

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

Mission Statement

Mission

M. Rivas Elementary 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.

La primaria M. Rivas y la comunidad educarán a todos los alumnos para que sean individuos auto-motivados, responsables, confiables y comprometidos que serán líderes y tendrán un impacto positivo en nuestra comunidad.

Vision

Vision

M. Rivas students, staff, and community working together towards academic excellence.

Los alumnos, personal de M. Rivas y la comunidad trabajando juntos para alcanzar la excelencia académica.

Value Statement

Core Values

If we believe all students can be successful and we want to accomplish our goals and be productive, then we should be:

Doing:

Positive Work Ethic, Reliable, Be Productive, Trustworthy, Honesty, Team Player/Work, Committed, Recognize Progress and Achievement

Seeing:

Student Centered, Collaborative Work, Student Driven Classrooms, Student Engagement, Intentional Lessons, Team Planning (on-going), Collaborative/Sharing Ideas, Individual Student Growth

Valores Fundamentales

Si creemos que todos los alumnos pueden tener éxito y queremos lograr nuestros objetivos y ser productivos, entonces debemos ser:

Hacer

Tener ética de trabajo positiva, ser de confianza, ser productivo, ser confiable, ser honesto, ser jugador de equipo/de trabajo, ser comprometido, reconocer el progreso y el logro

Ver

Centrado en el alumno, trabajo colaborativo, aulas dirigidas por alumnos, participacion estudiantil, lecciones intencionales, planificacion de equipo (en curso), colaboracion/
compartiendo ideas, crecimiento individual del alumno.

Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Demographics	5
Student Learning	6
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: Focus On Student Success	14
Goal 2: Focus on Family and Community Engagement	16
Goal 3: Focus On Operational Excellence	19
Goal 4: Focus On Employees And Organizational Excellence	22
Goal 5: Focus On Financial Stewardship	28
Campus Funding Summary	30

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Demographics

Demographics Summary

Demographic data indicates a decrease in student enrollment over the past three years, leading to the closing of classrooms, and reassignment of teachers. Campus efforts need to continue being directed to high LEP and Bilingual population as this represents over 70% of the campus population. Additionally, an increase in identified Dyslexia and Migrant students on campus requires additional tutors to target these special populations and professional developments for all staff members on appropriate accommodations to help meet the individual needs of diverse student populations. Rivas is one of 13 elementary schools in Donna ISD. The student population is approximately 263 students in PK-3 through 5th grade. According to PEIMS data: 100% of the campus is Hispanic, 185 students are LEP, 251 students are Economically Disadvantage, 237 students are At Risk, 100% are Title 1, 53 students are homeless, and 30 students are Special Ed. The staff is comprised of 2 campus administrators, 1 counselor, 1 Librarian, 1 Community in Schools representative, 20 teachers, 12 educational aids, 1 secretary, 4 clerks, 2 custodians, 3 cafeteria workers, 1 ACE coordinator, and 1 security guard.

Demographics Strengths

- 100% of teachers are certified to teach their level of instruction
- Several teachers hold their masters degree
- Paraprofessionals are highly qualified
- Teachers are GT certified
- Most teachers are Bilingually Certified to assist with first year language acquisition and early-exit transition framework
- Life Skills and ECSE classes
- Full Day PK3 and PK4 classes
- Afterschool Program (ACE)
- Activities monitoring of students in special programs

Problem Statements Identifying Demographics Needs

Problem Statement 1: Identified GT students are not provided with opportunities to work together in flexible groupings to use inquiry and discovery. **Root Cause:** GT student population was too low to build groups.

Problem Statement 2: Supplemental reading programs to assist identified Dyslexia students with reading difficulties are limited. **Root Cause:** In previous school years, there had not been any identified students with dyslexia, so these resources were not needed.

Problem Statement 3: Teachers are not prepared to meet the diverse individual needs that come with the high count of special education populations. **Root Cause:** Teachers are unaware of the instructional resources and support to meet the individual needs of special education populations.

