

Donna Independent School District
A.M. Ochoa Elementary
2022-2023 Campus Improvement Plan



Board Approval Date: June 14, 2022

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
 - Needs Assessment Overview 4
 - Demographics 4
 - Student Learning 6
 - School Processes & Programs 9
 - Perceptions 11
- Priority Problem Statements 14
- Goals 15
 - Goal 1: Focus On Student Success 16
 - Goal 2: Focus on Family and Community Engagement 17
 - Goal 3: Focus On Operational Excellence 19
 - Goal 4: Focus On Employees And Organizational Excellence 22
 - Goal 5: Focus On Financial Stewardship 25
- Campus Funding Summary 27

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

-

Demographics

Demographics Summary

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

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

2019 = 435 2020=422 2021=331 2022=343 Currently (5/18/2022) = 343

Our enrollment has varied due to fluctuating numbers in: Inter District transfers (34) Out of district transfers (6) Overflow students (34).

Membership is influenced by several variables. The first being many apartment complexes zoned to us. This year many of those apartment complexes were actually empty for extensive remodeling. The greatest influence this year was the fact that we were in a pandemic. Many families had to move due to job losses. The last variable is our district transfer: Inter District transfers (34) Out of district transfers (6)

RTI exits: 4-RTI exits (2 females and 2 males) All met exit criteria.

There were zero (0) LEP exits. In the area of SPED/504 exit, there were 0 total students. The four students were who qualified for sped are 3 males, 1 female. 1 male parent denial (parent denial). Our findings indicated zero (0) students exited from SPED. In the area of RTI there was 6 RTI referred for special ed (3 females and 3 males) 1 male DNQ, 3 parent denials (2 males and 1 female), 2 qualified for sped (1male and 1 female) The trend is that a small percentage exits the above programs each year.

15 students referred for SPED testing

4 qualified for Special Education, 2= DNQ, 1= 504, 2=GT, 1-Denial, 1=withdrew, 6 pending

Demographics Strengths

*Strengths:

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

*Strengths:

13 out of 22 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.

Ideas to recruit/keep students:

- Continue with incentives/rewards for students within classroom.
- Celebrate their achievements with award assemblies.
- Focus on building a positive school/community relationship.
- More parental involvement via ZOOM meetings and connecting with them on Dojo.
- Afterschool clubs
- Budget money for student incentives. This was something that was put into practice this year and we received positive feedback

To implement these ideas:

- Motivate the staff, parents, and students
- To start the student clubs we need to be able to have supplies/materials to have students engaged and participate in
- Parent contact is crucial as well
- Keep parents informed through: Facebook, twitter, class dojo

We implemented those goals this year and concluded that we will continue with the same goals for next year 2022-2023.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Family mobility rate. Resources for behavior unit need to be allocated for student success. **Root Cause:** High rate of students mobility due to parents moving.

Student Learning

Student Learning Summary

Compare the data of the current school year compared to last year's data in Math and Reading STAAR.

Reading	Math
3 rd grade- The student data indicates that they did regressed overall by 5%. Students that are Economic Disadvantage also regressed by 2%. The students in the Hispanic group also regressed by 5%. The Current Emergent Bil. Increased by 6%, and the last group, Special Ed. also went down by 7%.	3 rd grade- The student data indicates that they increased overall by 11%. Students that are Economic Disadvantage also increased by 13%. The students in the Hispanic group also increased by 11%. The Current Emergent Bil. Increased by 20%, and the last group, Special Ed. also went down by 14%.
4 th grade- The student data indicates that they did regressed overall by 11%. Students that are Economic Disadvantage also regressed by 14%. The students in the Hispanic group also regressed by 13%. The Current Emergent Bil. went down by 33%, and the last group, Special Ed. also went down 21% and in 4 th grade they have the White population and it shows it went increased by 47%.	4 th grade- The student data indicates that they increased overall by 8%. Students that are Economic Disadvantage also increased by 6%. The students in the Hispanic group also increased by 8%. The Current Emergent Bil. went down by 14%, and the last group, Special Ed. Increased by 6%.
5 th grade- The student data indicates that they did increased overall by 8%. Students that are Economic Disadvantage increased by 11%. The students in the Hispanic group also increased by 8%. The Current Emergent Bil. Increased by 24%, and the last group, Special Ed. also increased by 2%.	5 th grade- The student data indicates that they did increased overall by 11%. Students that are Economic Disadvantage increased by 14%. The students in the Hispanic group also increased by 11%. The Current Emergent Bil. Increased by 27%, and the last group, Special Ed. also increased by 12%.

