211) - 12.6329 - \$1,000, - Local (199) - 12.6399 - \$800, - Local (199) - 12.6325 - \$450, - Local (199) - 12.6329 - \$1,000, - Local (199) - 12.6494 - \$100	Formative			Summative
	Sept	Dec	Mar	June
Strategy 23 Details	Reviews			
Strategy 23: Provide opportunities for staff to attend staff development, webinars trainings offered by Region One Services, state and national conferences, Heinemann,etc for professional development and implementation of best practices. Strategy's Expected Result/Impact: Innovative and up-to-date to implement teaching and management strategies. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
Strategy 24 Details	Reviews			
Strategy 24: 24) Teachers will be utilized for after school tutorials for 3rd thru 5th to help students that are not performing on grade level. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - School Improvement Grant (211.SI) - \$22,142	Formative			Summative
	Sept	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Performance Objective 2: Bilingual/ESL: A. M. Ochoa Elementary will increase the percentage of ELLs progressing one performance level to 51%, increase the percentage of ELLs reaching Advanced High within the first 4 years of enrollment in US schools to 16%, and increase the percentage of ELLs at Advanced High after the fifth year of enrollment in US schools to 30%.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use sheltered instruction strategies for all ELLs to ensure positive academic performance using classroom set of authentic literature. Strategy's Expected Result/Impact: Weekly lesson plans Weekly walk-throughs Staff Responsible for Monitoring: Campus Administration Bilingual Department	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will be serviced by bilingual tutors in their L1, and provide after school tutorial Strategy's Expected Result/Impact: Success on state assessments 6 weeks report cards 3 weeks progress reports Staff Responsible for Monitoring: Campus Administration Bilingual Tutor	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will be provided with staff development which will allow for best practices in the classroom for language development.	Formative			Summative
	Sept	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Performance Objective 3: Bilingual/ESL: Facilitate K-2 Reading Level Monitoring. Increase educators' awareness of language, literacy, and content interdependence.

Evaluation Data Sources: Istation, Eduphoria (Workshop and AWARE), Master Schedules, TELPAS, PBMAS





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

Performance Objective 4: Library Services: The Library Services Department will facilitate the purchase of and monitor usage of key literacy programs utilized in the district, including Accelerated Reader and myON for grades Pre-K-8th.

Evaluation Data Sources: MyOn purchase, AR purchase, reports





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

Performance Objective 5: Special Education: A. M. Ochoa Elementary will improve its overall rating component in the T.E.A.'s Determination Report from a 3 to a 2 with a focus on student discipline and academic performance.

Strategy 1 Details	Reviews			
Strategy 1: Provide supplemental reading programs to assist students with reading difficulties (Language Live, Rewards, Rave-O) including dyslexia. Provide math programs for students in the classroom. Strategy's Expected Result/Impact: Increase in reading performance Staff Responsible for Monitoring: Campus Administration Special Education Teacher Inclusion Teacher	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Recognize student academic performance. Strategy's Expected Result/Impact: Raise student academic performance 6 Weeks Academic Celebrations 6 weeks Awards Assemblies Staff Responsible for Monitoring: Campus Administration Teachers	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide Special Education Teacher and Inclusion Teacher with materials and supplies for students with special needs. Provide monitoring equipment for Discovery Classroom. Strategy's Expected Result/Impact: Teacher Supply Request Form Requisitions Purchase Orders Staff Responsible for Monitoring: Life Skills Teacher, Inclusion Teacher and Campus Administrators Funding Sources: - Local (199) - 52.6395 - \$1,894	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

Performance Objective 6: Migrant: A. M. Ochoa Elementary will reduce the academic performance gap between the Migrant population and the Non-migrant population in the content areas by an average of 50%.

Strategy 1 Details	Reviews			
Strategy 1: Offer supplemental instruction to Elementary School migrant students by offering: Extended day tutoring in core content areas; extended day STAAR tutorials; supplemental instructional support by a teacher for migrant first grade students who are performing below the expected level of development and collaborate with parents on ways to support students' skill development at home. Instructional support will be provided outside the regular instructional time individually or small groups at least 1-2 times per week and will include engaging, age appropriate activities to target school readiness Strategy's Expected Result/Impact: Progress Reports; Benchmark and Campus Assessments; Proposals for Tutorials Staff Responsible for Monitoring: Campus Administration Teachers	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide support services to migrant students in all grade levels participating during class instruction or in the before, during and after school tutorial program to include transportation, nutritionally approved snacks and instructional supplies. Strategy's Expected Result/Impact: Title I C funds, buses Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Recognize migrant students for academic achievement, attendance and behavior. Strategy's Expected Result/Impact: 6 weeks assessments 6 weeks behavior celebrations 6 weeks attendance reports Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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





Performance Objective 7: Physical Education: A. M. Ochoa Elementary will require the Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. unless a student qualifies for valid exemption as per Fitnessgram testing policies.

