

**Donna Independent School District**  
**J.W. Caceres Elementary**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

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

# Vision

J. W. Caceres Discovery Intermediate Academy and the community will educate all students to be self-motivated, responsible, trustworthy, and committed individuals who will lead and have a positive impact in our community.

# Value Statement

To ensure all students are proficient at the end of every academic school year in order to be ready for the upcoming grade level.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The 2022-2023 academic year was a year with many changes as our campus became a discovery academy that houses 3-5th grade students only. J.W. Caceres is a magnet school that attracts parents and students to enroll because of the discovery programs being offered at our campus. With this in mind, we are in need of funds to run our elective programs (agriculture, Jr. FFA, art, choir, robotics, coding) in a successful manner. Because there is a lack of funds/budget, teachers are having to supplement their craft out of their own pocket and this will turn out to be unsuccessful in the long run.

Although J.W. Caceres has strived to build a strong sense of community; we are in great need of parental involvement and a budget dedicated to attracting parents to attend our parent engagement programs. Having greater parental involvement would in turn promote better academic achievement and behavior incidents would decrease. Another area of need is dedicating a professional development day for team building at the campus level. Having team-building activities would increase communication, planning skills, employee motivation, and employee collaboration.

Furthermore, finding ways to incentivize students for required weekly quizzes, bundles, reaching reading goals, etc. By doing so, students would be more inclined to reach their academic goals. Finally, since our campus only has 3-5 grade students and our schedule is run similarly to a middle school, we are in great need of a strong and effective disciplinary plan and support staff that will allow this plan to go to fruition. For example, having support staff dedicated only to ISS. At the moment, students with disciplinary action are having to be housed at the front office and monitored by the office staff, with the principal or CS, or occasionally one of our teacher aides will be pulled to run ISS.

### Demographics Strengths

1. Discovery programs
2. Highly qualified teachers
3. School Spirit
4. Consistent tutorials offered

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Effective discipline plan **Root Cause:** Lack of consistency in discipline plan.

**Problem Statement 2 (Prioritized):** Low Parental Involvement **Root Cause:** Lack of parental involvement within the campus and during meetings.

**Problem Statement 3 (Prioritized):** Budget/fundraising for all special programs **Root Cause:** Not enough funding for all special programs.

**Problem Statement 4 (Prioritized):** Staff team building activities/ PD day **Root Cause:** Not enough time for campus PD days.

**Problem Statement 5 (Prioritized):** Teacher vs. student events (kickball, volleyball, etc.) **Root Cause:** Not enough staff for coverage for extracurricular events.

**Problem Statement 6 (Prioritized):** Budget to incentivize students for weekly quizzes, bundles, reaching reading goals, etc. **Root Cause:** Not enough funding to purchase incentives for rewards.

**Problem Statement 7 (Prioritized):** Teachers struggled to continuously monitor student device usage. **Root Cause:** The district did not purchase GoGuardian to monitor devices.

# Student Learning

## Student Learning Summary

J. W. Cáceres Discovery Intermediate Academy continues to offer a challenging academic environment for all students. Despite dealing with the post-COVID pandemic/learning loss, the time allotted to teaching is well utilized at our campus and schedules are flexible and may change throughout the year depending on students' needs. We were able to create a 60 min Intervention Block/PowerHour to assist struggling students and meet HB4545. Teachers frequently communicate with the administration on the curricular needs of all students. Campus and district work together towards the same goal, student success.

Although all classrooms are equipped with updated materials that address the new TEKS, STAAR material still is of great need to help supplement tested areas, especially in RLA with the redesign (Grammar/Writing). Supplemental materials in all core areas such as Sharon Wells, STAAR workbooks, and guided reading programs for struggling readers are essential in order to close gaps caused by the pandemic for all student populations. Supplemental instructional support such as TAs for SpEd Inclusion and 1 per grade level will also assist teachers to help close the gap, by working with small groups of students. Students' progress noted this year can be attributed to teachers providing tutorials after school and during the 60 Min Intervention/Power Hour block. In order for this to continue in the 2023-2024 school year funding will be needed even more so than before to address the gaps caused by the pandemic and learning loss, especially with students who are reading below grade level (2+ years below). Professional development in the areas of Bilingual/GT/Technology/RLA is needed by all staff in order to ensure these populations of students meet their potential as well. Hands-on opportunities for students to engage in higher learning are vital to continue to challenge them. Resources that address STEAM activities could be used to reinforce learning and motivate students to learn.