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

Reading	Math
3 rd grade-From the Interim Assessment administered on March 2021 to the Spring STAAR Benchmark administered on March 2020 the data indicated that the economically disadvantaged students went down from 49% to 46%; Hispanic students went down from 51% to 46%; bilingual students went up from 42% to 48%; and special education students went down from 36% to 28%.	3 rd Grade-Economically disadvantaged students went up from 32% to 46%; Hispanic students went up from 34% to 46%; bilingual students went up from 24% to 44%; and special education students went down from 36% to 22%.
4 th Grade- economically disadvantaged students went down from 59% to 44%; Hispanic students went down from 59% to 45%; bilingual students went down from 71% to 37%; White went up from 17% to 64%; and special education students went down from 56% to 35%.	4 th Grade-, economically disadvantaged students went up from 33% to 40%; Hispanic students went up from 33% to 42%; bilingual students went up from 26% to 37%; White went down from 40% to 26%; and special education students went up from 26% to 33%.

Reading	Math
5th Grade- Reading economically disadvantaged students went up from 46% to 57%; Hispanic students went up from 48% to 56%; bilingual students went up from 33% to 58%; and special education students went up from 28% to 31%.	5th Grade- economically disadvantaged students went up from 33% to 47%; Hispanic students went up from 35% to 47%; bilingual students went up from 19% to 47%; and special education students went up from 20% to 32%.

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

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

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

The school is showing growth in the percent score for 3rd-5th math scores and 5th RLA. 3rd Grade Math increased by 33.6%. 4th Grade Math by 24.7% and 5th Grade Math by 33.05% in percent score. For reading percent score, 5th grade increased by 17.04%. For the standards of achievement, 3rd grade math increased 116.2% in Approaches and 1.35% in Meets. For 4th grade math, Approaches increased 9.65%, Meets increased by 256.6% and masters by 167%. For 5th grade math, Approaches increased 68.4%, Meets increased by 474% and master's increased by 317%. For 5th grade reading, Approaches increased by 50%, meets by 121.2% and masters by 342.4%. The findings were based on the testing information from 2020-2021 vs. 2021-2022

Student Learning Strengths

Strengths
<ul style="list-style-type: none"> • 5th grade students in the categories did increase in the different categories. • One strength we can see is the improvement in the Math area. There's been a considerable improvement in percentage of student's performance on the state exam. We need to continue working to make sure our students are well prepared to face the challenges on their upcoming school year. The more prepare they are, the better they will perform.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: * Students are distracted during an exam, and are not focus. * One factor that stands out is the regression in scores for the 3rd and 4th grade Reading. It is essential that we perform in this area because it has a deep impact in all other subjects. The students must know how to read, be on grade level, have comprehension, so they can be successful. We have to work really hard on both subjects **Root Cause:** Due to COVID pandemic, students are still struggling to close the gap in learning.

School Processes & Programs

School Processes & Programs Summary

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

1. What types of services are available to support families, community members, and students to encourage healthy family relationships? There is an array of services that include a variety of support for students, families, and community members. The MOU (Miranda of Understanding) Agency has many resources that focus on families to find community-based services, such as: early intervention services, medical and dental care, mental health, parent education programs, food assistance, basic needs transportation, utilities relief program, and social services. The school counselor provides assistance to families to connect with these community-based services.

2. What does the data reflect about classes, schedules, and student/staff teams? Master schedules are created by admin and can be edited by each grade level as a team. Class rosters are created at the end of each school year by teachers and turned in to the counselor for the placement of students based on populations, reading levels, and behavior. Teams composed of a diversity of staff members work together every six weeks to schedule planning days, so teachers are able to plan together for the upcoming lesson plans.

3. How is adequate time devoted to subjects in which students perform poorly? Times are devoted specifically for the different grade levels. Lower grades (PreK-2nd): 180 minutes for Guided Reading, RLA/SLA, Writing and 60-75 minutes for Math. Upper grades (3rd-5th): 120 minutes for Guided Reading, RLA/SLA, Writing and 105 minutes for Math. Intervention (all grades): 30-45 minutes.

4. How do teachers have a voice in decision-making and school policies? Our CLPAC Committee is composed of campus administrators and lead teachers. This committee discusses events, changes, school policies, and ideas to support students and staff. Two campus teachers are also part of the DLPAC committee where they voice our campus suggestions and opinions on proposed district policies. Most school policies are then created by the district.

5. What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole? Teachers are provided with district and state assessments that students are required to take. For other exams, teachers are given the opportunity and flexibility to choose which assessments they may use, according to their student needs.

6. Do school committees and decision-making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems? Decision-making is a group effort. Different committees work together to make sure everyone has a chance to be involved in decision-making. Committees do a good job because they include everyone in that process.