Strategy 1 Details	Reviews			
Strategy 1: Collect fitness data for all students at all campuses enrolled in PE/Health using FITNESSGRAM. Strategy's Expected Result/Impact: Fitnessgram pre- and post- tests in 6th grade Fitnessgram data (annual) in grades 3-12 Staff Responsible for Monitoring: Campus Administration P.E. Coach	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue implementation of CATCH curriculum (on the list of state-approved curricula) for PE/Health at all elementary campuses Strategy's Expected Result/Impact: Lesson plans Online Curriculum Fitnessgram pre- and post- tests in 6th grade Fitnessgram data (annual) in grades 3-12 Staff Responsible for Monitoring: Campus Administration P. E. Coach	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Maintain a 45:1 ratio in PE/Health courses to ensure safety and monitoring of the students. Strategy's Expected Result/Impact: Campus grade level daily membership count Staff Responsible for Monitoring: Campus Principals Human Resources	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Maintain up-to-date PE/Health timelines in online Curriculum Collaborative aligning state standards and district-adopted curricula. Strategy's Expected Result/Impact: Weekly Lesson Plans Staff Responsible for Monitoring: P. E. Coach	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 8: Drop Out Prevention: A. M. Ochoa Elementary will increase the attendance rate from 95.1 to 95.6 for all students.

Strategy 1 Details	Reviews			
Strategy 1: Conduct 6 wk. attendance audits Study trends to target populations and maintain accurate records. Parental recognition/certificates. Strategy's Expected Result/Impact: Improved ADA Six wks attendance rates Annual ADA rate. Post in Ochoa web page and Town Crier. Staff Responsible for Monitoring: Campus administration Intake/attendance dept. Truancy Officers McKinney-Vento Dept.	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Follow district written protocol to address truancy and attendance trends. Strategy's Expected Result/Impact: Send out weekly warning letters, weekly court filings, meetings with truant students Staff Responsible for Monitoring: Campus Administration PEIMS Clerk	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Formation of campus based attendance committee. Committee assess needs, plans, and views reports. Strategy's Expected Result/Impact: daily attendance reports, six weeks district report Committee meets regularly to plan and monitor attendance results and make adjustments as needed. Staff Responsible for Monitoring: Campus Administration Attendance Clerk/PEIMS Attendance committee/Teachers	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Ensure campuses inform parents on attendance rules, promotion and truancy. Attendance posters visible in key areas of school. Strategy's Expected Result/Impact: Student Code of Conduct Parent Phone Calls Parental Meetings Sign In Sheets Home Visits periodic news letter Staff Responsible for Monitoring: Campus Administration Teachers PIEMS clerk and attendance helper (attendance rules)	Formative			Summative
	Sept	Dec	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Examine attendance records and follow up on student absences and truancy Strategy's Expected Result/Impact: Truancy Court Records Campus Referrals Parent phone calls Staff Responsible for Monitoring: Campus Administration PEIMS Clerk	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Campus Incentive Program: Traveling attendance trophy per grade level. Treats Dances Movie Strategy's Expected Result/Impact: Improve attendance Student ownership of attendance Staff Responsible for Monitoring: Campus Administration PEIMS Clerk Teachers Attendance Committee	Formative			Summative
	Sept	Dec	Mar	June
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 9: A. M. Ochoa Elementary will ensure that 97% of all Gifted/Talented students will meet the state standards on all areas of STAAR.





