Donna Independent School District

M.A.P. Munoz Elementary

2022-2023 Campus Improvement Plan

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Demographics Summary

Data Sources Reviewed:

- Campus Enrollment Report (total enrollment & withdrawals)
- Enrollment Report - Ethnicity Counts by Campus
- Student Indicator Report
- Special Programs Reports: At-Risk, GT, Special Education, Immigrant, Migrant, Homeless, Foster, 504, Dyslexia, 1st and 2nd Year Monitored Students (reclassified ELs), & Military Connected
- Percentage Attendance Report
- Teacher Turnover
- Teacher-Student Ratio
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1. What do enrollment numbers indicate?

2020-2021	**Attendance**	**Female**	**Male**	**Hispanic**	**Econ Dis.**
651 (as of 3/23/2021)	**96.7%**	**51%**	**49%**	**99%**	**591 (91%)**
2019-2020	Attendance	Female(Overall)	Male(Overall)	Hispanic	Econ Dis.
923(as of 3/13/2020)	95.74%	95.56% (49.71%)	95.92 (50.29%)	95.74%	95.74

2018-2019	Attendance
833 (as of 5/6/2019)	96.04%

2017-2018	Attendance
790 (as of 4/10/2018)	95.81%

2016-2017	Attendance
801	96.85%

2. What is the breakdown by ethnicity, gender, and category?

Gender	Ethnicity	Category
Female:330 (51%)	Hispanic [HSP] (100%)	Hispanic: Female-330 Male-321
Male 321 (49%)	Black [BL]: 1 (0.1%	Black Female-0 Male-1
	American Indian [AL] 3 (0.53%)	American Indian: Female-1 Male-3
	Native Hawaiian [PI] 4 (0.38%)	Native Hawaiian: Female-1 Male-2

There is about an equal number of female 51% (330) to male 49% (321) student population.

The overall population is Hispanic 100% (651) with identification of Black 0.1% (2), American Indian 0.53% (3), and Native Hawaiian 0.38% (4) student population.

3. How has enrollment changed over the past 3 years?

2020/2021	**2019-2020**	**2018-2018**	**2017-2018**
649 (as of 25/2021)	923 (as of 3/13/2020)	833 (as of 5/6/19)	790 (as of 4/10/18)

Enrollment w/o withdrawals

700	**994**	**914**	**872**

Enrollment including with withdrawals

In the past three years the enrollment population has decreased about 10% due to development of new subdivisions in the zoned area.

4. What is the number of students in each special program? How do these program numbers look broken up by ethnicity, gender, or other category? Are we over or under represented in certain groups? Why?

Population	**Total**	**Percentage**	**HSP**	**Wh**	**Bl**	**AI**	**PI**	**Female**	**Male**
EL	485	74.39%	485		0	0	0		
At-Risk [AR]	499	76.53%	499		0	0	0		
Econ. Dis. [ED]	535	82.05%	535		0	0	0		
Migrant [MIG]	33	5.06%	33		0	0	0		

Sp.Ed. [SE]	43	6.60%	43		0	0	0
GT	41	6.29%	41	40	0	0	1
Homeless	110	16.87%	110		0	0	0
504	16	2.45%	16		0	0	0
Dyslexia [DYS]	7	0.010%	7		0	0	0
M1	0						
M2	0						

Population	Total	Percentage	LEP	SE	GT	504
EL	485	74.39%	---			
At-Risk [AR]	499	76.53%				
Econ. Dis. [ED]	535	82.05%				
Migrant [MIG]	33	5.06%				
Sp.Ed. [SE]	43	6.60%				
GT	41	6.29%				
Homeless	110	16.87%				
504	13	2.45%				---
Dyslexia [DYS]	7	0.010%				
M1	0					
M2	0					

There is an over representation of LEP 74.39% (485), At-Risk 76.53% (499), and Economic Disadvantage 82.05% (535) population due to the majority of the population being Hispanic, family and environmental factors, and student's living below or at the poverty line.

There is an under representation of GT 6.29% (41), and M2 0% (0) due to small population of students that meet requirements for each of the special programs listed.

5. What is the data for special programs over time? 658 (as of 3/25/2021)

Population	2017-2018	2018-2019	2019-2020	2019-2020
EL	583	623	698	**483**
At-Risk	647	732	827	**584**
Econ. Dis.	764	813	895	**631**
Sp.Ed.	52	67	75	**57**
GT	23	24	45	**43**
Homeless	34	63	72	**117**
504	26	22	23	**19**
Dyslexia	2	4	3	**7**

EL, Economic Disadvantage, At-Risk, Special Education, GT, 504, populations have decreased due to rezoning.

Homeless and Dyslexia population has increase.

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

Population	Total	Hispanic	White	Female	Male	EL	GT
EL	0	0	---	0	0	---	0
Sp.Ed.	0	0	0	0	0	0	0
504	6	6	0	1	5	6	0
Dyslexia	7	7	0	4	3	4	0

Very few students exit from special programs, such as Sp.Ed., 504, or Dyslexia. Over the past three years the LEP population has had a steady increase in the number of students meeting reclassification criteria.

7. Who are our at-risk students? What is their at-risk category?

Total	HSP	AI	PI	Female	Male	EL	ED	SE	GT	504	Dys	IM	MIG
582	582			293	289	479	536	42	29			14	29

Category		Total
Tier 3 Istation	V004	300(F150 / M150)
Retained	V001	40(F17 / M23)
STAAR Rdg	RD4	34(F19 / M15)
STAAR M	MA4	25(F14 / M11)
STAAR Wrtg	WR4	0 (M / F)
STAAR SC	SC4	0(Female)

Failure Data

Grade	Previous Year Data	STAAR Rdg	STAAR Math	STAAR Writing
4	3rd grade ( )	No Data		
5	4th grade ( )	No Data		
Total				

582 of the student population is classified as At-Risk. There is about an equal number of female (293) to male (289) student population, the majority of the At-Risk population is identified as EL (479) and Economic Disadvantage (536). A high rate of the population is reading below grade level (300) in PK-3rd grade and moderate rate are not proficient in STAAR Reading (no data), Math (no data), and Writing (no data) in grades 3rd-5th.

8. Who are our Migrant students?

Total	HSP	Female	Male	EL	ED	AR	SE	GT	IM	504	Dys	Homeless
36	36	23	13	23	36	34	3	1	0	3	0	7

5.6% of the student population is classified as Migrant. There are more female (23)to male (13) and the majority are identified as LEP (23), Economic Disadvantage (36), and At-Risk (34).

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

School Year	Stability Rate	Mobility Rate
2016-2017	103.62%	24.57%
2017-2018	105.05%	40.02%
2018-2019	103.61%	31.40%

2019-2020	97.50%	22.99%	
2020-2021	**100.46%**	**14.16%**	

Date	Enrolled	New/Transfer Enrolled	Withdrawal	Re-enrolled
9/8/20	648	12	0	
10/30/20	636	42	30	1
3/25/21	649	9	6	0
Total	652	51	48	1

Total Enrollment: 699

Migrant

Enrolled	Withdrawal	Re-enrolled
8/26/19	36	
10/25/19	36	
3/13/2020	36	

The campus stability rate is 100.46% with a 14.16% mobility rate with an overall enrollment of 699 (number of student who have enrolled during the school year). Migrant students have little impact on the campus mobility rate. Mobility rate is attributed to newly developed subdivisions in the area, relocation to neighboring schools and/or school districts and Mexico.

10. What area of the community do these students come from?

96.99% (645) of the student population come from communities ("colonias") that fall below or at the poverty line North of the Donna area and 3.01% (20) live in communities that are above the poverty line.

11. What are the staff demographics?

School Year	Stability Rate	Mobility Rate
2017-2018	104.00%	9.76%
2018-2019	100%	20.69%

Year	Staff Total		New Staff	Staff that Left		Staff that Returned

2019-2020   95.12%   22.47%

2020-2021   1.3%   %

Year	Staff Total	New Staff	Staff that Left	Staff that Returned
17/18	78 (current 4/10/18)	3	5 (16/17-three & 17/18-two)	1
18/19	78 (current 5/6/19)	9	9	0
19/20	82 (current 5/30/20)	13	7	0
20/21	**62 (current 4/30/21)**	**1**	**9**	**0**

Staff	Total	Female	Male	HSP	WH	**AA**	**BA**	**MA**	PD
Admin.	3	3	---	3	---	---	---	3	---
Teachers (PK-5)	**36**	**30**	**6**	**35**	**1**	**---**	**30**	**6**	**---**
Support Staff	2	2	---	2	---	---	---	2	---
Front Office Staff	3	3	---	3	---				
Nurse Dept.	2	2	---	2	---				
TAs	16	13	3	16	---	5	5	---	---
Total	**62**	**53**	**9**	**61**	**1**	**5**	**35**	**8**	**0**

support staff (counselors and librarian)

- 98.39% of the staff is Hispanic and 1.61% White

The educational staff mobility rate increased from previous year (---%) due to decrease in student population, due to rezoning.

12. What are the teacher/student ratios? How do these ratios compare to performance?

The student-teacher ratio of 70% of classes with a ratio under 22:1 and 30% with a ratio over 22:1 in grades PK-5th.

Do to CV-19 it was difficult to have an accurate ratio of performance. Students utilized different assessments to measure their reading levels. Assessments included CLI Engage (PK), Amplify KG-2nd, Imagine Learning KG-5th, Istation Spanish for 3rd-5th.

13. What are the teacher qualifications, certifications, etc.? Paraprofessionals?

- 75% (27) instructional teachers PK-5 are bilingual certified
- 10 out of 20 paraprofessionals staff hold an Associates or Bachelor's degree.
- 1 new teacher with prior teaching experience
- 1 second year teachers

14. What does the general data reflect regarding teacher quality on the campus?

- Highly qualified
  - 34 of 36 teachers have 5 or more years of teaching experience

Demographics Strengths

Strengths:

- Highly qualified teachers and paraprofessionals
- Teacher experience 5 or more years
- Teachers enrollment in Master level programs / leadership programs
- Active monitoring of students in special programs
- STAAR intervention support / Tutoring campus
- Attendance Percentage
- Attendance initiatives / Raffles
- Tutor (Migrant)

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 15% to 25%
*3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 17% to 24%
*The percentage of graduates demonstrating college/career/military readiness (CCMR) will increase from 64% to 67%

HB3 Goal

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

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

Strategy 1 Details	Reviews			
Strategy 1: Munoz Elementary will monitor their facilities and send a survey to the staff to see input on the facilities' needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure the district's and campus 5 year plan is followed.	**Sept**	**Dec**	**Mar**	**June**
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**
Strategy's Expected Result/Impact: Compare survey and work orders.	**Sept**	**Dec**	**Mar**	**June**
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**
Strategy's Expected Result/Impact: Prioritization of campus needs.	**Sept**	**Dec**	**Mar**	**June**
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**
Strategy's Expected Result/Impact: A campus based 5 year plan and ensure campus administration monitors implementation of said plan.	**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administration.				

Strategy 5 Details	Reviews			

Strategy 5: Munoz Elementary 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: Munoz Elementary 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: Munoz Elementary 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: Munoz Elementary's custodial department will secure janitorial supplies to clean and disinfect campus buildings and report any facilities needs to campus administration to provide safe learning environment.
    Strategy's Expected Result/Impact: Clean and safe campus
    Staff Responsible for Monitoring: Campus Administration
				Formative			**Summative**

				Sept	**Dec**	**Mar**	**June**
Strategy 2 Details				**Reviews**			

Strategy 2: Munoz Elementary's child nutrition staff will ensure to follow guidelines and regulations to provide healthy meals to students and ensure to have a clean/safe cafeteria for all students.
    Strategy's Expected Result/Impact: Appropriate meals in a clean and safe environment
    Staff Responsible for Monitoring: Campus administration and CNP staff
				Formative			**Summative**

				Sept	**Dec**	**Mar**	**June**
Strategy 3 Details				**Reviews**			

Strategy 3: Munoz Elementary 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: Munoz Elementary 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**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue							

Goal 4: Focus On Employees And Organizational Excellence

Performance Objective 1: 4.1 Munoz Elementary 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 Munoz Elementary 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**
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	Sept	Dec	Mar	June

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**
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.	Sept	Dec	Mar	June

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**
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	Sept	Dec	Mar	June

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.				

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. **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. **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 M.A.P. Munoz Elementary 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: M.A.P. Munoz 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: A. M. Ochoa will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed. **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: A. M. Ochoa will use their campus budget appropriately by expending 10-15% of their budget on a monthly basis to meet the needs of the students to improve student achievement of the current year's students.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**

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