

**Donna Independent School District**  
**D.M. Saucedo Middle School**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

To prepare respectful and responsible critical thinkers for the careers of tomorrow through a STEAM focused education.

## Vision

At Saucedo M.S. STEAM Academy, we empower students with an inspiring, challenging, and engaging environment that creates opportunities for research and exploration through project-based learning.

## Core Beliefs

School Excellence  
Social Responsibility  
High Quality Curriculum and Instruction  
Career Readiness Skills

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

What do enrollment numbers indicate?

Enrollment numbers have been steadily decreasing from previous years. It indicates that we might be losing students to other Districts.

What are the qualifications and certifications of our teachers? Paraprofessionals?

Our teachers at Saucedo Middle School are highly qualified, all teachers hold a Bachelor degree from an accredited University and all teachers have a Texas State teaching certification.

How has the enrollment changed over the past three years?

2018-19 = 828

2019-20 = 770

2020-21 = 719

2021-22 = 666

2022-23 = 660

Student enrollment has declined over the last three years.

What is the number of students in each special program?

In certain groups such as “Economically Disadvantaged” we are overrepresented. Out of 673 total students, 666 are labeled as Economically Disadvantaged. This makes up 99% of the total student population. Also of 673 students, 593 are at risk, which accounts for 88% of the student population which is a 2% increase from last year.

Part of the reason for the overrepresentation in these groups is the education level of the population of Donna, TX. Only 9% of the population have a bachelor's degree or higher from a university, while 25% of the population has less than a 9th grade education. Both of these factors contribute to Donna residents having a median family income of only \$33,279.

What is the breakdown by ethnicity, gender, or other category?

For 6th, 7th, and 8th Grade were overrepresented in Hispanics, due to our location and zoning we have a high percentage of hispanic students.

Are we over-or under represented in certain groups? Why?

How are we recruiting highly qualified and effective staff?

Lead Teachers, core teachers and administrators form the hiring committee responsible to ensure highly qualified teachers become part of the Saucedo team. Student and campus needs along with the candidates' prior experience are considered and discussed after the interview process by the hiring committee members in order to concede that candidates meet the expectations of our campus.

What is the data for special programs over time?

What is our staff attendance rate? Retention Rate? Turnover Rate?

For the last three years, the turn over rates are as follows:

2021-2022- 4%  
2020-2021-7 %  
2019-2020- 10%

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

SPED had 0 students exit the program  
LEP 1 student exited in 2021-2022  
504 1 student exited in 2021-2022 and 4 students have exited 2022-2023  
GT Do not exit once they become GT

Are teacher placements strategically based on student need and teacher strengths?  
The school's faculty for the most part possesses degrees that align with the classes being taught.  
All the school's faculty possess a certification that aligns with the courses they teach, and with student instructional needs.  
All the school's faculty possess skills and training to meet the demographics of our students.

Who are our at risk students? What are their categories?

At Saucedo Middle School we have a population of 669 students, of those 591 are considered at-risk. The table below shows the categories, the number of students, and the percentage.

What is the impact of our teacher mentor program?

The teacher mentor program is vital to the success of new teachers. Teaching is hard work!! No amount of school prepares you for this career. I have been fortunate to have been assigned 2 great mentors that always made sure that I was set up for success. I could not have been the teacher that I am today without their help. The veteran teachers that help rookie teachers are undervalued. This is my second year teaching, and I am still learning what it takes to become a great educator. I know it will take years of practice to perfect the craft. However, knowing that you have someone with valuable experience in your corner helps alleviate a lot of the stress of first and second year teaching. I am so grateful for my mentors!

Who are our migrant students?

Saucedo currently has 27 migrant students attending this academic year. Saucedo's migrant population is at a higher rate than Donna ISD and Texas combined. The majority of our migrant students are in sixth grade. Our migrant students do receive extra supplemental services provided by its designated program. Including but not limited to

MIGRANT LAB-INSTRUCTIONAL/REMEDIATION/CREDIT RECOVERY SUPPORT  
ACADEMIC ADVISING  
ACADEMIC MONITORING OF GRADES  
MONITORING OF ATTENDANCE  
MONITORING ACADEMIC GROWTH

COORDINATION OF INSTRUCTIONAL AND SUPPORT SERVICES  
 REFERRAL TO SOCIAL AGENCIES  
 STAAR REMEDIATION SUPPORT  
 MIGRANT STUDENT ORIENTATION  
 REVIEW GRADES FOR ALL MIGRANT STUDENTS  
 DISSEMINATION OF INFORMATION TO PARENTS AND STUDENTS  
 CHECK OUT LAPTOPS  
 SCHOOL SUPPLIES  
 HOMEWORK TOOLS, TI-84 CALCULATORS, ELECTRONIC DICTIONARIES, HEADPHONES, WIRELESS COMPUTER MOUSE  
 PRIORITY FOR SERVICE PLAN FOR STUDENTS  
 NEED BASED COMMUNITY REFERRALS  
 PARENT MEETINGS PAC MEETINGS  
 ACADEMIC COLLEGE TOURS (TBA)  
 MIGRANT CLUB  
 ACADEMIC ADVISING BASED ON STUDENT NEEDS  
 HOME VISITS TO INFORM PARENTS ON INFORMATION

Our district has opted in on the Teacher allotment system, which provides extra opportunities for more observations. Mentorship for new incoming and new to content is also provided from veteran teachers. Saucedá's mentorship program, follows mentor and mentee for the year on their progress/milestones they've accomplished. New teachers are also enrolled in a New Teacher support program, where they are provided even more professional development in their field. Saucedá has replaced departmental heads for Teacher Instructional Coaching. These coaches are fellow teachers, providing observations, feedback and support for their content team.

Our campus has been chosen this academic year, 2022-2023 to implement Capturing Kids Hearts program. This program focuses on positive relationships between teachers and students to build a better learning environment. Our staff has been receiving ongoing professional development throughout the school year, for example our Mathematics and ELA inclusion team, were provided support on the different teaching dynamics of co-teaching. Other professional development programs that have been implemented but not limited to are the following.

What ongoing support is provided to staff? (e.g., administrative observations, performance coaching, and individualized professional development plan.)