Strategy 1 Details	Reviews			
Strategy 1: Elementary students will be provided with opportunities for GT students to work together in flexible groupings and use inquiry and discovery through TPSP, Robotics, and NASA projects of study during Academic Elective periods. Strategy's Expected Result/Impact: Classroom Observation Lesson Plans Staff Responsible for Monitoring: Campus Administration Teachers Information Media Specialist	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will be provided opportunities to participate in high level extracurricular activities such as spelling bee and UIL Strategy's Expected Result/Impact: Generated and paid requisitions Staff Responsible for Monitoring: Campus Administration UIL Coaches Spelling Bee Coaches	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: GT Elementary will participate in summer reading program. Teachers will differentiate instruction and enhance academic opportunities for students using standard performance projects. Strategy's Expected Result/Impact: List of books assigned Student summer report and student projects. Staff Responsible for Monitoring: Information Media Specialist, Classroom Teachers, and Administration	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: G/T identified students are provided the opportunity to accelerate instruction by taking credit by exam/exam for acceleration Strategy's Expected Result/Impact: Student needs, grades, teacher nomination or campus admin nomination Staff Responsible for Monitoring: Campus Administration Teacher	Formative			Summative
	Sept	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Performance Objective 10: Nutrition/Food Services: A.M. Ochoa will provide nutritional meals to 100% of all PK-5th grade students to support academic success.

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

Performance Objective 11: Nursing/Health Services: A.M. Ochoa will ensure that 90% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 95% of all student's immunizations are up to date before submitting Annual Immunization report in October.

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will partner with the University of Texas Rio Grande Border Health Office to be a part of Creating Healthy Eating Choices for Kids (CHECK) Plus Grant at the elementary level. 4th grade students will be involved in promoting initiatives which will focus on a nutritional balance diet for school-age children and their parents. With the (CHECK), each campus will need to purchase seeds, seedlings, dirt, landscape items, and other gardening supplies needed. To culminate the project the district will hold an end of project community garden celebration to include a fruit and vegetable feast with the students and parents.</p> <p>Strategy's Expected Result/Impact: Campuses will take pictures of the gardens as the progress.</p> <p>A log of student participation will be kept.</p> <p>Campuses will maintain a sign in sheet of students participating.</p> <p>At the end of the year, students will be expected to inherit healthy eating habits over their life time.</p> <p>Staff Responsible for Monitoring: Principal and Facilitator</p>	Formative			Summative
	Sept	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

Performance Objective 12: Risk Management: A.M. Ochoa will ensure that there is an effective Emergency Operations Plan in place by first six weeks.

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





Performance Objective 13: Insurance: The District will ensure that 100% of all employees, students, and facilities have insurance coverage during the full contract period.

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

Performance Objective 14: Police Department: A.M. Ochoa will decrease the number of cases that fall under the mandatory DAEP each year by increasing the visibility and proximity to students.

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

Performance Objective 15: A.M. Ochoa will focus on instructional improvement resulting in all students meeting goals for all accountability measures. Reading/ELA, Writing, Mathematics, Science, and Social Studies. (STAAR, TELPAS, PBMAS and others).

Strategy 1 Details	Reviews			
Strategy 1: Counseling Department: The District will provide and allowance for Red Ribbon Awareness. Counselor will use allocated money to provide students with Red Ribbon Awareness Incentives. Strategy's Expected Result/Impact: Increase attendance and good behavior. Create awareness and make healthy choices. Staff Responsible for Monitoring: Campus Administrators Counselor	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: *A.M. Ochoa Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 1: The percentage of students in grades 3-5 who achieve meets and/or masters performance level on the STAAR exam will increase from 26% to 33%. The percentage of students in grades 6-8 who achieve meets and/or masters performance level on the STAAR increase from 29% to 36%. The percentage of students in grades 9-12 who achieve meets and/or masters performance level on the STAAR will increase from a 41% to a 45%.

Evaluation Data Sources: STAAR

Goal 2: *A.M. Ochoa Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 2: Advanced Academics: Goal/Objective for GT students achieving the MEETS and MASTERS grade level standard on STAAR.

Evaluation Data Sources: Report Cards, District BMs, STAAR Results

Goal 2: *A.M. Ochoa Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 3: Special Education: Goal/Objective for Special Education students achieving the MEETS and MASTERS grade level standard on STAAR.

Goal 2: *A.M. Ochoa Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 4: Bilingual/ESL Education: Increase the number of students identified as LEP students achieve the MEETS and MASTERS grade level standard on STAAR/EOC.

Evaluation Data Sources: Achieve 3000, STAAR/EOC, TELPAS, Student Schedules

Goal 3: *A.M. Ochoa Elementary will create an instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.

Performance Objective 1: The percentage of students being prepared for graduation and college will increase each year.

Evaluation Data Sources: Career Week & Counselor Sessions

Goal 3: *A.M. Ochoa Elementary will create an instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.