Data Sources: School Structure (Teaming), Decision Making Processes, Master Schedule, Leadership, Supervision Structure, Support Structures (Mentors), Duty Rosters, Schedule for Support Services, School Map (School Environment), Instructional Time, Student Code of Conduct, Organizational Chart(s)

School Processes & Programs Strengths

School Processes & Programs Strengths:

- Licensed Professional Counselor (district-wide)
- Site Manager, Ashley Gonzales with Communities in Schools of Hidalgo
- All these services are free.
- Agencies are located close to home.

- Class schedules are easy to work on with team members.
- Master schedules are easily editable throughout the year.
- Ability to adjust classes and students according to behavior and/or populations.
- 3rd–5th Grade Team Teaching
- 3rd–5th Grade Tutorials and Tutors
- Master Schedule and Duty Roster
- CLPAC Committee
- Staff Meetings
- Positive Campus: feels comfortable enough to share our opinions
- Teachers are provided with all the district and state assessments throughout the year.
- Teachers are given the flexibility to choose which assessments is the best fit based on student needs.
- Decision-making is a group effort.
- Lead teachers work with their team in every grade level.
- Committees allow everyone’s voice to be heard.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: For the most part, parents and families do not take advantage of these free services that are close to home because they are unaware or shy of what others may think. The Parent Educator works collaboratively with families, education staff, and community partners to ensure that the program meets the needs of the whole child and supports parents/guardians in addressing family needs and setting. **Root Cause:** A.M. Ochoa Elementary lacked a Parent Educator this school year, so it was a challenge getting parents involved in campus and community activities to share this information.

Perceptions

Perceptions Summary

Student survey looks positive right now. We have 288 out of 340 students who have answered. (85%)

- 95% of all grade levels at Ochoa Elem. Feel safe and accepted at school
- 92% of the students surveyed feel they do fun activities at school.
- 94% enjoy using technology
- 65% of the students surveyed do not participate in extracurricular activities.

Staff survey also looks positive right now. We have 31 out of 50

who have answered. (60%)

- 50% of staff surveyed feel things are communicated in a timely manner.
- 72% feel their voice is heard.
- 60% feel they are given ample time to complete assigned tasks
- 76% feel inspired to do their best
- 50% feel we have adequate campus procedures
- 66% feel comfortable with technology used on campus
- 46% feel Capturing Kids Hearts is implemented with fidelity (64% feel it is not)

Parent survey has 45 responses out of 340 students. 170 parents

would be 1 for every 2 students. (45/170 26%)

It also looks positive

- 73% of parents feel their child is safe in school
- 77% of parents feel welcomed at Ochoa
- 80% of parents have a good working relationship with their child's teacher
- 91% of parents receive information about school or district events in a timely manner.
- 84% of parents feel comfortable using school related technology

Extracurricular activities:

- **UIL**, as per Ms. C. Garza, we have 15 content areas with 3 students and 1 alternate who participates in UIL (45 students, 60 if you count the alternate who gets to practice but does not go to compete)
- **Spelling Bee**- Only one student participates
- **Science Fair**- Canceled this year due to COVID concerns

Discipline at Ochoa Elem:

As Per Campus Incidents by Offense report, Ochoa has only had 22 on campus referrals and 22 Bus referrals. (Bus referrals were not explained)

- 8/22 aggressive/threatening behavior
- 6/22 unruly conduct
- 1/22 damage to school property
- 1/22 e-cigarettes/vaporizers
- 1/22 inappropriate verbal/phy/sexl contact
- 1/22 insubordination
- 1/22 leaving camp/ Event w/o permission
- 1/22 poss/selling look alike weapons (Paper gun)
- 1/22 Possession other weapon (whittling knife)
- 1/22 profanity/obscene gestures

As per Mr. Saya, Ochoa dose not have a problem with gangs, substance abuse or weapons. If a problem were to arise with something like that, students would be referred to outside agency the district has a MOU with (Memorandum of Understanding = Letter of Intent)

We also have communities in school program, Ms. Gonzales currently has a caseload of 115 students at Ochoa. (She is usually only allowed 100 per school). She works with students who are: at risk with academics, attendance and behavior needs. Ms. Gonzales monitors attendance, behavior and grades throughout the 6 weeks. She meets with students twice a month in small groups of 3-4 or individual sessions for the following reasons:

- Academic goals
- Grades
- Homework completion
- Supportive guidance
- Social Emotional Learning
- She can also help with health and human services/ agency referrals (If necessary)