The student mobility rate for our campus for the 2021-2022 school year was 7.41%, the mobile student count was 49 out of 661. These students go and / or come from other states, school districts or countries. Of the students who left Saucedá MS, 22 (3.32%) enrolled in another Texas school, 12 (1.81%) returned to their family's home country, 14 (2.11%) were enrolled in a school out of Texas and 1 (0.15%) information was not found. For the 2021-2022 school year migrant students made up 5.74% (38) of the student population.

What is the mobility rate for this campus? What is the stability rate? How are these numbers represented for migrant students?

What systems are in place to build capacity and support continuous improvement? How are follow-up data regarding teacher performance provided to teachers?

Teachers receive continuous opportunities to improve instructional practices. Professional development opportunities are offered throughout the year. Additionally, teachers participate in departmental meetings to collaborate with colleagues and ensure instructional alignment. Teachers receive feedback on each walkthrough to refine lesson delivery and improve student engagement. Departmental strategies provide guidance in the implementation of instructional strategies. Teacher Performance is measured through observations and evaluations on Eduphoria and TEEMS.

Our students live in the low economic area of the community. Which is located on the North side of Donna. More than 60% of the students live in this area.

What area of the community do these students come from?

How are we using data to determine professional development for staff?

We use this information to guide us to attend specific trainings that will benefit our staff and student relationships. Attending professional developments like Bilingual Summit Training for our ESL population which is at 66% and the Capturing Kids Hearts (CKH) for our at risk population which is at 88%.

What are the staff demographics?

How are collective and individual decisions regarding professional development determined?

Collective decisions for professional development are basis on unanimous decision by campus leaders related to campus needs and district initiatives. Individual decisions are based on Goal-Setting and Professional Development (GSPD) plans, reflective of targeted areas of growth and improvement from state and/or district requirements.

What is the teacher- student ratio? How do these ratios compare to the performance?

Sauceda STEAM Academy has a total of 673 enrolled students with a breakdown of 225 students in 6th grade, 222 students in 7th grade and 226 students in 8th grade. We have 51 teachers filling the classrooms at Sauceda STEAM Academy which include all General Education teachers, ESL teachers, Special Education teachers, Elective teachers, etc. The general education teacher to student ratio is 25 to 1, while PE teachers ratio is 45 to 1. Elective teachers ratios would follow the 25 to 1 ratio (fluctuate due to availability); however, sometimes class totals reach 30 students. Teacher to student ratio performance decreases as the class sizes become larger. The more students in the class, the less discipline, task focus, and engagement may occur. Class size is only one factor in regards to student performance. Student performance is contingent on many compounding factors.

What types of professional development have staff members attended? How is implementation monitored? What impact has it had on performance? What is the follow up?

Professional development is offered throughout the academic school year. PD for teachers has a Welcome back professional development itinerary upon the commence of the new academic school year. Other professional development offered includes the Vector Training, GT training for all core teachers, CPI training (initial and update), Bilingual Summit/ESL training, Youth Mental Aid First Aid, department training, Special Education training, and Dyslexia training.

Training deadlines are provided with ample time to complete. Google Classroom has been a method of submitting certificates of completion when applicable. All training sessions are informative and are useful in the classroom setting.

### STAAR GOAL SETTING 2023 - 2024 for MIDDLE SCHOOLS

STAAR EXAM	DISD 22-23 (prelim)	Campus 22-23 (prelim)	23-24 DISD Target	23-24 Campus Target
6th Gr. Reading Language Arts	63%	59%	49%	63%
6th Gr. Mathematics	62%	54%	77%	65%

STAAR EXAM	DISD 22-23 (prelim)	Campus 22-23 (prelim)	23-24 DISD Target	23-24 Campus Target
7th Gr. Reading Language Arts	76%	74%	65%	63%
7th Gr. Mathematics	58%	62%	74%	72%
8th Gr. Reading Language Arts	81%	72%	67%	78%
8th Gr. Mathematics	72%	71%	82%	80%
8th Gr. Science	73%	67%	80%	73%
8th Gr. Social Studies	60%	52%	66%	60%

### Demographics Strengths

Attending professional developments like Bilingual Summit Training for our ESL population which is at 66% and the Capturing Kids Hearts (CKH) for our at risk population which is at 88%.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** High mobility rate of students throughout the school year. **Root Cause:** Socioeconomics and other reasons for the mobility. If teachers/staff are well equipped with proper training they are able to sustain student progress even if student mobility is high.



# Student Learning

## Student Learning Summary

Eduphoria

Texas Academic Performance Report (TAPR)

School Report Card (SRC)

TELPAS 2020-2021

2019 2021 STAAR Percentages (Approaches, Meets, Masters)

How does student achievement data compare from one data source to another?

Student Performance

CCNA Probing Questions

Student Achievement

Question 1-10

Question 1 and 2 - Ashley Reyes

1.How is student achievement data disaggregated?

The student data is disaggregated by ethnicity, socioeconomic status, and special programs. This includes (sped, EBs, 504)

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

\*Data shows growth from 2019 to 2022 in all subcategories

Question 3 and 4 - Jesus Lozano

3.What do the data indicate when disaggregated at various levels of depth?

The data indicates that students under the three subcategories showed improvement in 6th, 7th, and 8th grades for reading and mathematics at the district and state level.

4.How do student achievement data compare from one data source to another?

From the 2019 and 2022 results, student achievement data indicates growth in both reading and math.

Question 5 and 6 - Jesus Lozano/Sheila De Hoyos

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

Students in all three subcategories have demonstrated growth from 2019 to 2022.

6. Which students are making progress? Why?

Schools across the district and state are seeing progress on all students, because students are now present at school. This is in comparison to last year, when the pandemic was subsiding.

Question 7 and 8 - Andrea Donias

7. What impact are intervention programs having on student achievement?

Growth was seen with students who regularly attended weekly intervention sessions. Students are targeted in small group settings which positively impacts their academic achievement.

Which students benefit and which do not? Why?

Students who attended regularly showed academic improvement whereas those that did not attend regularly had little to no academic improvement. Small group settings also benefited in student practice within content areas.

8. What do the longitudinal student achievement data indicate?

Longitudinal data based on the Six Weeks' and Benchmark scores indicates that attending students are self-motivated and have shown the most growth over the course of the year. Intervention programs such as tutorials have created an increase in closing the student achievement gap.