Performance Objective 2: Advanced Academics: The percentage of students taking GT Identification Assessments will increase from _____ to _____.

Evaluation Data Sources: CogAt





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

Performance Objective 1: Expenditures: A.M. Ochoa Elementary will expect 100% of all allocated funds in all campuses and supporting departments to allocate their expenditures based on a Comprehensive Needs Assessment developed by its various leadership teams.

Strategy 1 Details	Reviews			
Strategy 1: Teacher/Office supplies, Provide funds to purchase office supplies as well as , technology supplies, equipment of furniture for the testing grades. Provide refreshments and materials for all trainings and meetings. Replace out dated technology equipment, two way radios, bio clock, etc., and provide and utilize the use of projectors; color printers; and scanners for instruction. Staff developments and work stations will be provided teachers and staff Strategy's Expected Result/Impact: Teacher supply request form Requisitions Purchase Orders Staff Responsible for Monitoring: Staff Administration Head Secretary Funding Sources: - Local (199) - 11.6399 - \$1,686, - Local (199) - 23.6399 - \$2,500, - Title I (211) - 11.6399 - \$5,939, - Title III (263) - \$600, - School Improvement Grant (211.SI) - 11.6399 - \$13,355	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Student and Employee Travel Expenses including transportation, fees, and meals. Strategy's Expected Result/Impact: Travel Paperwork Quotes Staff Responsible for Monitoring: Campus Principal Funding Sources: - State Comp.(164) - 11.6494 - \$1,084, - Local (199) - 23.6411 - \$100, - Student Activity 865 - \$1,219, - Local (199) - 12.6412 - \$150, - Local (199) - 12.6494 - \$200, - Title IV 289 - 11.6494,11.6412 - \$980	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Contracted Services Strategy's Expected Result/Impact: Sign In Sheets Staff development handouts Staff Responsible for Monitoring: Campus Administration Funding Sources: - School Improvement Grant (211.SI) - 13.6291 - \$10,000	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Operating Leases Staff Responsible for Monitoring: Campus Principal Funding Sources: - Local (199) - 12.6269 - \$115, - Local (199) - 11.6269 - \$11,525, - Local (199) - 23.6269 - \$1,100	Formative			Summative
	Sept	Dec	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Fixed Assets Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Reading Materials - Such as teacher reference books for various content areas. Reading materials will be provided for Staff Development. Strategy's Expected Result/Impact: Purchase Orders - Follet Solutions purchase Orders-Barnes and Noble Staff Responsible for Monitoring: Campus Administration Media Center Specialist Counselor Lead Teachers	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Staff members will be provided the opportunity to attend Region One/Staff Development/Conferences, DMR Consultation training, to improve their specific area. Administration will have opportunity to attend TEPSA Conference. Consultant will be utilized for Effective School Foundation Plan. Testing Grading Teachers will be provided the opportunity to attend a Saturday Data and Intervention Planning Training. Strategy's Expected Result/Impact: Training Certificate Staff Responsible for Monitoring: Campus Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: - Local (199) - 12.6411 - \$40, - Teacher/Principal (255) - 13.6411 - \$2,405, - Teacher/Principal (255) - 23.6411 - \$2,405, - Local (199) - 13.6239 - \$250, - Title IV 289 - \$600, - Teacher/Principal (255) - 13.6239 - \$500, - School Improvement Grant (211.SI) - \$17,917, - Teacher/Principal (255) - 23.6239 - \$500	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Miscellaneous Operating Expense Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Replace damaged or missing textbooks. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June

Strategy 10 Details	Reviews			
Strategy 10: Consulting Services Strategy's Expected Result/Impact: Implementation of learned strategies in classroom instruction. Lesson Plans Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Informational Media Center Fees and Dues Staff Responsible for Monitoring: Campus Principal Media Specialist	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Maintenance and Operations Strategy's Expected Result/Impact: Well maintained campus Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: A. M. Ochoa will provide uniform/clothing assistance for students in need. Strategy's Expected Result/Impact: Clothing Applications Purchase Orders Staff Responsible for Monitoring: Campus Administration Counselors Nurse Funding Sources: - Title I (211) - 32.6499 - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14 Details	Reviews			
Strategy 14: 14) Administration will provide awards and incentives for staff appreciation and recognition through out the year. Strategy's Expected Result/Impact: fullfilling of purchase orders staff retention Staff Responsible for Monitoring: Administration Funding Sources: - Faculty Account 897 - .00.2190 - \$229, - Coke Activity Account 899 - \$184	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15 Details	Reviews			
Strategy 15: Utilize consultant to improve teacher effectiveness for Instruction and Student Achievement in the areas 504,Eco Dis, and SpEd students. Strategy's Expected Result/Impact: Improvement of teacher effectiveness.	Formative			Summative
	Sept	Dec	Mar	June

Staff Responsible for Monitoring: Campus Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction					
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>					

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





Performance Objective 2: A. M. Ochoa Elementary will maintain a 100% highly qualified status for the staffing requirements of the No Child Left Behind Act (NCLB).

