Donna Independent School District

J.W. Caceres Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

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.

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

You can view JWC's CNA Data at the following link:
https://docs.google.com/document/d/1spAwsFIeY4te9zkYmy6QVl78dbTTyqFZO2Az5nfsl6k/edit?usp=sh

Demographics

Demographics Summary

You can find JWC's CNA Demographics Summary at the following link: https://drive.google.com/drive/folders/18ZPtFx_W2bks3yHolNjwSi04VIt3N9pg?usp=sharing

Demographics Strengths

You can find JWC's CNA Demographics Summary at the following link: https://drive.google.com/drive/folders/18ZPtFx_W2bks3yHolNjwSi04VIt3N9pg?usp=sharing

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance matters and is essential to student success. **Root Cause:** Due to COVID spikes, it was difficult for staff to follow through with truancy and/or excessive attendance patterns as attendance fluctuated weekly/daily. Parents are unaware and/or not held accountable for their child's attendance based on the state's "Don't Break the Law" policy, J.W.C. struggles to meet the state attendance goal and falls below the district expectation.

Problem Statement 2: J. W. C. lacks bilingual materials and online platforms to assist students in second language acquisition. **Root Cause:** Funding is our biggest obstacle in order to purchase the adequate materials for our students/teachers.

Problem Statement 3: More accessories for technology per student (Chromebook chargers, headphones) **Root Cause:** Because many of the chargers/headphones have been lost/broken, JWC lacks 1:1 ratio of these accessories per students.

Problem Statement 4: Improved professional development provided by the district. **Root Cause:** Because there are updates/changes to TEKS, lesson cycles, and STAAR redesign, teachers need consistent PD to assist with the changes/updates in an timely manner.

Problem Statement 5: Incentives for General Performances-Benchmarks, Six Weeks Assessments, Weekly Test, etc. **Root Cause:** Because students struggle to meet their goals, providing incentives can help boost their confidence and assist teachers in raising the bar.

Student Learning

Student Learning Summary

J. W. Cáceres Discovery Academy continues to offer a challenging academic environment for all students. Despite dealing with the post COVID pandemic, 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. In Grades 3-5 we were able to create a 30min Power Hour to assist students under HB4545, within a 3:1 ratio. Teachers frequently communicate with 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. Supplemental materials in all core areas such as Sharon Wells, STAAR workbooks, and guided reading program 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 STAAR grade level will also assist teachers to help close the gap, by working with small groups of students. Student's progress noted this year can be attributed to teachers providing tutorials after school and the HB4545 small group (3:1 ratio) during the 30Min Power Hour. In order for this to continue in the 2022-2023 school year funding will be needed even more so than before to address the gaps caused by the COVID learning loss. 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 is vital to continue to challenge them. Resources that address STEAM activities could be used to reinforce learning and motivate students to learn.

You can find JWC's CNA Student Learning Summary at the following link: https://drive.google.com/drive/folders/18ZPtFx_W2bks3yHolNjwSi04VIt3N9pg?usp=sharing

Student Learning Strengths

1. Teachers collaborate through PLCs and through Content Area (vertical)
2. Teacher PD in content area as well as in technology
3. Technology (one to one device)
4. Teacher communication with parents (ClassDojo, Google Voice)
5. Think UP by Mentoring Minds (Digital & Hard Copy for 3rd-5th)
6. After school tutorials provided by campus teachers

You can find JWC's CNA Student Learning Summary at the following link: https://drive.google.com/drive/folders/18ZPtFx_W2bks3yHolNjwSi04VIt3N9pg?usp=sharing

Problem Statements Identifying Student Learning Needs

Problem Statement 1: J.W.C. lacks a sound Guided Reading program in grades 3rd-5th Grade to help students reach/surpass their reading levels (RazKids). **Root Cause:** Because J.W.C. does not have a structured GR curriculum, teachers are left with each getting/using different material.

Problem Statement 2: J.W.C. lacks a para-professional (TA) to assist in providing services for our Special Education Inclusion program. **Root Cause:** Because of counts and funding as outline by the district, J.W.C. does not qualify for a SpEd Resource TA.