6th Math 59% students passed Benchmark 62% students passed STAAR:

2 students scored master on STAAR

15 students scored meets

45 students scored approaches

16 students did not pass

6th Reading 64% students passed BM 64% students passed STAAR:

5 students scored masters on STAAR

15 students scored meets

35 students scored approaches

29 students did not pass

7th grade Math 26% passed BM 24% passed STAAR:

1 student scored masters on STAAR

3 students scored meets

12 students scored approaches

12 students did not pass

7th grade Reading 26% passed BM 26% passed STAAR:

2 students scored masters STAAR

5 students scored meets

15 scored approaches

11 students did not pass

8th grade Math 46% passed BM 48% passed STAAR:

0 students scored masters STAAR

15 students scored meets

38 students scored approaches

10 students did not pass

8th grade Science 46% passed BM 46% passed STAAR:

3 students scored masters STAAR

7 students scored meets

28 students scored approaches

18 students did not pass

8th grade Social Studies 46% passed BM 46% passed STAAR:

2 students scored masters STAAR

5 students scored meets

22 students scored approaches

24 students did not pass

8th grade Reading 46% students passed BM 46% students passed STAAR:

5 students scored masters STAAR

10 students scored meets

34 students scored approaches

12 students did not pass

Question 9 and 10- Martin Martinez/Anna Castillo

9.What do the data reflect within and among content areas?

10. Which students are making annual progress?

6th Math: Decrease in approaches, meets, masters between the 2022 STAAR and 2023 District benchmark

6th Reading: Decrease in Approaches, Meets and Masters between STAAR 2022 and 2023 District Benchmark.

7th Math: Increase in approaches between the 2022 STAAR and District benchmark

7th Reading: Increase in approaches between the 2022 STAAR and District benchmark.

8th Math: Increase in masters between the 2022 STAAR and 2023 District benchmark. Decrease in approaches and meets.

8th Reading: 3rd year of monitoring increases in approaches.

Decrease in approaches, meets, masters overall between 2022 STAAR and 2023 Benchmark.

8th Science: 4th year of monitoring increased in Approaches

8th Social Studies: Increased in size of Special Ed. population

Emergent Biinguals Students saw a 6% increase in approaches, 6.5% increase in Meets and 5% increase in Masters in 8th Grade ELR Benchmarks

CCNA Probing Questions

Question 1-12

Question 1 and 2- Veronica Colunga

1.What evidence exists to determine if the curriculum is clearly linked to the TEKS and other standards for student learning?

Students show improvement from year to year. Many students who enter middle school have never experienced academic success in class or on the state exam. By the end of 8th grade year many of these students are at meets or higher on STAAR exam.

2.Is the curriculum structured in logically sequenced units of instruction?

Teachers follow district scope and sequence but do have the autonomy to reteach skills and TEKS.

Question 3 Sylvia Guzman Garza

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

Data is used to set up tutorials and re-spiral TEKS based on the needs of our students.

Data is also used to create classes that will be offered to students for the upcoming year.

Teachers use data to select students for intervention and offer instructional/testing accommodations.

Eduphoria is one platform where data is collected weekly by core area teachers.

Question 4 Sylvia Guzman Garza

4.How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement? How consistent is this across the district/school? What is the impact on specific student groups?

Implementation of hands-on activities and grouping based on student's levels. Sheltered instruction takes place and data identifies where there is growth and where improvement is needed.

The district has aligned core classes on sharepoint for teachers. Annual year at glance blueprints are available for teachers to plan lessons.

SPED and EB populations have been selected to be apart of the EB academy implementation.

Specific content classes are offered in both English and Spanish.

Co-teachers provide support to special education students in the areas of Math and Reading.

Question 5 and 6-Aurora Salinas

#### 5.How are curriculum, instruction, and assessment aligned with College and Career Readiness Standards?

Students must know and be able to do in order to succeed in entry-level college courses offered at Texas public community/technical colleges and universities. Our campus offers AVID, Investigating Careers as well as Social Emotional Learning. Teachers implement academic and content knowledge while implementing higher order thinking strategies. Our dual language program also prepares students to be competitive in a global economy.

#### 6.What evidence supports the classroom instruction incorporates rigorous, high-quality experiences that promote critical-thinking skills with differentiated and scaffolded supports for students?

Our district enforces and expects all teachers follow its strategic plan goal 1: Focus on Student Success. Our campus offers professional development, team meetings, and PLCs covering strategies, data, and other ways to improve classroom instruction. Student data from assessments are used for evidence of student growth.

#### Question 7 Bianca (Cantu) Davila

How do instructional design and delivery maximize student engagement and a positive learning climate?

Understanding Learner Needs: A well-designed instructional program is tailored to meet the diverse learning needs of students, taking into consideration their interests, backgrounds, and learning styles. This approach fosters a positive learning climate by making students feel understood and valued

Active Learning Strategies: Active learning strategies, such as problem-based learning, collaborative learning, and inquiry-based learning, promote student engagement by encouraging students to participate actively in the learning process. These strategies create a sense of community and collaboration among students, which contributes to a positive learning climate.

Use of Technology: Incorporating technology in instructional design and delivery can help increase student engagement by providing interactive learning experiences, multimedia resources, and access to information. This approach makes learning more engaging and interactive, which fosters a positive learning climate.

Feedback and Assessment: Providing regular feedback and assessment opportunities can promote student engagement by allowing students to monitor their progress and improve their performance. This approach also promotes a positive learning climate by reinforcing a growth mindset and creating a culture of continuous improvement.

Positive Instructor-Student Interaction: A positive instructor-student relationship can promote student engagement and a positive learning climate. Instructors who are approachable, responsive, and supportive can create a safe and welcoming environment for students, which encourages active participation and enhances the learning experience.

#### Question 8-Bianca (Cantu) Davila

8. What processes are in place to assure instructional materials include resources intentionally designed to meet the needs of specific student groups?

Needs Assessment: Conducting a needs assessment is a crucial first step in identifying the specific needs of student groups. This process involves gathering data on student demographics, learning styles, cultural backgrounds, and other relevant factors that could affect their learning.

Collaboration and Review: Instructional designers, educators, and other stakeholders can collaborate to review and evaluate instructional materials to ensure they meet the needs of specific student groups. This review can include the use of rubrics, checklists, or other assessment tools to evaluate the appropriateness of instructional materials for specific student

groups.