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

Performance Objective 3: A. M. Ochoa Elementary will comply with 100% of requirements under Title IX of the Education Amendments of 1972.

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

Performance Objective 4: The A. M. Ochoa Elementary Custodial personnel will ensure that 100% of all facilities are cleaned to an optimal hygiene level and maintain an environment that is conducive for learning at least 2 time per day.

Strategy 1 Details	Reviews			
Strategy 1: Provide supplies and materials to ensure that facilities are well maintained (wax, paint etc.) Strategy's Expected Result/Impact: Well maintained campus and inviting campus. Staff Responsible for Monitoring: Alfonso Sayavedra Funding Sources: 6319 - Local (199) - 51 - \$820	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Due to Covid purchase more PPE supplies for Campus. Funding Sources: 6399 - \$4,980	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 5: A.M. Ochoa Elementary will improve technology inventory accuracy to 90% and meet at least 85% of the stated objectives in the District's Technology Plan.

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

Performance Objective 6: A. M. Ochoa Elementary will ensure that campus order requests will be completely processed and delivered on a weekly basis.

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





Performance Objective 7: A.M. Ochoa Elementary will improve technology inventory accuracy to 90% and meet at least 85% of the stated objectives in the District's Technology Plan.

Goal 5: *A.M. Ochoa Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 1: Nutrition/Food Services: A.M. Ochoa will provide nutritional meals to 100% of all PK-5th grade students to support academic success.

Goal 5: *A.M. Ochoa Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 2: Nursing/Health Services: A.M. Ochoa will ensure that 90% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 95% of all student's immunizations are up to date before submitting Annual Immunization report in October.

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will partner with the University of Texas Rio Grande Border Health Office to be a part of Creating Healthy Eating Choices for Kids (CHECK) Plus Grant at the elementary level. 4th grade students will be involved in promoting initiatives which will focus on a nutritional balance diet for school-age children and their parents. With the (CHECK), each campus will need to purchase seeds, seedlings, dirt, landscape items, and other gardening supplies needed. To culminate the project the district will hold an end of project community garden celebration to include a fruit and vegetable feast with the students and parents.</p> <p>Strategy's Expected Result/Impact: Campuses will take pictures of the gardens as the progress.</p> <p>A log of student participation will be kept.</p> <p>Campuses will maintain a sign in sheet of students participating.</p> <p>At the end of the year, students will be expected to inherit healthy eating habits over their life time.</p> <p>Staff Responsible for Monitoring: Principal and Facilitator</p> <p>Funding Sources: 33.6219 - Title I (211) - \$75</p>	Formative			Summative
	Sept	Dec	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 5: *A.M. Ochoa Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 3: Risk Management: A.M. Ochoa will ensure that they have an effective Emergency Operations Plan in place by first six weeks.

Goal 5: *A.M. Ochoa Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.





Performance Objective 4: Insurance: The District and A.M. Ochoa will ensure that 100% of all employees, students, and facilities have insurance coverage during the full contract period.

Goal 5: *A.M. Ochoa Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 5: Police Department: A.M. Ochoa will decrease the number of cases that fall under the mandatory DAEP each year by increasing the visibility and proximity to students.

Goal 5: *A.M. Ochoa Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 6: A.M. Ochoa will focus on instructional improvement resulting in all students meeting goals for all accountability measures: Reading/ELA, Writing, Mathematics, Science, and Social Studies. (STAAR, TELPAS, PBMAS & other)

Strategy 1 Details	Reviews			
Strategy 1: Counseling Department: The District will provide and allowance for Red Ribbon Awareness. Counselor will use allocated money to provide students with Red Ribbon Awareness Incentives. Campus will allocate money for Career Day incentives. Counselor will attend training to meet student needs. Strategy's Expected Result/Impact: Increase attendance and good behavior. Create awareness and make healthy choices. Staff Responsible for Monitoring: Campus Administrators Counselor Funding Sources: - Title IV 289 - 31.6299 - \$1,000, - Title IV 289 - 31.6399 - \$1,481, - Title IV 289 - 31.6499 - \$1,861, - Coke Activity Account 899 - \$50	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: *A.M. Ochoa Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 7: A. M. Ochoa Elementary will reduce the performance gap between the Migrant population and the Non-Migrant population in the content areas by 50%.