## Student Learning Strengths

- Teachers collaborate through PLCs and through Content Area (vertical with ILT)
- Teacher PD in the content area as well as in technology
- Technology (one-to-one device)
- Teacher communication with parents (ClassDojo, Google Voice)
- Think UP and ReadyTX
- Kami
- RazKids for Guided Reading Grades 3-4
- After-school tutorials provided by campus teachers (ESSER)
- Education Galaxy/Progress Learning

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Lack of training in Bilingual/GT/Technology/RLA for all campus staff. **Root Cause:** Minimum budget/funding.

**Problem Statement 2 (Prioritized):** Tutorials rely heavily on funding for after-school tutorials to be provided by campus staff/teachers **Root Cause:** Minimum budget/funding.

**Problem Statement 3 (Prioritized):** JWC relies heavily on funding to purchase additional resources for STAAR (English and Spanish), as well as hands-on materials to enhance student learning for instruction, intervention, and tutorials. **Root Cause:** Minimum budget/funding.

**Problem Statement 4 (Prioritized):** An instructional aide to assist in providing services for our Special Education Inclusion program and in every grade level is needed to assist with student success. **Root Cause:** JWC does not have any instructional aides for SpED Inclusion nor in any grade level due to the recent split and counts.

**Problem Statement 5 (Prioritized):** Sharon Wells/Focus Math curriculum is needed to supplement the Math program due to a trend in struggling student achievement. **Root Cause:** Minimum budget/funding.

**Problem Statement 6 (Prioritized):** Because the district does not provide software that assists in editing PDFs, the program Kami is needed in order for students/teachers to edit and share their responses. **Root Cause:** Minimum budget/funding.

**Problem Statement 7 (Prioritized):** Licenses for RazKids are needed for all grade levels. **Root Cause:** Students are reading below grade level and thus need support during their Guided Reading period.

**Problem Statement 8 (Prioritized):** Handwriting workbooks to ensure students continue to practice penmanship. **Root Cause:** Students' penmanship is very poor.

# School Processes & Programs

## School Processes & Programs Summary

As our first year as an intermediate campus comes to an end, we see the needs of our campus with greater clarity. The campus has and continues to overcome educational gaps left as a result of Covid19. In order to continue to move forward, the campus has identified needs that include professional development inclusive of the new testing format and strategies in reading, math, and science. Digital resources such as iReady are readily needed to prepare students for the online format of all assessments. It has been determined that CLPAC members need to do a better job at relaying information to the grade level team they represent before and after their meetings to allow all staff members to have a say in campus decision-making. Teachers would like opportunities to attend campus activities/events that occur during the school day aside from their conference periods. Parental involvement during academic and social events has been minimal and needs to be promoted and encouraged at all levels. Overall this has been a productive year as we continue to strive for success.

## School Processes & Programs Strengths

- Data Meetings
- GL Meetings/PLCs
- District Curriculum on Sharepoint
- Flexible Campus Curriculum Timelines
- Minimal Staff Turnaround
- Teacher Attendance
- ILT

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** CLPAC members need to be better prepared. **Root Cause:** CLPAC Agendas are not sent out to team members/staff beforehand

**Problem Statement 2 (Prioritized):** Research-based PD is needed across all content areas. **Root Cause:** There is a lack of Research-based PD across all content areas.

**Problem Statement 3 (Prioritized):** Increased parental involvement in academic and social settings. **Root Cause:** JWC lacks parental involvement in academic and social settings.

**Problem Statement 4 (Prioritized):** The lack of online assessment resources/platforms does not assist with monitoring student achievement. **Root Cause:** There is a lack of online assessment resources/platforms to prepare students for state assessment.

**Problem Statement 5 (Prioritized):** Because there is not adequate staffing. **Root Cause:** Teacher participation in school activities throughout the day is difficult.



# Perceptions

## Perceptions Summary

JWC is a good and positive place to work at. Staff feels a sense of belonging and support from the administrative team is good and all strive for academic success. Teachers want to work here and feel comfortable. A need at our campus is that teachers feel they need more support when it comes to student discipline. Students also feel a sense of belonging and that a teacher will come to their help when needed but some students feel they need to be challenged more academically and emotionally. The learning environment is great but there is a need to lessen behavior interruptions. Parents feel welcomed when they come to JWC but we need to create more opportunities for parents to participate in.

## Perceptions Strengths

- Positive atmosphere
- ILT Team
- District Strategist
- Administrative Leadership
- SEL Classes
- Communities in Schools
- Team Support

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Discipline Support **Root Cause:** The discipline system needs to be used consistently by all staff members to ensure success.