**Research-Based Practices:** Instructional materials can be designed based on research-based practices that are proven to be effective for specific student groups. This includes using evidence-based strategies, such as differentiated instruction, culturally responsive teaching, or Universal Design for Learning (UDL), that can accommodate diverse learning needs and preferences.

**Accessibility and Accommodations:** Instructional materials should be designed to be accessible to all students, including those with disabilities or learning differences. This may involve incorporating assistive technology, providing alternative formats, or offering accommodations to support the diverse needs of students.

**Ongoing Evaluation:** Continuous evaluation and improvement of instructional materials can ensure they remain relevant and effective for specific student groups. This can include gathering feedback from students, educators, and other stakeholders, and making necessary adjustments based on the data collected.

Question 9 and 10-Elva Mendoza

9. What evidence supports the effectiveness of evidence-based interventions to address learning gaps of struggling students? Which students need this type of instruction?

The interventions we offer at Saucedo Middle School to address the learning gaps of struggling students are:

Intervention twice a week during Team Planning period.

After school Tutorials starting in the Spring Semester. (Transportation and Food provided).

Credit Recovery in the morning starting in the Spring Semester.

The interventions are provided to all students who are struggling with the TEKS the students struggle with in the classroom.

10. Is there evidence that assessments are aligned with clearly specified and appropriate achievement expectations? Do benchmarks align to state standards and the appropriate level of rigor?

All assessments are aligned with clearly specified and appropriate achievement expectations.

STAAR Release tests are used for Benchmark testing, which are aligned to state standards and have the appropriate level of rigor.

Question 11 and 12-Laura Castillo

11. How do we know assessments are designed, developed, and used in a fair and equitable manner that eliminates biases?

Ensure our assessments align with what we actually teach.

Formatively assess students on a regular basis.

Differentiate assessment products whenever possible.

Offer a variety of ways to demonstrate mastery.

Be flexible (but not too flexible), and offer time to make up assessments.

How do students perceive these assessments?

6th grade Interviews:

"Harder than the bundles, especially questions with written responses."

"I was worried when I didn't know how to spell and they would count it wrong."

"Provide us with water bottles or snacks, maybe get some breaks in between."

"Testing atmosphere makes me nervous and tense leading up to end day of test."

"4 hours is too long."

7th grade Interviews:

"Hard, especially when you have a time limit to write."

"Sometimes don't know what to write."

"Testing atmosphere was comfortable, and I was able to concentrate."

"Hard for me to stay awake - too long of a time."

Question 11 and 12-Laura Castillo

12. How does the scope of assessments provide a comprehensive and representative sampling of student performance that allows for confident conclusions about achievement?

The use of data has been vital in the evaluation and monitoring of students' progress in the classroom for many teachers. This had led to many teachers to use the data for guiding and improving their instruction for student learning. In doing so, allowing for confident conclusion regarding student achievement.

### **Student Learning Strengths**

Teachers are collecting data formal and informal assessments of student progress and growth weekly. Eduphoria, quizzes, hand written exit tickets and other means are used daily/ weekly to collect data. Teachers are using data to form seating arrangements, offer intervention and tutoring to improve academic achievement.

### **Problem Statements Identifying Student Learning Needs**



**Problem Statement 1 (Prioritized):** Student data will need to be shared regularly with parents and many community members may not have knowledge of how to access student data using parent portal. **Root Cause:** Increase school and parent/community communication about student progress.

# School Processes & Programs

## School Processes & Programs Summary

To what degree does the district/school support the organization? How are those supports offered or provided? The district/school offers support in different ways such as providing support from strategist, professional development, team planning, and staff meetings where they provide any changes on the policy or data. Surveys are sent to all teachers and staff to receive feedback and have constant communication. We are also provided with the Board agenda to see the days they have meetings.

What does the data reflect about classes, schedules, and student/staff teams? Data reflects the grouping of our students based on their needs and abilities. The schedules are created to align and enhance their performance.

For example: Advance Placement, Emergent Bilinguals, and Academic Electives-Guided Reading, Algebra Readiness.

How do teachers have a voice in decision-making and school policies? Teachers participate in open ended survey questions (survey monkey, google forms, etc.) Teachers speak their minds or incorporate their opinions and ideas when the opportunities present themselves in campus, or board meetings, or by directly contacting admin or persons to equipped to deal with immediate decision making.

School policies are typically done at the admin or central office level. If input is possible, it is done through dept. head meetings or learning community leader meetings with teacher input.

How is adequate time devoted to subjects in which students perform poorly? Having PLCs for tested and non-tested subjects. Small group instruction and practice, or rotations stations in classrooms. After school or Saturday tutorials. Computer lab rotations. Tutoring during elective courses. Provide online learning tools, that can be used during class and at home. Parent teacher conferences to discuss support at home.

What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole? Although teachers may use formal and informal assessments to evaluate individual students in class, the ultimate evaluation comes from the district and state exams.

A teacher does decide on certain assessments but the district decides on six weeks assessments while TEA decides on yearly assessments.

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?

The Education Reform Act of 1993 realigned the roles and responsibilities of School Committees. In brief, here are the principal responsibilities of the School Committee.

1. Hiring the Superintendent of Schools. The School Committee hires, contracts with, evaluate, and makes other employment decisions relative to the superintendent.
2. Additional "Employer" Responsibilities. The School Committee has powers of advice and consent over a limited number of additional personnel, subject to the recommendation of the superintendent. They include:

Deputy, Associate and Assistant Superintendents.

(The School Committee is the employer of record for purposes of collective bargaining.) The school committee also sets the parameters for compensation of employees not subject to collective bargaining, including individuals who report to the superintendent, principals, and others.

3. Policy Responsibilities. The School Committee sets policy for the school district. Policy is a very broad term and includes, but is not limited to: By-Laws and/or Rules of Order for the School Committee, District Policy Manual, collective bargaining agreements, policy contained in meeting minutes, strategic plans, some elements of student handbooks, and other areas where policy is established.

School committees has helped out our schools by raising money to replace and purchase new resources that the students and teachers need. They plan on building new cafeterias and additional classrooms, outdoor learning space at the elementary schools, upgrade gymnasiums and libraries at the middle schools and adding some campus resources as well.

For instance, at Saucedo Middle School, they have improved HVAC system, roofing, safety features such as window decals, keyless entries and night locks and are planning on building an entire wing and get rid of our old portables for our students. Saucedo Middle School was built in 2004, and if the bond passes, the district will be able to raise up to \$120 million that can go towards revamping our schools. They projected \$302 million dollars to go towards Saucedo Middle School's upgrades and additions.