Evaluation Data Sources: PBMAS
STAAR

Strategy 1 Details	Reviews			
Strategy 1: Identify migrant students zoned to A. M. Ochoa Elementary. Strategy's Expected Result/Impact: COEs Staff Responsible for Monitoring: Campus Administrator Counselor Migrant Recruiters Migrant Dept.	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Determine the individual needs for instructional and support services and coordinate programs as needed. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Within 60 days of the school year identify eligible migratory children ages 3-5 in Ochoa Elementary and determine their educational needs. Strategy's Expected Result/Impact: Students 3-5 receiving educational services Staff Responsible for Monitoring: Campus Admin Counselor Migrant Department	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Offer supplemental instruction to migrant students performing below grade level in grades 3-5 in STAAR and for migrant students reading below grade level in grades K-2. Supplemental instruction will be after school/Saturday tutorials and/or services by an External tutor.	Formative			Summative
	Sept	Dec	Mar	June

Strategy's Expected Result/Impact: Migrant students performing on grade level Staff Responsible for Monitoring: Campus Admin Campus Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Tutors/Tutorials - Migrant (212) - \$4,200				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 6: *A.M. Ochoa Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 1: A. M. Ochoa Elementary will increase the number of parent/community volunteers by 5% and increase the parent attendance by 10% at district meetings/events each year.

Strategy 1 Details	Reviews			
Strategy 1: Review, revise, and disseminate parental involvement policy with parents in accordance with Title I requirements. Strategy's Expected Result/Impact: Parental Sign In Sheets Agendas Staff Responsible for Monitoring: Campus Principal Parent Educator	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Review, Revise, and implement, school /parent compacts at each campus to develop a strong school/family partnership. Strategy's Expected Result/Impact: Parental Sign In Sheets Agenda Staff Responsible for Monitoring: Campus Principal Parent Educator	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Hold Parent Learning Academies (PLA) to provide parents with information about Title I requirements and state/district policies and procedures. ie. speakers, open dialogue, district resources, workshops, etc. Strategy's Expected Result/Impact: Parental Sign In Sheets Agenda Staff Responsible for Monitoring: Campus Principal Parent Educator	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Identify and provide assistance and support to parents of struggling students so they may improve in areas of academics, attendance, and discipline. Strategy's Expected Result/Impact: Student rosters Comprehensive Assessment Review Minutes, Parent contact lists, Sign-in sheets, Meeting Agendas Staff Responsible for Monitoring: Campus Principal Counselor Parent Educator	Formative			Summative
	Sept	Dec	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Build parents' capacity by providing them with training and workshops in a variety of topics throughout the year such as: Nutrition classes, computer classes, ESL classes, GED classes, parent workshops, Math Symposium, etc. (snacks will be provided for trainings and workshops) Strategy's Expected Result/Impact: Parent Sign In Sheet Meeting Agendas Program Evaluations Staff Responsible for Monitoring: Parental Educator Funding Sources: - Title I (211) - 61.6499 - \$300	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide parents with information on Title I program and requirements at the district level and at each campus. Strategy's Expected Result/Impact: Parental Sign In Sheets Meeting Agenda Staff Responsible for Monitoring: Campus Principal Parent Educator	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide parental involvement meetings to disseminate information on: Student achievement, school performance, curriculum programs, federal program requirements, parents' rights, and needs assessments for Title I Programs. examples of parental involvement meetings: parent night, report card night, parent workshops, after school festivals Father/Daughter, Mother/Son, Grandparents day, Mufins with Mom, Donuts with Dad Strategy's Expected Result/Impact: Parental Sign In Sheets Meeting Agendas Staff Responsible for Monitoring: Campus Principal Parental Educator	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Recognize parent volunteers for their service and support throughout the year. Strategy's Expected Result/Impact: Pictures Parental Sign In Sheets Staff Responsible for Monitoring: Campus Principal Parental Educator Teachers Students	Formative			Summative
	Sept	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 6: *A.M. Ochoa Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 2: CLPAC: A. M. Ochoa Elementary will maintain 100% of the required members in both District and Campus Level Planning and Advisory Committees to oversee all improvement activities at least 5 times per year.