Student Learning

Student Learning Summary

After analyzing different data sources for the campus, it is evident that a variety of assessment tools are used to improve both teaching and student learning. Some examples of formative and summative assessments include: quizzes, tests, writing assignments, Amplify, Imagine Math, Istation, and STAAR for 3rd-5th grade students. Teachers differentiate assignments and provide students with hands-on learning activities. Teachers teach in different settings: whole group, small group, and one-to-one. Students receive designated supports in the classroom to support their learning. The data also indicated after reviewing reading data for the campus, that students are lacking foundational skills and language development. Foundational skills refer to basic literacy, numeracy, and transferable skills, that are the building blocks for a life of learning. Students are lacking motivation, learning behaviors and social skills which disrupts daily learning. There is a need to integrate engaging, meaningful hands-on activities and technology lessons to create an effective 21st century classroom that meets the needs of the students.

Student Learning Strengths

- All students have 1:1 access to devices
- Teachers have or will complete Texas Reading Academy
- Teachers have a variety of resources to analyze student data.
- Teachers implement small group intervention/tutoring.
- Teachers keep track of student's time and progress.
- Explicit Direct Instruction strategies consistently implemented in every grade level provided differentiation.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are lacking foundational skills in math and language development. **Root Cause:** Lack of in person learning

Problem Statement 2: Supplemental reading programs to assist with foundational skills and language development. **Root Cause:** In the past school year, there has been a lack of motivation and communication skill development in online students.

School Processes & Programs

School Processes & Programs Summary

The campus has a positive campus culture and climate. The staff works together to ensure our students are successful in their learning. With continuous collaboration and communication, the staff is focused on striving for a successful campus. A goal for the campus is to increase collaboration with parents so that we work together for the success of all our students. All staff members implement Explicit Direct Instruction which focuses on helping all students learn to their maximum capabilities. Teachers implement programs such as RtI, 504, and special education accommodations to ensure the students receive the needed support. Teachers use the district curriculum to plan their lessons and include designated supports, cooperative structures, writing connections, etc. Administrators conduct walkthroughs and provide feedback to teachers. Teachers set professional goals and add professional development based on those goals. It is the goal of the campus to maintain a safe and positive environment for students, staff, and community. Our findings indicated that more professional development opportunities and support for teacher assistants on effective instructional practices to help improve student achievement.

School Processes & Programs Strengths

1. Teachers are highly qualified and most are bilingual certified.
2. Teachers receive content professional development.
3. Staff is monitored by administration to ensure quality instruction and implementation of campus initiatives and/or professional development strategies.
4. Data-driven instruction is used for schedules and is updated as needed for student groupings based on needs.
5. Staff has the opportunity to voice any concerns.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Increase parental involvement **Root Cause:** Parents were no longer allowed on campus as districts placed restrictions due to Covid 19.

Problem Statement 2: Paraprofessionals need more content based training. **Root Cause:** First year paraprofessionals were hired in the 2021-2022 school year.

Problem Statement 3: Increase in teacher and student absenteeism. **Root Cause:** Students and teachers were exposed to Covid 19 and were required to be out until they were cleared to come back.

Perceptions

Perceptions Summary

Based on the survey students and staff submitted, 97.2% feel the campus climate is safe and a good place to work. Safety procedures include the use of door entry system for visitors, Raptor system to check a visitors background, Nightlock system for classrooms, all classroom doors are locked and a magnet is located on the door jam that allows for classrooms to be secured by its removal, and cameras located around the campus. 91.9% of students and staff feel a sense of belonging and 94.6% feel respected on campus. Overall, the students and staff feel valued, respected and a sence of belonging. The campus has committees that allow staff, teachers, and parents to participate in for decision making: Language Proficiency Assessment Committee, 504 Committee, RtI Committee, and Campus Level Planning and Advisory Committee. Communication with parents is a priority at M. Rivas. Staff communicated with families through the use of Class Dojo, Blackboard Message, flyers, google classroom, and social media. Messages were sent in both English and Spanish to ensure all stakeholders understood the information. Some challenges our school faces is the need of having more student and teacher involvement in extracurricular activities and more parental involvement is needed.

Perceptions Strengths

- Students and teachers feel school is a safe environment.
- High expectations expected academically for both students and staff
- Minimal involvement in gang related activities
- Staff turnover is low or non-existent

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parental involvement is low **Root Cause:** There are not enough activities/events that parent and students can participate in

Problem Statement 2: More teacher and student involvement in extra curricular activities is needed **Root Cause:** There are not enough extracurricular activities offered to students

Problem Statement 3: Need training on technology offered to all staff **Root Cause:** Trainings are not offered to all staff (TA's)

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

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
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Revised/Approved: June 14, 2022



Goal 1: Focus On Student Success



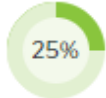

Performance Objective 1: 1.1 Create and promote engaging learning opportunities that focus on student needs and high-risk populations so that we meet the following goals by August of 2023:







- *2nd grade students that meet or exceed grade level proficiency on computer adaptive program for Math will increase from 21% to 31%
- *2nd grade students that meet or exceed grade level proficiency on computer adaptive program for Reading will increase from 27% to 32%
- *The percentage of students ready for 3rd grade will increase from 39% to 43%

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding).</p> <p>Strategy's Expected Result/Impact: To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2022. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from 77% to 100% by September 30, 2022.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: - Local (199) - \$5,000, - State Comp.(164) - \$2,280, PPE supplies for teachers and students for classroom - ESSER II (281) - \$7,740, Money to be used for student Incentive to recognize attendance - Student Activity 865 - \$6,290, Tutors - ESSER III (282) - \$21,496.20</p>	Formative			Summative
	Sept	Dec	Mar	June
				











Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, and quality questioning.</p> <p>Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from 80% to 100% ,the use of visual stimuli from 85% to 100% and utilization of processing tools from 75% to 100% by the end of the 2023 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: Instructional materials for teacher classroom for instruction - Local (199) - \$5,000, Instructional materials for teacher classroom for student instruction - Title I (211) - \$848, Instructional materials for teacher classroom - State Comp.(164) - \$1,000, Extended day PK3 and PK4 - Title I (211) - \$5,175, Instructional material - Title III (263) - \$3,640</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback.</p> <p>Strategy's Expected Result/Impact: Increase observation and direct feedback protocol implementation from 0% to 50% by the end of the 2023 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: - Local (199) - \$5,000, - State Comp.(164) - \$1,000</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support.</p> <p>Strategy's Expected Result/Impact: Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILTs at the campus will go from 0% to 100% protocol implementation based on observation tracker and weekly meeting notes.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	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/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. Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop data collection systems to monitor family engagement including engagement via digital platforms. Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Use data to ensure alignment between family engagement and learning goals Strategy's Expected Result/Impact: Promote continuous family engagement to ensure student success Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., District Administration	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				


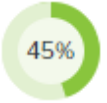


Goal 2: Focus on Family and Community Engagement


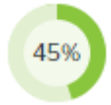




Performance Objective 2: Develop staff skills with effective practices that support families in reinforcing their child's education by providing staff professional development once per semester.

Evaluation Data Sources: * training invitation

* training sign-in sheets







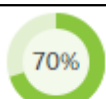
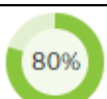
* training agendas









Strategy 1 Details	Reviews			
Strategy 1: Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources). 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	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.) 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 Title I: 4.2 Funding Sources: - Title I (211) - \$100	Formative			Summative
	Sept	Dec	Mar	June
				
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.) Strategy's Expected Result/Impact: Create strong connections between our school system and our community	Formative			Summative
	Sept	Dec	Mar	June

<p>Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: - Title I (211) - \$100</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 3: Focus On Operational Excellence

Performance Objective 1: 3.1 M. Rivas Primary Discovery 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: M. Rivas will monitor their facilities and send a survey to the staff to see input on the facilities' needs. Strategy's Expected Result/Impact: Ensure the district's and campus 5 year plan is followed. Staff Responsible for Monitoring: Campus administration.	Formative			Summative
	Sept	Dec	Mar	June
				
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. Strategy's Expected Result/Impact: Compare survey and work orders. Staff Responsible for Monitoring: Campus administration.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget. Strategy's Expected Result/Impact: Prioritization of campus needs. Staff Responsible for Monitoring: Campus administration. Funding Sources: - Local (199) - \$5,000, Intercom to be installed in the nurses office - Local (199) - 23.6499 - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
				
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. 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.	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: M. Rivas 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 Title I: 2.4, 2.5, 2.6 Funding Sources: - Local (199) - \$4,725, - State Comp.(164) - 6498 - \$440, - Student Activity Fund (865) - \$5,452	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: M. Rivas 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
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Focus On Operational Excellence

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




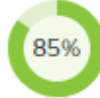
Evaluation Data Sources: Work orders

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

Goal 4: Focus On Employees And Organizational Excellence

Performance Objective 1: 4.1 M. Rivas 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. 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	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 4.1(2): Design and implement guidelines, expectations, and high priority goals for principals. Strategy's Expected Result/Impact: A year-long plan for growing principals that is focused, clear, connected, and aligned to LSG. Staff Responsible for Monitoring: Executive Cabinet, Leadership ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: 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. Strategy's Expected Result/Impact: Leaders learn and practice specific skills that make clear, candid communication	Formative			Summative
	Sept	Dec	Mar	June

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



No Progress



Accomplished



Continue/Modify













Discontinue





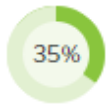

Goal 4: Focus On Employees And Organizational Excellence








Performance Objective 2: 4.2 M. Rivas 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: 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). Strategy's Expected Result/Impact: 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] Staff Responsible for Monitoring: Campus Administration, SEL Supervisor, Leadership, Human Resources, Benefits & Risk Management	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				

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







Strategy 6 Details	Reviews			
Strategy 6: 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. 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.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10% 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. Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Clothing Vouchures - Title I (211) - \$500	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: 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. 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. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: 4.2B Staff (11): Provide support to address our employees' health and social emotional well-being by having a Wellness Facilitator at every campus. Strategy's Expected Result/Impact: Facilitate employee wellness and fitness for DISD employees - 1 per site.	Formative			Summative
	Sept	Dec	Mar	June

<p>Monthly check-in meeting with Director of Benefits & Risk Management</p> <p>Staff Responsible for Monitoring: Human Resources, Benefits & Risk Management, Campus Administration, Health Services</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 5: Focus On Financial Stewardship









Performance Objective 1: 5.1 Create a comprehensive needs assessment in order to prioritize resources equitably based for M. Rivas Primary Discovery 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
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Focus On Financial Stewardship

Performance Objective 2: M. Rivas 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: M. Rivas 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: M. Rivas 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.	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

State Comp.(164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$2,280.00
1	1	2	Instructional materials for teacher classroom		\$1,000.00
1	1	3			\$1,000.00
3	1	5		6498	\$440.00
Sub-Total					\$4,720.00
Budgeted Fund Source Amount					\$4,720.00
+/- Difference					\$0.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$5,000.00
1	1	2	Instructional materials for teacher classroom for instruction		\$5,000.00
1	1	3			\$5,000.00
3	1	3	Intercom to be installed in the nurses office	23.6499	\$1,000.00
3	1	3			\$5,000.00
3	1	5			\$4,725.00
Sub-Total					\$25,725.00
Budgeted Fund Source Amount					\$25,725.00
+/- Difference					\$0.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional materials for teacher classroom for student instruction		\$848.00
1	1	2	Extended day PK3 and PK4		\$5,175.00
2	2	2			\$100.00
2	2	3			\$100.00
4	2	7	Clothing Vouchures		\$500.00
Sub-Total					\$6,723.00
Budgeted Fund Source Amount					\$6,723.00

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$780.00
+/- Difference					\$780.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional material		\$3,640.00
Sub-Total					\$3,640.00
Budgeted Fund Source Amount					\$3,640.00
+/- Difference					\$0.00
Student Activity 865					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Money to be used for student Incentive to recognize attendance		\$6,290.00
Sub-Total					\$6,290.00
Budgeted Fund Source Amount					\$5,284.00
+/- Difference					-\$1,006.00
Coke Activity Account 899					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$182.00
+/- Difference					\$182.00
Library Account (898)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$91.41

Library Account (898)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$91.41
Title IV 289					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,340.00
+/- Difference					\$2,340.00
ESSER III (282)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutors		\$21,496.20
Sub-Total					\$21,496.20
Budgeted Fund Source Amount					\$34,197.00
+/- Difference					\$12,700.80
ESSER II (281)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	PPE supplies for teachers and students for classroom		\$7,740.00
Sub-Total					\$7,740.00
Budgeted Fund Source Amount					\$7,740.00
+/- Difference					\$0.00
Student Activity Fund (865)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5			\$5,452.00
Sub-Total					\$5,452.00
Budgeted Fund Source Amount					\$5,452.00
+/- Difference					\$0.00
Grand Total Budgeted					\$96,874.41
Grand Total Spent					\$81,786.20
+/- Difference					\$15,088.21