What are the perceptions of students, parents and community about the LEA and campus?

According to the surveys given, the perceptions of students, parents and community about the LEA and campus are adequate. Everyone seems to agree that technology is a helpful tool, and our campus implements technology. Intervention is also well received. Parents, students and community members have strong/mixed opinions about the discipline.

What technology do we have?

At Saucedo Middle School we are implementing google classrooms to our students as part of technology. Assignments are posted to make sure students meet their deadlines for class work. Their are tools like quizizz that we use to post PowerPoints, information or exams that will help students in better learning experiences. Other tools are used as well like clever, Imagine Math, I Station, MyOn, and learning.com. These are great tools Saucedo offers to better enhance learning with our students. How does the design of the network provide for the users it supports?

Every classroom is equipped with a Wi-Fi router which allows access for one to one devices for students using Chromebooks. We have 3 computer labs with desktop computers for the use of technology classes, testing, etc. Every classroom is equipped with 4 desktop computers for students, a desktop computer for the teacher, and a printer that are all on a network to support learning with technology. All core classes have a Onescreen (large touchscreen computer monitor) which is on the network. The network is has a high speed Ethernet connection.

What types of technology professional development have we provided? What was the impact for staff and students? During the 2022-2023 school year, online self-paced webinars are offered through Eduphoria, Google, and Vector Solutions for all staff. The campus staff is provided with learning opportunities for the technology demands needed to meet campus goals. Students and staff work in collaboration towards the same campus goals. The impact is determined on the school's overall accountability rating.

How do we ensure that confidential student level data is secure? DISD uses safety software to ensure student data is secure through the programs that we use at the campus to manage student data, i.e. Eduphoria, Google, Microsoft Office, TEAMS, Success Ed., etcWhat are some barriers that potentially prevent effective use of technology? Some barriers that potentially prevent student effective use of technology is lack of knowledge and not having enough home access. Teachers need more specific program training as opposed to LMS (learning management systems) platform trainings. Teachers would also benefit from the use of Go Guardian.

In which content areas are we using technology and how? What is the effect? All core subjects use technology for weekly assessments, and student interactive websites such as Quizziz, Kahoot, etc. ELAR uses google slides for the ECR (extended constructed response). Elective teachers are currently using technology for coding and programming in Robotics, and Forensics utilizes computer labs for research.

How is technology utilized to support curriculum, instruction, and assessment integration and implementation? Technology is utilized to support curriculum, instruction, and implementation through interactive links on sharepoint. How is technology used to support students and parents in virtual learning environment? Technology was previously available

when there was a need for accommodation virtual learners. (google classroom)

Is the technology user-friendly for students and parents? Technology is user-friendly for 19. Is there a cybersecurity plan in place and systems in place to prevent a cybersecurity breach? The district currently has a cybersecurity plan in place to prevent a cybersecurity breach. It helps prevent email phishing and malware.

Students and parents, but many do not have the access at home.

Is there a cybersecurity plan in place and systems in place to prevent a cybersecurity? The district currently has a cybersecurity plan in place to prevent a cybersecurity breach. It helps prevent email phishing and malware.

### **School Processes & Programs Strengths**

At Saucedo Middle School we are implementing google classroom to our students as part of technology. Assignments are posted to make sure students meet their deadlines for class work. There are tools like quizizz that we use to post powerpoints, information or exams that will help students in better learning experiences. Other tools are used as well like clever, Imagine math, I station, Myon and learning.com. These are great tools Saucedo offers to better enhance learning with our students.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Technology was previously available when there was a need for accommodation virtual learners but campus does not have enough equipment for each student to sustain use of technology outside of campus. **Root Cause:** Technology was previously available when there was a need for accommodation virtual learners. (google classroom)

# Perceptions

## Perceptions Summary

### WHAT ARE YOUR EXPECTATIONS FOR CAMPUS DISCIPLINE?

- -Administration should follow-through with campus discipline.
- -If the violation is repetitive PT/with ISS and a parent conference.
- -Holding students accountable and follow through with discipline (consequences- fair and consistent with all students)
- -Students need to be respectful at all times.
- -Enforce school rules. No cell phones in halls, No PDA, No tardiness.
- -Consistency and accountability in campus discipline.
- -Compliance with Disciplinary Management Plan.

### • RECOMMENDATIONS FOR CAMPUS DISCIPLINE

- -Probation system with kids who are constantly breaking rules.
- -Documentation should be on Eduphoria for real numbers
- -Students should not be assigned ICS to teachers that did not write them up.
- -Hold students accountable for their actions.
- -Put a teacher that is able to teach core subjects in ISS & LISS so students don't fall behind.
- -PT immediately after misbehavior, students can also pick up trash around campus.
- -Be strict with the use of cell phones, less permissive, tolerant and more firm with students, students are not afraid of consequences.
- -Follow up with teachers about referrals.
- -3 min to go to RR does not work because kids have to walk to another hallway. Re-open RR and have them closed the first 10 min and last 10 min of class.
- Overall, teacher morale is good, but need more administration and counseling support.
- Overall, morale is good, but need to work on consistency in disciplining all students. The social contract has made a difference with most students.

- 100% of teachers who participated in the campus survey agreed that they "ENJOY TEACHING AND SEEING THE RESULTS OF MY WORK WITH MY STUDENTS?"
- 96% of teachers/staff who participated in the campus survey "TEACHERS WORK TOGETHER TO SUPPORT EACH OTHER"
- 70% of teachers/staff who participated in the campus survey agreed that they are "SUPPORTED BY A STRONG ADMINISTRATION TEAM."

## Perceptions Strengths

1. What evidence exists that families and community members are involved in meaningful activities that support students' learning?

Answer: Sign-in sheets, photographs of parents at events, online surveys.

2. What are the activities? Which parents and community members are involved? What trends and patterns do we observe?

Answer: Meet the teacher night, Open House, Muffins with Mom, UIL events, 8<sup>th</sup> grade Gala volunteers, and extra-curricular events and performances.

3. How are families and the community members involved in school decisions?

Answer: The school issues out survey's for families and community members to fill out so they are involved in the school decisions.

4. What types of services are available to support families, community members, and students to encourage healthy family relationships?

Answer: Parent & Family Learning Academies, Raising Highly Capable Kids, Child Find/Services, Behavioral Health Solutions.

5.If families speak languages other than English, what are those languages? How does the school communicate in those languages?

Answer: Spanish. School and District messages are sent out in both English and Spanish.

6. What types of services are available to support students in special programs? What are the results?

Answer: inclusion/co teaching practices, Counseling Services, Occupational Therapy, Parent and counseling therapy, Psychological services, rehabilitation counseling services, speech therapy

When utilized effectively, these services will help our students in the classroom with increasing overall academic success.

7. What types of community partnerships exist to support families and students?

Answer: ACE, Credit Recovery, PLA's (information on Dyslexia, Migrant, Languages, Etc.), Raising high Capable Kids (community empowering families for success), Counseling Programs, Health Nutrition programs

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Overall, morale is good, but need to work on consistency in disciplining all students. **Root Cause:** Consistency and accountability in campus discipline.

# Priority Problem Statements

**Problem Statement 1:** High mobility rate of students throughout the school year.

**Root Cause 1:** Socioeconomics and other reasons for the mobility. If teachers/staff are well equipped with proper training they are able to sustain student progress even if student mobility is high.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Student data will need to be shared regularly with parents and many community members may not have knowledge of how to access student data using parent portal.

**Root Cause 2:** Increase school and parent/community communication about student progress.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Technology was previously available when there was a need for accommodation virtual learners but campus does not have enough equipment for each student to sustain use of technology outside of campus.

**Root Cause 3:** Technology was previously available when there was a need for accommodation virtual learners. (google classroom)

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Overall, morale is good, but need to work on consistency in disciplining all students.

**Root Cause 4:** Consistency and accountability in campus discipline.

**Problem Statement 4 Areas:** Perceptions



# Goals

## Goal 1: Focus On Student Success




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







\*8th grade students that meet or exceed grade level proficiency on STAAR Math will increase from 43% to 63%







\*8th grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 37% to 57%

### HB3 Goal

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2024. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from 93% to 100% by September 30, 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Tutoring / Credit Recovery - ESSER III (282) - \$15,080.68, Tutoring / Credit Recovery Transportation - Local (199), - Local (199) - UIL Travel, - Student Activity (865) - Student Travel, - Local (199) - PLTW Training, NASSP NJHS Dues and Fees - Local (199) - \$395, TASC Student Council Dues and Fees - Local (199) - \$95, - Title I (211), Transition Fair - Local (199) - \$171.60, Student Travel - Student Activity (865) - \$5,000</p>	Formative			Summative
	Sept	Dec	Mar	June
				












Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Office Supplies Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from 57.63% to 100 %, the use of visual stimuli from 60.65% to 100 %, and utilization of processing tools from 51.08% to 100% by the end of the 2024 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations. <b>Staff Responsible for Monitoring:</b> Administration and Lead Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Results Driven Accountability</b> <b>Funding Sources:</b> Office Supplies / Warehouse Supplies - State Comp - State Comp. (164) - \$6,000, Timers - Title I (211) - \$1,424.71, Office Supplies / Warehouse Supplies - Local - Local (199) - \$8,000, Fine Arts - Local (199), Student Activity 865 - Student Activity Fund (865), Office Supplies / Warehouse Supplies - ESSER III (282), Student Field Trips - Student Activity (865) - \$10,000, Seidlitz Education Teacher Supplies - Title III (263) - \$1,023.40, Scholastic Education - Local (199), School Supplies Headphones - Title I (211) - \$2,156, Student Incentives - Local (199) - \$10,191.93, Misc Operating Expenses - Local (199) - \$150, Bilingual English Spanish Dictionaries - Title I (211) - \$2,999.40, Bilingual English Spanish Dictionaries - Title III (263) - \$2,999.40, Seidlitz Education Teacher Supplies - Title I (211) - \$279.92, Robotics Sphero - ESSER III (282) - \$3,237.39, HP Elite Notebook - GAPP (488) - \$810, Seidlitz Education Teacher Supplies - Local (199) - \$189.99, Supplies - GAPP (488) - \$190		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback.  <b>Strategy's Expected Result/Impact:</b> Strategy's Expected Result/Impact: Increase observation and direct feedback protocol implementation from 73% to 100% by the end of the 2024 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys. <b>Staff Responsible for Monitoring:</b> Campus Administration and Lead Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>		Formative			Summative
		Sept	Dec	Mar	June
					

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support. <b>Strategy's Expected Result/Impact:</b> 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 70% to 100% protocol implementation based on observation tracker and weekly meeting notes. <b>Staff Responsible for Monitoring:</b> Campus administration/ Lead Teachers  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Sept	Dec	Mar	June
		N/A			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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/1HVVa14g8\\_-yganT32qV--sTfJ6laXYwK9DrKbINSE0/edit?usp=sharing](https://docs.google.com/document/d/1HVVa14g8_-yganT32qV--sTfJ6laXYwK9DrKbINSE0/edit?usp=sharing)  
 \* surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication. <b>Strategy's Expected Result/Impact:</b> Increase and strengthen family engagement and improve relationships <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop data collection systems to monitor family engagement including engagement via digital platforms. <b>Strategy's Expected Result/Impact:</b> Increase and strengthen family engagement and improve relationships <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Use data to ensure alignment between family engagement and learning goals <b>Strategy's Expected Result/Impact:</b> Promote continuous family engagement to ensure student success <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., District Administration  <b>Title I:</b> 4.1 <b>Funding Sources:</b> Supplies for parent training/meetings - Title I (211) - \$250, Supplies for parent trainings/meetings - Local (199) - \$150	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				











## 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			
<b>Strategy 1:</b> Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources). <b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.) <b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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.) <b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community <b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Goal 3: Focus On Operational Excellence

**Performance Objective 1:** 3.1 Saucedo M.S. 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			
<b>Strategy 1:</b> Saucedo M. S. will monitor their facilities and send a survey to the staff to see input on the facilities' needs. <b>Strategy's Expected Result/Impact:</b> Ensure the district's and campus 5 year plan is followed. <b>Staff Responsible for Monitoring:</b> Campus administration.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Compare survey and work orders. <b>Staff Responsible for Monitoring:</b> Campus administration.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget. <b>Strategy's Expected Result/Impact:</b> Prioritization of campus needs. <b>Staff Responsible for Monitoring:</b> Campus administration.  <b>Funding Sources:</b> Custodial Supplies - Local (199)	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget. <b>Strategy's Expected Result/Impact:</b> A campus based 5 year plan and ensure campus administration monitors implementation of said plan. <b>Staff Responsible for Monitoring:</b> Campus administration.  <b>Funding Sources:</b> Lock Down Keys - Local (199), Window Decals - Local (199), Furniture - Local (199), Paint - Local (199)	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Saucedo M. S. will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc. <b>Strategy's Expected Result/Impact:</b> Ensuring of proper procedures for purchases, etc. <b>Staff Responsible for Monitoring:</b> Campus administration	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Goal 3: Focus On Operational Excellence

**Performance Objective 2:** Saucedá M. S. 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			
<b>Strategy 1:</b> Saucedá M. 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. <b>Strategy's Expected Result/Impact:</b> Clean and safe campus <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Saucedá M. 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. <b>Strategy's Expected Result/Impact:</b> Appropriate meals in a clean and safe environment <b>Staff Responsible for Monitoring:</b> Campus administration and CNP staff  <b>Funding Sources:</b> Campus Mats - Local (199)	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Saucedá M. S. will ensure to secure campus work orders to the maintenance department as needed to ensure safe conducive learning spaces. <b>Strategy's Expected Result/Impact:</b> Facilities needs addressed <b>Staff Responsible for Monitoring:</b> Campus administration and campus custodial staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Saucedá M. S. 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. <b>Strategy's Expected Result/Impact:</b> Safe transportation <b>Staff Responsible for Monitoring:</b> Campus Administration and transportation personnel	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				










#### Goal 4: Focus On Employees And Organizational Excellence

**Performance Objective 1:** 4.1 Saucedo 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			
<b>Strategy 1:</b> Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health. <b>Strategy's Expected Result/Impact:</b> Professional development opportunities identified and delivered and a timeline for development delivery. <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I:</b> 4.1 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> CAST - Title II Teacher/Principal (255) - \$2,465.41, CKH - Local (199), Capturing Kids Heart Conf. - Title II Teacher/Principal (255), RGV TABE - State Comp. (164), Rockin Review Conference - Local (199), Rockin Review Conference - Title II Teacher/Principal (255), ED311 Conference - Title II Teacher/Principal (255), TASSP Summer Workshop - State Comp. (164), Ti-84 Calculators - ESSER III (282), Avid Summer Institute - Local (199), CAMT - ESSER III (282), PLTW- Virtual - ESSER III (282), CAMT - Let's Talk Math - State Comp. (164), CAMT- Let's Talk Math - ESSER III (282), PLTW training - Local (199) - \$1,200, Region One Training - Title II Teacher/Principal (255) - \$500	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 4.1(2): Design and implement guidelines, expectations, and high priority goals for principals. <b>Strategy's Expected Result/Impact:</b> A year-long plan for growing principals that is focused, clear, connected, and aligned to LSG. <b>Staff Responsible for Monitoring:</b> Executive Cabinet, Leadership  <b>Title I:</b> 4.2	Formative			Summative
	Sept	Dec	Mar	June
				









Strategy 3 Details		Reviews			
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Leadership Team  <b>Title I:</b> 4.1 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Teacher Incentive - Faculty Account (897), Teacher Incentive - Coke Activity Account (899), Teacher Incentive - Local (199)		Formative			Summative
		Sept	Dec	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			













#### Goal 4: Focus On Employees And Organizational Excellence

**Performance Objective 2:** 4.2 Saucedo 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			
<b>Strategy 1:</b> 4.2 Organizational (1): Partner with health and safety services to provide professional development on adult and youth mental health for district personnel. By 2025 100% of campus staff will be trained in Youth Mental Health First Aid (YMHA).  <b>Strategy's Expected Result/Impact:</b> Increase awareness for staff in addressing and supporting adult and youth mental health well being to foster the skills needed to identify, understand, respond, and provide initial help and support to adults and students who may be developing a mental health or substance use problem or experiencing a crisis (trauma/ grief-informed practices; prevention and intervention practices in early mental health, suicide [including postvention], substance abuse, violence and bullying, human trafficking, child abuse; building skills related to understanding one's emotions and others, managing emotions, establishing and maintaining positive relationships, responsible decision-making; postsecondary planning & career readiness).  [Staff Responsible for Implementation: Campus Administration] <b>Staff Responsible for Monitoring:</b> Campus Administration, SEL Supervisor, Leadership, Human Resources, Benefits & Risk Management	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being.  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 4.2 Organizational (4): Implement an evaluation tool designed specifically for Professional School Counselors (PSCs) and Licensed Professional Counselors (LPCs) in assessing their professional performance in alignment with ten domains (Program Management, Guidance, Counseling, Consultation, Coordination, Student Assessment, Leadership, Advocacy, Professional Behavior, Professional Standards) within the context of the Texas Model for Comprehensive School Counseling Programs four service delivery components (Guidance Curriculum, Individual Planning, Responsive Services, & System Supports) and assess all ten domains over a period of three years, thereafter the practice will be to assess the PSCs' and LPCs' performance against all ten professional development and growth domains annually. <b>Strategy's Expected Result/Impact:</b> To enhance the positive effect Professional School Counselor (PSC) and Licensed Professional Counselor (LPC) have on students and school stakeholders by ensuring professional development and growth and assist appraisers in supporting their development and growth through clear expectations, and a fair and transparent evaluation process that is relevant and accurately assesses the professional effectiveness of PSCs and LPCs.  [Staff Responsible for Implementation: Counselors, LPCs, Campus Administration] <b>Staff Responsible for Monitoring:</b> Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Campus will provide prevention activities that help students live above the influence that supports 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%. <b>Strategy's Expected Result/Impact:</b> 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).  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Campus will work with the SEL Department to provide teachers and campus staff with Social Emotional Learning (SEL) education on responsive and instructional classroom practices to increase the overall teacher campus climate by 10% on district surveys.  <b>Strategy's Expected Result/Impact:</b> 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.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10%  <b>Strategy's Expected Result/Impact:</b> 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.  <b>Title I:</b> 2.5 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> Clothing Referral - Title I (211)	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Campus will provide parents with 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.  <b>Strategy's Expected Result/Impact:</b> 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.  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> 4.2B Staff (11): Provide support to address our employees' health and social emotional well-being by having a Wellness Facilitator at every campus.  <b>Strategy's Expected Result/Impact:</b> Facilitate employee wellness and fitness for DISD employees - 1 per site. Monthly check-in meeting with Director of Benefits & Risk Management <b>Staff Responsible for Monitoring:</b> Human Resources, Benefits & Risk Management, Campus Administration, Health Services	Formative			Summative
	Sept	Dec	Mar	June
				



No Progress



Accomplished



Continue/Modify










Discontinue

Goal 5: Focus On Financial Stewardship











**Performance Objective 1:** 5.1 Create a comprehensive needs assessment in order to prioritize resources equitably based for D. M. Saucedo M.S. based on the 5-year Strategic Plan.

Evaluation Data Sources: C. N. A.

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

## Goal 5: Focus On Financial Stewardship

**Performance Objective 2:** Saucedo M. S. 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			
<b>Strategy 1:</b> D. M. Saucedo M. S. will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed. <b>Strategy's Expected Result/Impact:</b> Campus budget planned to limit if any budget changes/amendments <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> D. M. Saucedo M. S. 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. <b>Strategy's Expected Result/Impact:</b> Orders, Requisitions, etc. <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Funding Sources:</b> Mileage - Local (199) - \$700	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



# 2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Myra Coronado	Teacher
Classroom Teacher	Heather Mendoza	Teacher
Non-classroom Professional	Jeannette Medellin	counselor
Administrator	Karina Robledo	Principal
Classroom Teacher	Gene De La Garza	Teacher
Administrator	Debbie Regalado	Dean
Classroom Teacher	Veronica Colunga	Teacher
Paraprofessional	Selena Longoria	parent liaison
Classroom Teacher	Martin Martinez	Teacher
Classroom Teacher	Rachael Garcia	Teacher
Classroom Teacher	Carlos Cantu	Teacher
Classroom Teacher	Jessica Ybarra	Teacher
Classroom Teacher	Yazmin Gonzalez	Teacher
Classroom Teacher	Cynthia Garcia	teacher

# Campus Funding Summary

State Comp. (164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Office Supplies / Warehouse Supplies - State Comp		\$6,000.00
4	1	1	CAMT - Let's Talk Math		\$0.00
4	1	1	RGV TABE		\$0.00
4	1	1	TASSP Summer Workshop		\$0.00
Sub-Total					\$6,000.00
Budgeted Fund Source Amount					\$9,620.00
+/- Difference					\$3,620.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	NASSP NJHS Dues and Fees		\$395.00
1	1	1	TASC Student Council Dues and Fees		\$95.00
1	1	1		UIL Travel	\$0.00
1	1	1	Transition Fair		\$171.60
1	1	1	Tutoring / Credit Recovery Transportation		\$0.00
1	1	1		PLTW Training	\$0.00
1	1	2	Student Incentives		\$10,191.93
1	1	2	Scholastic Education		\$0.00
1	1	2	Seidlitz Education Teacher Supplies		\$189.99
1	1	2	Misc Operating Expenses		\$150.00
1	1	2	Fine Arts		\$0.00
1	1	2	Office Supplies / Warehouse Supplies - Local		\$8,000.00
2	1	3	Supplies for parent trainings/meetings		\$150.00
3	1	3	Custodial Supplies		\$0.00
3	1	4	Paint		\$0.00
3	1	4	Lock Down Keys		\$0.00
3	1	4	Furniture		\$0.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	Window Decals		\$0.00
3	2	2	Campus Mats		\$0.00
4	1	1	Rockin Review Conference		\$0.00
4	1	1	PLTW training		\$1,200.00
4	1	1	CKH		\$0.00
4	1	1	Avid Summer Institute		\$0.00
4	1	3	Teacher Incentive		\$0.00
5	2	2	Mileage		\$700.00
Sub-Total					\$21,243.52
Budgeted Fund Source Amount					\$54,535.00
+/- Difference					\$33,291.48
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2	Timers		\$1,424.71
1	1	2	Bilingual English Spanish Dictionaries		\$2,999.40
1	1	2	Seidlitz Education Teacher Supplies		\$279.92
1	1	2	School Supplies Headphones		\$2,156.00
2	1	3	Supplies for parent training/meetings		\$250.00
4	2	7	Clothing Referral		\$0.00
Sub-Total					\$7,110.03
Budgeted Fund Source Amount					\$19,770.00
+/- Difference					\$12,659.97
Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Region One Training		\$500.00
4	1	1	Rockin Review Conference		\$0.00
4	1	1	ED311 Conference		\$0.00
4	1	1	CAST		\$2,465.41
4	1	1	Capturing Kids Heart Conf.		\$0.00

Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$2,965.41
Budgeted Fund Source Amount					\$5,280.00
+/- Difference					\$2,314.59
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Bilingual English Spanish Dictionaries		\$2,999.40
1	1	2	Seidlitz Education Teacher Supplies		\$1,023.40
Sub-Total					\$4,022.80
Budgeted Fund Source Amount					\$3,960.00
+/- Difference					-\$62.80
Student Activity (865)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		Student Travel	\$0.00
1	1	1	Student Travel		\$5,000.00
1	1	2	Student Field Trips		\$10,000.00
Sub-Total					\$15,000.00
Budgeted Fund Source Amount					\$15,000.00
+/- Difference					\$0.00
Coke Activity Account (899)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Teacher Incentive		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Faculty Account (897)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Teacher Incentive		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Title IV (289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ESSER III (282)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutoring / Credit Recovery		\$15,080.68
1	1	2	Office Supplies / Warehouse Supplies		\$0.00
1	1	2	Robotics Sphero		\$3,237.39
4	1	1	Ti-84 Calculators		\$0.00
4	1	1	CAMT		\$0.00
4	1	1	PLTW- Virtual		\$0.00
4	1	1	CAMT- Let's Talk Math		\$0.00
Sub-Total					\$18,318.07
Budgeted Fund Source Amount					\$153,590.00
+/- Difference					\$135,271.93
ESSER II (281)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Student Activity Fund (865)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Student Activity 865		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Capital Projects (699)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
GAPP (488)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies		\$190.00
1	1	2	HP Elite Notebook		\$810.00
Sub-Total					\$1,000.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$262,755.00
Grand Total Spent					\$75,659.83
+/- Difference					\$187,095.17