Campus Funding Summary

Bilingual (162)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
State Comp.(164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2		11.6494	\$1,084.00
Sub-Total					\$1,084.00
Budgeted Fund Source Amount					\$1,084.00
+/- Difference					\$0.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	16		11.6498	\$2,000.00
1	1	16		11.6499	\$200.00
1	1	17		12.6498	\$800.00
1	1	17		12.6499	\$500.00
1	1	21		12.6299	\$500.00
1	1	22		12.6399	\$800.00
1	1	22		12.6325	\$450.00
1	1	22		12.6329	\$1,000.00
1	1	22		12.6494	\$100.00
1	5	3		52.6395	\$1,894.00
4	1	1		11.6399	\$1,686.00
4	1	1		23.6399	\$2,500.00
4	1	2		23.6411	\$100.00
4	1	2		12.6412	\$150.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2		12.6494	\$200.00
4	1	4		12.6269	\$115.00
4	1	4		11.6269	\$11,525.00
4	1	4		23.6269	\$1,100.00
4	1	7		12.6411	\$40.00
4	1	7		13.6239	\$250.00
4	4	1	6319	51	\$820.00
Sub-Total					\$26,730.00
Budgeted Fund Source Amount					\$26,730.00
+/- Difference					\$0.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		31.6339	\$1,000.00
1	1	3			\$3,772.00
1	1	8		11.6395	\$7,000.00
1	1	20		11.6125	\$8,705.00
1	1	22		12.6329	\$1,000.00
4	1	1		11.6399	\$5,939.00
4	1	13		32.6499	\$1,000.00
5	2	1	33.6219		\$75.00
6	1	5		61.6499	\$300.00
Sub-Total					\$28,791.00
Budgeted Fund Source Amount					\$28,791.00
+/- Difference					\$0.00
Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	7		13.6411	\$2,405.00
4	1	7		23.6411	\$2,405.00
4	1	7		13.6239	\$500.00

Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	7		.23.6239	\$500.00
Sub-Total					\$5,810.00
Budgeted Fund Source Amount					\$5,810.00
+/- Difference					\$0.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		11.6399	\$216.00
1	1	7		11.6329	\$500.00
4	1	1			\$600.00
Sub-Total					\$1,316.00
Budgeted Fund Source Amount					\$1,316.00
+/- Difference					\$0.00
Student Activity 865					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10		00.2190	\$1,000.00
1	1	13		00.2190	\$2,459.50
1	1	16		00.2190	\$1,805.50
1	1	19	t shirts		\$1,000.00
4	1	2			\$1,219.00
Sub-Total					\$7,484.00
Budgeted Fund Source Amount					\$7,484.00
+/- Difference					\$0.00
Coke Activity Account 899					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	14			\$184.00
5	6	1			\$50.00
Sub-Total					\$234.00
Budgeted Fund Source Amount					\$234.00
+/- Difference					\$0.00

Faculty Account 897					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	14		.00.2190	\$229.00
Sub-Total					\$229.00
Budgeted Fund Source Amount					\$229.00
+/- Difference					\$0.00
Library Account (898)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	21			\$1,240.00
Sub-Total					\$1,240.00
Budgeted Fund Source Amount					\$1,240.00
+/- Difference					\$0.00
Title IV 289					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2		11.6494,11.6412	\$980.00
4	1	7			\$600.00
5	6	1		31.6299	\$1,000.00
5	6	1		31.6399	\$1,481.00
5	6	1		31.6499	\$1,861.00
Sub-Total					\$5,922.00
Budgeted Fund Source Amount					\$5,922.00
+/- Difference					\$0.00
School Improvement Grant (211.SI)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	20		11.6125	\$33,000.00
1	1	24			\$22,142.00
4	1	1		11.6399	\$13,355.00
4	1	3		13.6291	\$10,000.00
4	1	7			\$17,917.00
Sub-Total					\$96,414.00
Budgeted Fund Source Amount					\$96,414.00

School Improvement Grant (211.SI)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
ESSER 282					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	20			\$39,663.00
Sub-Total					\$39,663.00
Budgeted Fund Source Amount					\$39,663.00
+/- Difference					\$0.00
Grand Total					\$214,917.00

Addendums