Problem Statement 3: J.W.C. lacks a variety of STAAR Materials (Eng. & Spanish) to help enhance student learning and success. **Root Cause:** Due to funding, the campus and teachers are found scrambling to purchase these items personally or scrambling with each other to find materials.

Problem Statement 4: Supplemental Math (Sharon Wells) curriculum is not in place to help build the math program and student success. **Root Cause:** J.W.C. has showed a pattern in decreasing math scores and lacks the support of a supplemental math curriculum to help foster student success.

Problem Statement 5: Kami program is needed for students to edit and submit PDF assignments/quizzes on Google Classroom. **Root Cause:** JWC lacks a simplified program in which students can edit their PDF assignments/quizzes and submit on Google Classroom, making it easier for teacher grading/feedback.

Problem Statement 6: J.W.C. lacks a variety of hands-on material to help enhance student learning in the core areas. **Root Cause:** Teachers are found scrambling to purchase this items personally or scrambling with each other to find materials.

School Processes & Programs

School Processes & Programs Summary

As a campus we have a variety of needs which include professional development across all content areas and resources that target student's areas of need. The needs are as follows: Classroom and behavior management, PBIS, Autism training, effective reading strategies, literacy work stations (English and Spanish), manipulatives, wider selection of Spanish books for the library, and professional development/training. During grade level meetings, PLCs, Content Area meetings, and CLPAC Meetings our administration and teachers should discuss what professional development and resources are needed based on live exam data, diagnostic tests, observations, guided reading levels, student achievement, and special needs. CLPAC members need to do a better job at relaying information to the grade level team they represent before and after their meetings. As our campus transitions to an Intermediate Academy our needs may be changing in order to tackle any and all challenges ahead and ensure student success .

You can find JWC's CNA School Process Summary at the following link: https://drive.google.com/drive/folders/18ZPtFx_W2bks3yHolNjwSi04VIt3N9pg?usp=sharing

School Processes & Programs Strengths

1. Data Meetings
2. GL Meetings
3. District Curriculum on Sharepoint
4. Flexible Campus Curriculum Timelines
5. Minimal Staff Turnaround
6. Teacher Attendance
7. Campus PBIS

You can find JWC's CNA School Process Summary at the following link: https://drive.google.com/drive/folders/18ZPtFx_W2bks3yHolNjwSi04VIt3N9pg?usp=sharing

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: JWC was unable to provide research based PD across all content areas (Martha Morales, Diana Ramirez, Region One, Sharon Wells etc.) **Root Cause:** Because the campus is limited in funds J.W.C. was unable to offer PD on campus.

Problem Statement 2: JWC needs to incorporate more Vertical Team Planning in order for all grade levels to be on the same page and students can show growth. **Root Cause:** Due to scheduling, it is difficult to plan for vertical team meetings/planning.

Problem Statement 3: Increased parental involvement in academic and social settings. **Root Cause:** Because has lacked parental involvement and support over the years, it has been a great challenge to grow campus culture.

Problem Statement 4: Consistent PBIS implementation campus wide. **Root Cause:** Because not all teachers are consistent with the PBIS model, our data was not very accurate.

Problem Statement 5: LPAC Agendas sent out to team members beforehand to ensure that teachers are well prepared. **Root Cause:** Because training occurs throughout the school year, at times we are leveraging to get things done at the same time.

Perceptions

Perceptions Summary

Victoria Bernhardt states that "perception data helps us understand what students, parents, teachers, and others think about the learning environment." With a series of survey questions, we were able to collect data to understand the perception our students and staff have of our campus. The data is as follows:

In respect to academic expectations, 94% of the participating students felt their teachers gave daily expectations on their assignments. When it came to behavior expectations, 92% of the participating students felt their teachers would set daily behavior expectations. In respect to social expectations, 97% of the participating students feel that they understand the rules and regulations on campus. However, only 80% of the participating students felt that the consequences for violating school rules and regulations were applied consistently. For extracurricular expectations, only 80% of the participating students felt there were after school clubs or activities to participate in such as sports, chess, checkers, book clubs etc.

In the area of academic expectations, 90% of the participating staff felt they set high expectations for their students. In regards to social and behavior expectations, 80% of the participating staff felt they implemented a strong set of rules and consequences. When asked about extracurricular expectations, only 60% of the participating staff felt there were enough extracurricular activities for students.