**Problem Statement 2 (Prioritized):** Low Parental Involvement **Root Cause:** JWC has had a trend of a lack of parental involvement on campus over the years.

**Problem Statement 3 (Prioritized):** Staff Support across grade levels **Root Cause:** Because JWC does not have instructional aides in every grade level it is very difficult to support staff/students.

# Priority Problem Statements

**Problem Statement 1:** Effective discipline plan

**Root Cause 1:** Lack of consistency in discipline plan.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Low Parental Involvement

**Root Cause 2:** Lack of parental involvement within the campus and during meetings.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Budget/fundraising for all special programs

**Root Cause 3:** Not enough funding for all special programs.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Staff team building activities/ PD day

**Root Cause 4:** Not enough time for campus PD days.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** Teacher vs. student events (kickball, volleyball, etc.)

**Root Cause 5:** Not enough staff for coverage for extracurricular events.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** Budget to incentivize students for weekly quizzes, bundles, reaching reading goals, etc.

**Root Cause 6:** Not enough funding to purchase incentives for rewards.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** Teachers struggled to continuously monitor student device usage.

**Root Cause 7:** The district did not purchase GoGuardian to monitor devices.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** Lack of training in Bilingual/GT/Technology/RLA for all campus staff.

**Root Cause 8:** Minimum budget/funding.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** Tutorials rely heavily on funding for after-school tutorials to be provided by campus staff/teachers

**Root Cause 9:** Minimum budget/funding.

**Problem Statement 9 Areas:** Student Learning

**Problem Statement 10:** JWC relies heavily on funding to purchase additional resources for STAAR (English and Spanish), as well as hands-on materials to enhance student learning for instruction, intervention, and tutorials.

**Root Cause 10:** Minimum budget/funding.

**Problem Statement 10 Areas:** Student Learning

**Problem Statement 11:** An instructional aide to assist in providing services for our Special Education Inclusion program and in every grade level is needed to assist with student success.

**Root Cause 11:** JWC does not have any instructional aides for SpED Inclusion nor in any grade level due to the recent split and counts.

**Problem Statement 11 Areas:** Student Learning

**Problem Statement 12:** Sharon Wells/Focus Math curriculum is needed to supplement the Math program due to a trend in struggling student achievement.

**Root Cause 12:** Minimum budget/funding.

**Problem Statement 12 Areas:** Student Learning

**Problem Statement 13:** Because the district does not provide software that assists in editing PDFs, the program Kami is needed in order for students/teachers to edit and share their responses.

**Root Cause 13:** Minimum budget/funding.

**Problem Statement 13 Areas:** Student Learning

**Problem Statement 14:** Licenses for RazKids are needed for all grade levels.

**Root Cause 14:** Students are reading below grade level and thus need support during their Guided Reading period.

**Problem Statement 14 Areas:** Student Learning

**Problem Statement 15:** Handwriting workbooks to ensure students continue to practice penmanship.

**Root Cause 15:** Students' penmanship is very poor.

**Problem Statement 15 Areas:** Student Learning

**Problem Statement 16:** CLPAC members need to be better prepared.

**Root Cause 16:** CLPAC Agendas are not sent out to team members/staff beforehand

**Problem Statement 16 Areas:** School Processes & Programs

**Problem Statement 17:** Research-based PD is needed across all content areas.

**Root Cause 17:** There is a lack of Research-based PD across all content areas.

**Problem Statement 17 Areas:** School Processes & Programs

**Problem Statement 18:** Increased parental involvement in academic and social settings.

**Root Cause 18:** JWC lacks parental involvement in academic and social settings.

**Problem Statement 18 Areas:** School Processes & Programs

**Problem Statement 19:** The lack of online assessment resources/platforms does not assist with monitoring student achievement.

**Root Cause 19:** There is a lack of online assessment resources/platforms to prepare students for state assessment.

**Problem Statement 19 Areas:** School Processes & Programs

**Problem Statement 20:** Because there is not adequate staffing.

**Root Cause 20:** Teacher participation in school activities throughout the day is difficult.

**Problem Statement 20 Areas:** School Processes & Programs

**Problem Statement 21:** Discipline Support

**Root Cause 21:** The discipline system needs to be used consistently by all staff members to ensure success.

**Problem Statement 21 Areas:** Perceptions

**Problem Statement 22:** Low Parental Involvement

**Root Cause 22:** JWC has had a trend of a lack of parental involvement on campus over the years.

**Problem Statement 22 Areas:** Perceptions

**Problem Statement 23:** Staff Support across grade levels

**Root Cause 23:** Because JWC does not have instructional aides in every grade level it is very difficult to support staff/students.