Perceptions Strengths

CNA PERCEPTION COMMITTEE STRENGTHS

- Communities in School Counselor Ms. Gonzales
- Teachers and Students are comfortable with technology in the classroom
- Teachers, Parents, and Students feel safe at school
- Table Talk with Mrs. Gee sessions
- Good Teacher retention

Problem Statements Identifying Perceptions Needs

Problem Statement 1: CNA Perception Committee Needs * Need Better communication between staff and Administration * Implementation of Capturing Kids Hearts Program *Lack of school procedures and expectations *Need more extracurricular activities for students *Need more parental involvement on campus * Need more recognitions and celebrations for students' academic and behavior gains. **Root Cause:** COVID 19 restrictions Schools zoning area Students lack of structure due to being out so long (COVID)

Priority Problem Statements

Goals

Goal 1: Focus On Student Success





Performance Objective 1: 1.1 Create and promote engaging learning opportunities that focus on student needs and high-risk populations so that we meet the following goals by August of 2023:

- *3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase from 26% to 31%
- *3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 31% to 40%
- *The percentage of graduates demonstrating college/career/military readiness (CCMR) will increase from 64% to 67%

HB3 Goal

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding).</p> <p>Strategy's Expected Result/Impact: To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2022. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from <u>85</u>% to 100% by September 30, 2022.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Results Driven Accountability</p>	Formative			Summative
	Sept	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, and quality questioning.</p> <p>Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from __% to __%, the use of visual stimuli from __% to __% and utilization of processing tools from __% to __% by the end of the 2023 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback.</p> <p>Strategy's Expected Result/Impact: Increase observation and direct feedback protocol implementation from <u>90</u> to <u>100</u> by the end of the 2023 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Results Driven Accountability</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support.</p> <p>Strategy's Expected Result/Impact: Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILTs at the campus will go from 0% to 100% protocol implementation based on observation tracker and weekly meeting notes.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: - Title II Teacher/Principal (255) - \$1,800</p>	Formative			Summative
	Sept	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Focus on Family and Community Engagement

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





- Evaluation Data Sources:** * Digital Communication rubric - included in the handbook
 (<https://docs.google.com/document/d/1Mufds5BJ2mFJALq25TpLynXE6QfnGSD3jx6ERKnXjI/edit?usp=sharing>)
 * Family and Community Engagement Survey Checklist
 (https://docs.google.com/document/d/1HVVal4g8_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing)
 * surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication.</p> <p>Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships</p> <p>Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop data collection systems to monitor family engagement including engagement via digital platforms.</p> <p>Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships</p> <p>Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Use data to ensure alignment between family engagement and learning goals</p> <p>Strategy's Expected Result/Impact: Promote continuous family engagement to ensure student success</p> <p>Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., District Administration</p>	Formative			Summative
	Sept	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Focus on Family and Community Engagement

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





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources).</p> <p>Strategy's Expected Result/Impact: Create strong connections between our school system and our community</p> <p>Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.)</p> <p>Strategy's Expected Result/Impact: Create strong connections between our school system and our community</p> <p>Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional development that develops skills in working with families (e.g., engaging fathers, customer service, understanding and responding to a child's behavior, etc.)</p> <p>Strategy's Expected Result/Impact: Create strong connections between our school system and our community</p> <p>Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration</p>	Formative			Summative
	Sept	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Focus On Operational Excellence

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





Strategy 1 Details	Reviews			
<p>Strategy 1: A. M. Ochoa will monitor their facilities and send a survey to the staff to see input on the facilities' needs. Strategy's Expected Result/Impact: Ensure the district's and campus 5 year plan is followed. Staff Responsible for Monitoring: Campus administration.</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administration will review the campus' facilities survey results and monitor the work orders submitted at the campus to ensure areas of need are being addressed. Strategy's Expected Result/Impact: Compare survey and work orders. Staff Responsible for Monitoring: Campus administration.</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget. Strategy's Expected Result/Impact: Prioritization of campus needs. Staff Responsible for Monitoring: Campus administration.</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget. Strategy's Expected Result/Impact: A campus based 5 year plan and ensure campus administration monitors implementation of said plan. Staff Responsible for Monitoring: Campus administration.</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: A. M. Ochoa will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc. Strategy's Expected Result/Impact: Ensuring of proper procedures for purchases, etc. Staff Responsible for Monitoring: Campus administration</p>	Formative			Summative
	Sept	Dec	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: A. M. Ochoa will meet with necessary personnel to have general funds allocated to complete campus prioritized projects.</p> <p>Strategy's Expected Result/Impact: Allocate funding appropriately to address facilities</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Sept	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Focus On Operational Excellence