In the areas of attitudes, respect, relationships and support, 73% of the participating students feel they can talk to a teacher, principal, counselor, librarian or teacher assistant about anything. 77% of the participating students feel they receive emotional support when a situation has come up. 87% of the participating students feel they receive assistance on their assignments. In regards to support, 90% of the participating students felt they had access to computers, iPads and other technologies on campus. 77% of the participating students feel that J.W. Caceres is a friendly environment, and 70% of the participating students feel they are respected by their classmates.

In regards to attitudes, respect, relationship and belonging, 97% of the participating staff feel comfortable talking to other staff members on campus. 97% of the participating staff members feel respected by their peers on campus. In regards to support, 94% of the participating staff felt they had the adequate technology to implement lessons. In the areas of attitudes, respect, relationships and support, only 68% of the participating staff felt the consequences for violating school rules and regulations were applied consistently. In respect to belonging, 59% of the participating staff members are highly satisfied being part of the campus; 28% are satisfied being part of the campus; 6% are indifferent about being part of the campus; 6% are not happy being part of the campus.

In respect to physical safety, 90% of the participating students felt their teachers made them feel physically safe and welcomed on campus. 82% of the participating students felt their classmates made them feel physically safe and welcomed on campus.
In regards to the facilities and physical environments, 75% of the participating students felt that the school building, cafeteria, library and playground area were safe. Whereas 78% of the participating staff members felt the inside and outside of the school building was physically safe.

In conclusion, after reviewing the data, we feel that most interaction between teachers, staff and students is caring, responsive, supportive, and respectful. However, there is room for improvement. This was the first year J.W. Caceres Discovery Academy adopted and implemented the P.B.I.S. behavioral plan. Although there was extensive planning and training that went into this program, it was almost abandoned and not implemented properly. The plan was briefly introduced to the staff, and eventually evolved into a small percentage of staff members giving and taking away Dojo points to the students. If the program was explained in more detail to the staff, and the P.B.I.S committee were to become more active in their responsibilities the program would be more effective. The campus could have avoided behavioral issues such as the ones presented in this year's disciplinary report which is as follows: J.W. Caceres and Rivas had a total of 52 incidents that were documented. Grades 3rd thru 4th had lower incident reports than 5th grade combined (7/38). Students in grades 3rd thru 4th were mostly bus referrals committed by the same student. The lack of supervision would have been a part of the problem, since the bus driver is the only adult in the bus. 5th grade referrals were mostly insubordinate and unruly behavior. There was one student who had 25 insubordination referrals. Another student had 6 unruly behavior referrals. Most referrals occurred during the second semester of the school year. This is where there is the most tension because STAAR testing is coming up which could play a big part of this problem. There seems to be an escalating problem as the students get older. The upper grades are in need of more supervision, counseling (Communities in Schools), and consistency in redirecting to PBIS rules and procedures. Good behavior procedures may include tickets for good behavior, positive notes, and weekly raffles to promote PBIS.

You can find JWC's CNA Perceptions Summary at the following link: https://drive.google.com/drive/folders/18ZPtFx_W2bks3yHolNjwSi04VIt3N9pg?usp=sharing

Perceptions Strengths

1. Morning and Afternoon Drop off Expectations
2. Morning Drop Off team
3. Security Entrance with call button
4. Communication to Parents through FB, Twitter, Instagram, Classroom, and Classdojo
5. ACE Program
6. Weekly Attendance Raffle
7. PBIS Rewards: GLOW Party, No Uniform Pass

You can find JWC's CNA Perceptions Summary at the following link: https://drive.google.com/drive/folders/18ZPtFx_W2bks3yHolNjwSi04VIt3N9pg?usp=sharing

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Consistency of Behavior Plan: Use of ClassDojo **Root Cause:** Because we did not have 100% of faculty & staff use the PBIS ClassDojo model with fidelity we had problems with a successful implementation.

Problem Statement 2: Lack of Bus Supervision during AM/PM Duty (Maybe a Bus Assistant) **Root Cause:** Because we are short staffed, at times it is difficult to fully monitor the AM/PM bus loading.