**Problem Statement 23 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

- Other additional data

# Goals

**Revised/Approved: September 4, 2023**

## **Goal 1:** Focus On Student Success

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

\*3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase from 29% to 35%





\*3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 34% to 35%









**High Priority**

**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. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from 49% to 85% by May 24, 2024.</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> Warehouse Supplies - Title I (211) - \$3,900, Warehouse Supplies - Local (199) - \$205, Afterschool Tutorials - ESSER III (282) - \$29,002.20, Warehouse Supplies - Title III (263) - \$425, Abacus Computers-Computer Mice - Title I (211) - \$155, BSN Sports - Local (199) - \$1,785, Poster Studio Express - Local (199) - \$180, 4th Grade Field Trip Trans. Tx A&amp;M AgriLife Ext. - State Comp. (164) - \$297, Walmart -Cash Box (Library) - Local (199) - \$33, Notable, Inc. (Kami) - Title I (211) - \$1,584, Warehouse Supplies - Title I (211) - \$515.50, Warehouse Supplies - Local (199) - \$172, Securly, Inc. - Local (199) - \$1,885, Kamico Instructional Media, Inc. - Local (199) - \$156, Warehouse Supplies - Bilingual (162) - \$743, Warehouse Supplies - State Comp. (164) - \$596, Warehouse Supplies - Local (199) - \$1,556, Warehouse Supplies - Title III (263) - \$186, Southern Computer Warehouse - Local (199) - \$137</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p><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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher proficiency in academic vocabulary instruction from 25% to 90% ,the use of visual stimuli from 25% to 100% and utilization of processing tools from 25% to 80% by the end of the 2024 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	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> Increase observation and direct feedback protocol implementation from 33% 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, Campus ILT  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>- 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 50% to 100% protocol implementation based on observation tracker and biweekly meeting notes.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, 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
				
<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/1HVVaI4g8\\_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing](https://docs.google.com/document/d/1HVVaI4g8_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/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  <b>Title I:</b> 4.1, 4.2	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  <b>Title I:</b> 4.1, 4.2	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> 4.2	Formative			Summative
	Sept	Dec	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue







## Goal 2: Focus on Family and Community Engagement

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

**Evaluation Data Sources:** \* training invitation

\* training sign-in sheets

\* training agendas

Strategy 1 Details	Reviews			
<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  <b>Title I:</b> 4.2	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  <b>Title I:</b> 4.2	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  <b>Title I:</b> 4.2	Formative			Summative
	Sept	Dec	Mar	June
				



No Progress



Accomplished











Continue/Modify











Discontinue

### Goal 3: Focus On Operational Excellence

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> J W Caceres Discovery Intermediate Academy 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.	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.	Formative			Summative
	Sept	Dec	Mar	June
				







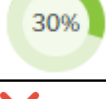
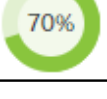




Strategy 5 Details	Reviews			
<b>Strategy 5:</b> J W Caceres Discovery Intermediate Academy will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc. <b>Strategy's Expected Result/Impact:</b> Ensuring of proper procedures for purchases, etc. <b>Staff Responsible for Monitoring:</b> Campus administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> J W Caceres Discovery Intermediate Academy will meet with necessary personnel to have general funds allocated to complete campus prioritized projects. <b>Strategy's Expected Result/Impact:</b> Allocate funding appropriately to address facilities <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:** J W Caceres Discovery Intermediate Academy 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> J W Caceres Discovery Intermediate Academy'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> J W Caceres Discovery Intermediate Academy'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	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> J W Caceres Discovery Intermediate Academy 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> J W Caceres Discovery Intermediate Academy 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
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 1:** 4.1 J W Caceres Discovery Intermediate Academy 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> 2.6 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	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>ESF Levers:</b> Lever 3: Positive School Culture	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>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				



No Progress



Accomplished



Continue/Modify






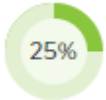

Discontinue





Goal 4: Focus On Employees And Organizational Excellence

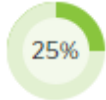





**Performance Objective 2:** 4.2 J W Caceres Discovery Intermediate Academy will provide opportunities to build students' and staff's social and emotional capacity (4.2 Organizational / 4.2A Students / 4.2B Staff).







**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 (YMHFA).  <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  <b>Title I:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture	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>Staff Responsible for Monitoring:</b> Campus Administration, Counselor, CLPAC, Nurse, PE Coach  <b>Title I:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Sept	Dec	Mar	June
		N/A			
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. <b>Staff Responsible for Monitoring:</b> Campus Administration, Counselor  <b>Title I:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Sept	Dec	Mar	June
					

Strategy 4 Details	Reviews			
<p><b>Strategy 4: 4.2 Organizational (4):</b> 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, &amp; System Supports) and assess all ten domains over a period of three years, thereafter the practice will be to assess the PSCs' and LPCs' performance against all ten professional development and growth domains annually.</p> <p><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.</p> <p>[Staff Responsible for Implementation: Counselors, LPCs, Campus Administration]</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership</p> <p><b>Title I:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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><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).</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Counselor, CLPAC, PBIS Team, Nurse</p> <p><b>Title I:</b> 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Campus will 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. <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>Staff Responsible for Monitoring:</b> Counselor  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> Clothing Vouchers - Title I (211) - \$300	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> 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. <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>Staff Responsible for Monitoring:</b> Counselor, Parent Involvement Liaison  <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
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



Goal 5: Focus On Financial Stewardship









**Performance Objective 1:** 5.1 Create a comprehensive needs assessment in order to prioritize resources equitably based for J W Caceres Discovery Intermediate Academy 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:** J W Caceres Discovery Intermediate Academy 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> J W Caceres Discovery Intermediate Academy 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> J W Caceres Discovery Intermediate Academy 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>Staff Responsible for Monitoring:</b> Campus Administration, CLPAC, Secretary <b>Funding Sources:</b> EOY Certificates and Medallions - Local (199) - \$494	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# 2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Sara Perez	Principal
Administrator	Rose Martinez	Curriculum Specialist
Parental Involvement Liaison	Isabel Martinez	Parental Involvement Liaison
Secretary	Marybelle Mata	Secretary
Counselor	Daisy Rodriguez	Counselor
Non-classroom Professional	Savina Macias	Librarian
Classroom Teacher	Emma Sayavedra	4th Grade Teacher
Classroom Teacher	Gudalupe Guerrero	Robotics Teacher
Classroom Teacher	Clarissa Garcia	3rd Grade Teacher
Classroom Teacher	Maria Perez	5th Grade Teacher
Paraprofessional	Lori Vento	Computer Lab Manager
Classroom Teacher	Reena Villarreal	PE Teacher
Nurse	Samantha Losoya	LVN

# Campus Funding Summary

Bilingual (162)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Warehouse Supplies		\$743.00
Sub-Total					\$743.00
Budgeted Fund Source Amount					\$6,267.00
+/- Difference					\$5,524.00
State Comp. (164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Warehouse Supplies		\$596.00
1	1	1	4th Grade Field Trip Trans. Tx A&M AgriLife Ext.		\$297.00
Sub-Total					\$893.00
Budgeted Fund Source Amount					\$3,244.00
+/- Difference					\$2,351.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Warehouse Supplies		\$172.00
1	1	1	Southern Computer Warehouse		\$137.00
1	1	1	Walmart -Cash Box (Library)		\$33.00
1	1	1	BSN Sports		\$1,785.00
1	1	1	Poster Studio Express		\$180.00
1	1	1	Securly, Inc.		\$1,885.00
1	1	1	Kamico Instructional Media, Inc.		\$156.00
1	1	1	Warehouse Supplies		\$1,556.00
1	1	1	Warehouse Supplies		\$205.00
5	2	2	EOY Certificates and Medallions		\$494.00
Sub-Total					\$6,603.00
Budgeted Fund Source Amount					\$28,478.00
+/- Difference					\$21,875.00

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Notable, Inc. (Kami)		\$1,584.00
1	1	1	Warehouse Supplies		\$3,900.00
1	1	1	Warehouse Supplies		\$515.50
1	1	1	Abacus Computers-Computer Mice		\$155.00
4	2	7	Clothing Vouchers		\$300.00
Sub-Total					\$6,454.50
Budgeted Fund Source Amount					\$523.50
+/- Difference					<b>-\$5,931.00</b>
Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,572.00
+/- Difference					<b>\$1,572.00</b>
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Warehouse Supplies		\$186.00
1	1	1	Warehouse Supplies		\$425.00
Sub-Total					\$611.00
Budgeted Fund Source Amount					\$856.00
+/- Difference					<b>\$245.00</b>
Title IV (289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$810.00
+/- Difference					<b>\$810.00</b>
ESSER III (282)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Afterschool Tutorials		\$29,002.20

ESSER III (282)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$29,002.20
Budgeted Fund Source Amount					\$32,877.00
+/- Difference					\$3,874.80
Grand Total Budgeted					\$74,627.50
Grand Total Spent					\$44,306.70
+/- Difference					\$30,320.80