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





Evaluation Data Sources: Work orders

Strategy 1 Details	Reviews			
<p>Strategy 1: A. M. Ochoa's custodial department will secure janitorial supplies to clean and disinfect campus buildings and report any facilities needs to campus administration to provide safe learning environment. Strategy's Expected Result/Impact: Clean and safe campus Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: A. M. Ochoa's child nutrition staff will ensure to follow guidelines and regulations to provide healthy meals to students and ensure to have a clean/safe cafeteria for all students. Strategy's Expected Result/Impact: Appropriate meals in a clean and safe environment Staff Responsible for Monitoring: Campus administration and CNP staff</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: A. M. Ochoa will ensure to secure campus work orders to the maintenance department as needed to ensure safe conducive learning spaces. Strategy's Expected Result/Impact: Facilities needs addressed Staff Responsible for Monitoring: Campus administration and campus custodial staff</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: A. M. Ochoa will monitor all bus riders, referrals etc to ensure students follow bus rules in order for DISD to provide safe transportation of students in a conducive learning environment. Strategy's Expected Result/Impact: Safe transportation Staff Responsible for Monitoring: Campus Administration and transportation personnel</p>	Formative			Summative
	Sept	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Focus On Employees And Organizational Excellence

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

Evaluation Data Sources: District and Campus Professional Development, Surveys, Employee Handbook, District and Campus Initiatives, Organization Health Inventory, Monthly Gatherings/Meetings, Data Trackers





Strategy 1 Details	Reviews			
<p>Strategy 1: Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health.</p> <p>Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement opportunities to discover that relationships are at the core of performance, and that trust and respect are essential to any organization seeking to grow and improve.</p> <p>Strategy's Expected Result/Impact: Leaders learn and practice specific skills that make clear, candid communication possible. They learn to use these skills in their relationships and to model and apply them on the job.</p> <p>Staff Responsible for Monitoring: Campus Administration; Campus Leadership Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Focus On Employees And Organizational Excellence

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

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Entire campus will participate in at least 2 district wide/community events (minimum 1 per semester) that support the physical, health, nutritional, and social well-being of students and staff.</p> <p>Strategy's Expected Result/Impact: Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus will work to maintain a balanced schedule by ensuring that a minimum of 80% of daily activities for Professional School Counselors are aligned with the four components (guidance curriculum, individual planning, responsive services, & system supports) of the Texas Model for Comprehensive School Counseling Programs by decreasing the amount of time being allocated to non-counseling activities by 10% each school year from 2023 to 2025.</p> <p>Strategy's Expected Result/Impact: Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly.</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus will provide prevention activities that help students live above the influence that support academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug related incidents/offenses/referrals by 10%.</p> <p>Strategy's Expected Result/Impact: Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (drugs and alcohol, bullying, suicide prevention, conflict resolution, and violence prevention).</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Campus will work with the SEL Department to provide teachers and campus staff Social Emotional Learning (SEL) education on responsive and instructional classroom practices to increase the overall teacher campus climate by 10% on district surveys.</p> <p>Strategy's Expected Result/Impact: Increase support for teachers and campus staff in helping build students' social and emotional competence in the school setting to foster resilience and well-being for students, for educator as they work with their students, and for school leaders as they work to build trust and well-being in their school communities that reinforce the teacher and staff perception of staff-student relationship building, skills, and mindsets.</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10%</p> <p>Strategy's Expected Result/Impact: Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Campus will provide parents Social Emotional Learning (SEL) education on tools, practices, strategies, and resources to support students at home to increase parental involvement and satisfaction by 10% on district surveys.</p> <p>Strategy's Expected Result/Impact: Increase support for parents in helping build students' social and emotional competence at home to foster a strong home-school connection and partnership that reinforce social and emotional skills at home, school, and their communities.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 5: Focus On Financial Stewardship





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

Evaluation Data Sources: C.N.A.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals.</p> <p>Strategy's Expected Result/Impact: Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Sept	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Focus On Financial Stewardship

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

Strategy 1 Details	Reviews			
<p>Strategy 1: A. M. Ochoa will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed.</p> <p>Strategy's Expected Result/Impact: Campus budget planned to limit if any budget changes/amendments</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: A. M. Ochoa will use their campus budget appropriately by expending 10-15% of their budget on a monthly basis to meet the needs of the students to improve student achievement of the current year's students.</p>	Formative			Summative
	Sept	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Funding Summary

Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$1,800.00
Sub-Total					\$1,800.00
Budgeted Fund Source Amount					\$1,800.00
+/- Difference					\$0.00
Grand Total Budgeted					\$1,800.00
Grand Total Spent					\$1,800.00
+/- Difference					\$0.00