Problem Statement 3: Guidance lessons on de-escalation for anger issues. **Root Cause:** JWC lacks support/training of SEL to assist staff with de-escalation for anger/behavior issues.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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

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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records 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
- EL/non-EL or LEP 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
- 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
- TTESS 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
- Other additional data

Goals

Goal 1: Focus On Student Success

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

*3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase from 38% to 41%
*3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 45% to 47%

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding).	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2022. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from __% to 100% by September 30, 2022. **Staff Responsible for Monitoring:** Campus administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Results Driven Accountability**				
Strategy 2 Details	Reviews			
Strategy 2: Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, and quality questioning.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from __% to __% ,the use of visual stimuli from __% to __% and utilization of processing tools from __% to __% by the end of the 2023 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations. **Staff Responsible for Monitoring:** Campus administration **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**				

Strategy 3 Details		Reviews			
Strategy 3: Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback.		**Formative**			**Summative**
		Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Increase observation and direct feedback protocol implementation from __ to __ by the end of the 2023 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys. **Staff Responsible for Monitoring:** Campus Administration, Campus ILT **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Results Driven Accountability**					

Strategy 4 Details		Reviews			
Strategy 4: Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support.		**Formative**			**Summative**
		Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILts at the campus will go from 0% to 100% protocol implementation based on observation tracker and weekly meeting notes. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Focus on Family and Community Engagement

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

Evaluation Data Sources: * Digital Communication rubric - included in the handbook
(https://docs.google.com/document/d/1Mufds5BJ2mFJALq25TpLynXE6QfnGSDe3jx6ERKnXjI/edit?usp=sharing)
* Family and Community Engagement Survey Checklist
(https://docs.google.com/document/d/1HVVaI4g8_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing)
* surveys

Strategy 1 Details	Reviews			
Strategy 1: Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships	**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration				

Strategy 2 Details	Reviews			
Strategy 2: Develop data collection systems to monitor family engagement including engagement via digital platforms.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships	**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration				

Strategy 3 Details	Reviews			
Strategy 3: Use data to ensure alignment between family engagement and learning goals	**Formative**			**Summative**
Strategy's Expected Result/Impact: Promote continuous family engagement to ensure student success	**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., District Administration				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 2: Focus on Family and Community Engagement

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

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

Strategy 1 Details	Reviews			
Strategy 1: Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources).	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Create strong connections between our school system and our community **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration				
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.)	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Create strong connections between our school system and our community **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration				
Strategy 3 Details	Reviews			
Strategy 3: Provide professional development that develops skills in working with families (e.g., engaging fathers, customer service, understanding and responding to a child's behavior, etc.)	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Create strong connections between our school system and our community **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration				
0% No Progress 100% 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			
Strategy 1: J W Caceres Discovery Intermediate Academy will monitor their facilities and send a survey to the staff to see input on the facilities' needs.	**Formative**			**Summative**
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Ensure the district's and campus 5 year plan is followed. **Staff Responsible for Monitoring:** Campus administration.				

Strategy 2 Details	Reviews			
Strategy 2: Campus administration will review the campus' facilities survey results and monitor the work orders submitted at the campus to ensure areas of need are being addressed.	**Formative**			**Summative**
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Compare survey and work orders. **Staff Responsible for Monitoring:** Campus administration.				

Strategy 3 Details	Reviews			
Strategy 3: Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget.	**Formative**			**Summative**
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Prioritization of campus needs. **Staff Responsible for Monitoring:** Campus administration.				

Strategy 4 Details	Reviews			
Strategy 4: Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget.	**Formative**			**Summative**
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: A campus based 5 year plan and ensure campus administration monitors implementation of said plan. **Staff Responsible for Monitoring:** Campus administration.				

Strategy 5 Details	Reviews			
Strategy 5: J W Caceres Discovery Intermediate Academy will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc. **Strategy's Expected Result/Impact:** Ensuring of proper procedures for purchases, etc. **Staff Responsible for Monitoring:** Campus administration	Formative			Summative
	Sept	Dec	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: J W Caceres Discovery Intermediate Academy will meet with necessary personnel to have general funds allocated to complete campus prioritized projects. **Strategy's Expected Result/Impact:** Allocate funding appropriately to address facilities **Staff Responsible for Monitoring:** Campus Administration	Formative			Summative
	Sept	Dec	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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			
Strategy 1: 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Clean and safe campus **Staff Responsible for Monitoring:** Campus Administration				

Strategy 2 Details	Reviews			
Strategy 2: 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Appropriate meals in a clean and safe environment **Staff Responsible for Monitoring:** Campus administration and CNP staff				

Strategy 3 Details	Reviews			
Strategy 3: 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Facilities needs addressed **Staff Responsible for Monitoring:** Campus administration and campus custodial staff				

Strategy 4 Details	Reviews			
Strategy 4: 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Safe transportation **Staff Responsible for Monitoring:** Campus Administration and transportation personnel				

0% No Progress	100% 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			
Strategy 1: Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery. **Staff Responsible for Monitoring:** Campus Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Implement opportunities to discover that relationships are at the core of performance, and that trust and respect are essential to any organization seeking to grow and improve.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Leaders learn and practice specific skills that make clear, candid communication possible. They learn to use these skills in their relationships and to model and apply them on the job. **Staff Responsible for Monitoring:** Campus Administration; Campus Leadership Team **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress	100% 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			
Strategy 1: Entire campus will participate in at least 2 district wide/community events (minimum 1 per semester) that support the physical, health, nutritional, and social well-being of students and staff.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being. **Staff Responsible for Monitoring:** Campus Administration, Counselor, CLPAC, Nurse, PE Coach **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Campus will work to maintain a balanced schedule by ensuring that a minimum of 80% of daily activities for Professional School Counselors are aligned with the four components (guidance curriculum, individual planning, responsive services, & system supports) of the Texas Model for Comprehensive School Counseling Programs by decreasing the amount of time being allocated to non-counseling activities by 10% each school year from 2023 to 2025.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly. **Staff Responsible for Monitoring:** Campus Administration, Counselor				

Strategy 3 Details	Reviews			
Strategy 3: Campus will provide prevention activities that help students live above the influence that support academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug related incidents/offenses/referrals by 10%.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (drugs and alcohol, bullying, suicide prevention, conflict resolution, and violence prevention). **Staff Responsible for Monitoring:** Campus Administration, Counselor, CLPAC, PBIS Team, Nurse **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: Campus will work with the SEL Department to provide teachers and campus staff Social Emotional Learning (SEL) education on responsive and instructional classroom practices to increase the overall teacher campus climate by 10% on district surveys.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase support for teachers and campus staff in helping build students' social and emotional competence in the school setting to foster resilience and well-being for students, for educator as they work with their students, and for school leaders as they work to build trust and well-being in their school communities that reinforce the teacher and staff perception of staff-student relationship building, skills, and mindsets. **Staff Responsible for Monitoring:** Campus Administration, Counselor				

Strategy 5 Details	Reviews			
Strategy 5: Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10%	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively. **Staff Responsible for Monitoring:** Counselor **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
Strategy 6: Campus will provide parents Social Emotional Learning (SEL) education on tools, practices, strategies, and resources to support students at home to increase parental involvement and satisfaction by 10% on district surveys.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase support for parents in helping build students' social and emotional competence at home to foster a strong home-school connection and partnership that reinforce social and emotional skills at home, school, and their communities. **Staff Responsible for Monitoring:** Counselor, Parent Involvement Liaison **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress	100% 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 J W Caceres Discovery Intermediate Academy based on the 5-year Strategic Plan.

    Evaluation Data Sources: C.N.A.

Strategy 1 Details	Reviews			

Strategy 1: Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals.
    Strategy's Expected Result/Impact: Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs.
    Staff Responsible for Monitoring: Campus Administration
	Formative			**Summative**

	Sept	**Dec**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

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			
Strategy 1: 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. **Strategy's Expected Result/Impact:** Campus budget planned to limit if any budget changes/amendments **Staff Responsible for Monitoring:** Campus Administration	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy 2 Details	Reviews			
Strategy 2: 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. **Staff Responsible for Monitoring:** Campus Administration, CLPAC, Secretary	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue