

Donna Independent School District
M.A.P. Munoz Elementary
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

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
- Staff Demographics

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?

<u>2020/2021</u>	<u>2019-2020</u>	<u>2018-2018</u>	<u>2017-2018</u>
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
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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?

<u>Population</u>	<u>Total</u>	<u>Percentage</u>	<u>HSP</u>	<u>Wh</u>	<u>Bl</u>	<u>AI</u>	<u>PI</u>	<u>Female</u>	<u>Male</u>
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
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4	3 rd grade ()	No Data		
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5	4 th grade ()	No Data		
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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
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2016-2017	103.62%	24.57%
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2017-2018	105.05%	40.02%
2018-2019	103.61%	31.40%
2019-2020	97.50%	22.99%
2020-2021	100.46%	14.16%

<u>Date</u>	<u>Enrolled</u>	<u>New/Transfer Enrolled</u>	<u>Withdrawal</u>	<u>Re-enrolled</u>
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

<u>Enrolled</u>	<u>Withdrawal</u>	<u>Re-enrolled</u>
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?

<u>School Year</u>	<u>Stability Rate</u>	<u>Mobility Rate</u>
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2017-2018	104.00%	9.76%
2018-2019	100%	20.69%
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)

Problem Statements Identifying Demographics Needs

Problem Statement 1: Problem Statement 1: Increase enrollment, continuous changes in student demographics requiring adjustments and/or adaptation in curriculum design, instructional approaches, and early interventions. **Root Cause:** Root Cause: Distinct learning experiences, lack of educational skills, limited English language skills, economic disadvantage, student mobility, identified and yet to be identified learning difficulties/disabilities of students presents challenges for student and teacher instruction.

Problem Statement 2: Problem Statement 2: Increase reading development for students in PK-5th reading below grade level by reevaluating reading interventions, instructional strategies, classroom management and organization/planning skills. **Root Cause:** Root Cause: Student enrollment and student-teacher ratio, diverse learning experiences, and limited English language abilities presents challenges for the classroom organization.

Problem Statement 3: Problem Statement 3: Lack of collaboration such as planning time to share ideas, resources and expertise among grade levels, changes in teaching assignments, increase of staff mobility. **Root Cause:** Root Cause: Different educational expertise, increase teacher mobility, the new teaching assignments presents challenges for teachers to build interpersonal connections with colleagues and student.

Student Learning

Student Learning Summary

Student Learning Data Student

Learning describes the results of our educational system in terms of standardized test results, grade point averages, standards assessments, and authentic assessments. Schools use a variety of student learning measurements –usually separately—and sometimes without thinking about how these measurements are interrelated. Victoria Bernhardt

Probing Questions

1. How is the student achievement data disaggregated? Student achievement data is disaggregated into smaller categories. These categories include: ELL, SPED, Migrant, Gifted and Talented, and At-Risk; such categories serve to compare with all student groups and help staff plan successful age appropriate programs.

2. How does student achievement data compare from one data source to another? Due to Covid-19, STAAR was not administered. Data is not reliable due to students not taking assessments in a controlled environment. Assessments have been changed such as Amplify, Galileo, Interim Assessments (3-5th grades), Progress Monitoring and Imagine Learning and there is not comparable data to last year. Assessment platform is online as opposed to last year paper.

3. What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category? (*Demographics)

*Due to Covid, our students are receiving instruction in 3 different ways. Students receiving Fact to Face are showing more growth compared to students at home remote synchronous learning. Asynchronous remote learners are falling behind as they are working off packets and receiving little direct instruction.

4. In which areas are we showing growth? At what rate? Compared to which standard of achievement? Based on previous year, the math area, there has been consistent improvement in all grade levels in the past several years. Reading and writing have shown little or no gains when it comes to STAAR. Not comparable to STAAR for 2020 due to it being cancelled. Science has shown steady growth and received a distinction in STAAR Science for 2018-19 school year. For this current year we won't have data since STAAR was not administered for 2019-2020 school year. Students working at home are not testing in a controlled environment.

5. Which students are making progress? Why? (*School Process)

*Due to Covid, our students are receiving instruction in 3 different ways. Students receiving Fact to Face are showing more growth compared to students at home remote synchronous learning. Asynchronous remote learners are falling behind as they are working off packets and receiving little direct instruction.

6. What impact are intervention programs having on student achievement? Which students are benefitting or not? (*Demographics)

Students that are benefitting are students participating in face to face instruction. Interventions from PK – 5th grade are being provided to students. Tutoring for students is also available. Interventions during asynchronous times as teachers meet in small groups and target those students who needed the extra help.

7. What does the longitudinal student achievement data indicate?

*Due to COVID STAAR data for last school year is not available. But based on previous years

years' STAAR EL students where showing growth in closing the gap, using the latest Bundles data 3rd-5th students are showing little to no gains. Writing in the latest Bundle has shown some gains. Reading levels are improving due the emphasis placed on Istation, tutoring & AR testing, etc.

8. What does the data reflect within and among content areas?

Indication is that students are performing lower than they would, compared to normal conditions without COVID. Many of the reading scores are lower than what they should be at this point. There is regression due to students not being on campus and having the hands on experience of past years.

9. What does the data indicate when disaggregated at various levels of depth?

Students are growing but the percentage is minimal. One on one instruction is key towards targeting students in areas of need but COVID is not allowing that. Small groups are a huge part in obtaining set goals. Growth and regression is drastic. Many times the students are not so far behind but due to a setting change, that impacts students and how they focus and learn.

10. Which students are making annual progress? Which ones are making projected growth? Who are these students? How does this data compare across programs, content areas, subgroups, etc.? (*Demographics & School Process)

Students have shown improvement in core subjects from the beginning of the year to the spring semester, however growth is very minimal. Out of all subjects, Spanish Reading testing students have shown the most growth from Fall to Spring. ELL /At risk students are showing minimal growth but not as much as the previous years. The campus made growth in reading/math in 2019 but began to regress during remote learning. When comparing Reading, Math, and Writing Interim scores to the last STAAR data (2019), students have shown regression in all subjects.

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

The curriculum is linked to the Texas Essential Knowledge and Skills through Eduphoria where teachers document the TEKS, ELPS language objectives, and CCRR's in teacher lesson plans. Teachers are meeting on a weekly basis (PLC grade level meetings) and are identifying struggling areas/TEKS. Tutoring is being implemented in the afternoons for upper grades. At the end of each six weeks' teachers identify TEKS not mastered in action plans and through data analysis to target and spiral these standards the following six weeks on a daily basis. Aware assists teachers in identifying the specific TEKS evaluated through each question on district, diagnostics, and state assessments.

12. How is data used to inform curriculum, instruction, and assessment decisions? (School Process)

Data is analyzed by bundles, diagnostic assessments, Istation reports, AE Local report, Imagine Math reports, previous year TELPAS & STAAR.. The TEKS that students are struggling with are identified by teachers and an action plan is created to target those specific TEKS. The TEKS are then spiraled into a daily review to provide time for mastery. The TEKS significantly below are re-taught to the students to ensure they grasp the TEKS.

13. What does the data reflect about how curriculum, instruction, and assessment are aligned? How are they focused on supporting and challenging all students?

The curriculum addresses specific TEKS for each grade level in a developmentally appropriate continuum and it is aligned to the textbooks, assessments and curriculum in bundles. The bundles reflect the objectives of the curriculum and provide varied opportunities for students to show what they have learned through the six-weeks. Teachers then determine the best approach for re-teaching of skills whether it may be in a whole group or a small group setting. Clear and targeted interventions are applied in small groups to meet students' needs. Students who are performing below grade level are targeted through small group instruction in order to best meet their specific needs. Challenging all our students, especially our below grade level students is done through enrichment of the curriculum.

14. How are curriculum, instruction, and assessment aligned with 21st Century Learning Skills?

According to Trilling and Fadel (authors of “21st Century Skills”) 21st century skills include strong academic skills, critical thinking, information literacy, problem solving, creativity, innovation, media literacy, communication skills, collaboration skills, and leadership skills. The district’s curriculum provides teachers with resources that contain 21st century skills. Source: 21st Century Skills. Trilling and Fadel, 2009, p. 21. <http://en.wikipedia.org>

15. How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement: How consistent is this across the district/school? What is the impact on specific student groups? (*School Process & Demographics)

Students are assessed at the beginning of the school year to determine their specific needs and academic achievement in relation to their grade level. Once data is obtained, it is analyzed by administration and teachers and students who are in academic need are identified. Once students are identified and grouped, they are provided with intervention strategies such as guided reading, small group, tutoring, computer programs, cooperative learning instruction, hands on activities, interactive journal, foldable, anchor charts, stem questions, and visuals. The objectives targeted during these interventions are designed to enhance student skills to grade level. Due to recent events, all instruction has switched over to virtual instead of regular classroom instruction.

16. What evidence supports the implementation of high impact/high yield additional interventions for students who need assistance beyond primary classroom instruction? Which students need this type of instruction? What has the effect been over time? (*Demographics)

Interventions at the lower grades (PreK2 nd) include small group, constant repetition and tutorials during asynchronous time every day with students grouped based on their specific needs. Students in the lower grades were identified based on diagnostics from amplify testing done at the beginning of the year, reevaluated middle of the year based on students’ needs, and tested at the end of the year for the following grade level. Upper grade levels are tutoring.

17. How does instructional design and delivery maximize student engagement, a positive learning climate, higher order thinking skills, problem solving, critical thinking, etc?

Planned and purposeful virtual instruction that addresses the needs of students is reflected in the teacher lesson plans and in the delivery of instruction in the virtual classroom. Students are first engaged in a whole group instruction setting through discussion, participation and hands on activities with the implementation of the 5E model and Gradual Release Approach. During small groups/interventions students are engaging in district programs such as: imagine math, imagine literacy, and i-station to practice the concepts that have already been taught. Most teachers use higher order thinking skills/depth of knowledge which allows for a full rigorous instruction. Sheltered instruction is also utilized in order to assist teachers to better instruct the ELL population.

18. Is there evidence that assessments are aligned with clearly specified and appropriate achievement expectations? How are they developed and linked to measure the effect of curriculum and instruction? District created assessments (bundle test) are aligned and linked to the Texas Essential Knowledge and Skills. Benchmarks (release test) prove to be accurate in predicting what students will score on state assessments. Bundle assessments provide the data that guides teacher's instruction in the classroom. Most importantly, although students have individual needs, assessments provide a reflection of the instruction being provided in the classroom. Teachers also create their own formal and informal assessments to provide a better picture of students’ needs.

19. How do we know assessments are designed, developed, and used in a fair and equitable manner that eliminates biases? How do students perceive these assessments? The assessments (bundles, six weeks tests, comprehensive and benchmarks) that are created by the District are aligned to the TEKS and skills previously taught to ensure that the teachers keep spiraling into the TEKS throughout the six weeks period. Formal and informal assessments are given to each student to ensure that they understand the TEKS and curriculum being taught. Students that require accommodations such as the extended time, dictionary, and/or oral assessments are provided with these accommodations to fit their needs. Teachers also provide the students with teacher made CFU’s (check for understanding) 3-5 question quizzes. When asked about the assessments, the students responded that there were too many tests given and some still thought the tests had too many questions.

20. How does the scope of assessments provide a comprehensive and representative sampling of student performance that allows for confident conclusions about achievement? The assessment is the blueprint or guide that lets the teachers know what should be taught in order to obtain mastery. Standardized assessment, District bundle exams, computer programs, classroom assignments are used to allow students to express their knowledge in a variety of ways. Math and Science are aligned to the scope of assessments however improvements need to be made to the Language Arts assessments.

21. What technology do we have for student learning? (*School Process) Students are provided the following programs to enhance their learning: Istation, Imagine Math, Stemscopes, Learning.com, Starfall, MyOn, Typing.com, Brainpop, Brainpop Jr., Brainpop ELL, ThinkCentral, Quizizz, Code.org, Edmodo, Class DOJO, Google Classroom. PK – 2nd grade student have received an iPad. 3rd – 5th grade students have received a Chromebook. In addition, students also have access to computers in their classrooms, library, 3 Ipad in the upper grade classrooms, 3 mobile labs and computer labs.

22. What is the technology proficiency for staff and students? Teachers have a basic understanding of technology. Teachers are proficient in Microsoft programs and have been Google certified over this past summer.

Student can navigate through instructional software but lack the basic foundation of other technology applications. Students are able to navigate through Istation, Imagine Math, Education Galaxy, and MyOn.

23. What are some barriers that potentially prevent effective use of technology? When it's working, why is that so? When it's not working, why not?

Students have all received their own device this school year. PK -2nd grade an iPad and 3rd – 5th grades a Chromebook. Each classroom does have 4 student computers for students to use independently. The three computer labs that we currently have do not allow for adequate time for all classes to rotate through all the programs that they are expected to do within one week. Teachers get creative with their scheduling and are flexible so that it is maximized. For the most part, technology issues are minimal. Many of our computer programs allow for home usage so students can also work on them at home.

24. What types of technology professional development have we provided? What was the impact for staff and students? Teachers are required to complete 6 hours of professional development annually through Atomic Learning to enhance technology proficiency skills. Teachers are able to implement applications such as class dojo, Thinkcentral and Nearpod in and outside of the classroom. Students still lack the carryover home technology awareness and practices of programs such as Istation, Imagine Math, Class DOJO, Edmodo, Google classroom, MyON and HMH approved by the school district.

25. In which content areas are we using technology and how? What is the effect? All grades are currently using technology Imagine Learning and Istation for Reading intervention, practice and assessment in addition teachers also use Learning.com, and Reading A-Z. All grades are using Imagine Math, Brainpop and Brainpop Jr. for practice, intervention and assessment. In the areas of science, 5th grade is using STEMscopes with not all other grades full using the program for Science. In addition Kami is also used for 3rd, 4th and 5th grades. These computer programs offer a different approach in that students are able to learn and interact with the technology programs to enhance their learning and understanding of the curriculum.

26. How does the design of the network provide for the users it supports? Students are able to use the programs at school and at home. Students are able to log in to Clever and access any of the programs they need. The towers have a one mile radius; thus a majority of our students do not have internet access at home.

27. How is technology utilized to support curriculum, instructions, and assessment integration and implementation? Teachers have been Google certified and use the Google classroom for assignments and interactive worksheets/quizzes for students to use.

Teachers are able to easily monitor Instructional Programs and track student work, assessment and progress through the management system of each program. The programs support and reinforce what is currently being taught or what has been taught in the classroom and teachers are able to better differentiate instruction to meet students' individual needs. The District provides SharePoint for the collaboration and resources teachers need to carry out their instruction.

Student Learning Strengths

Strengths:

PK-2: iPad

3-5: Chromebook

Teachers Google Certified

Online bundle testing to align with STAAR
KAMI Instructional Program for K-5
Educational Galaxy K-5
LEP Students each received headphones
Promethean Board for each classroom

Needs:

Tutors for Reading & Math for grades 3-5th grade
Tutors for 1st & 2nd in the area of Reading
Better Wifi Connectivity on campus
Tower not fully functional/1 mile radius
Students not reading on grade level
Need to close the learning gap caused by COVID and virtual learning in areas of Math and Reading
Test Taking strategies for students as they transition to online testing

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Provide additional trainings to teachers in the area of Reading specifically on closing the learning gap. **Root Cause:** Learning gap caused by COVID and virtual learning.

Problem Statement 2: Provide additional trainings to teachers in the area of Math specifically on closing the learning gap. **Root Cause:** Learning gap caused by COVID and virtual learning.

School Processes & Programs

School Processes & Programs Summary

CNA SCHOOL PROCESS

1. How are follow-up data regarding teacher performance provided to teachers?

Teachers are provided instructional feedback follow up data on walkthroughs via Eduphoria/strive and with face to face/online debriefing as needed. Data performance is provided through grade level or department meetings. Our lead teachers are also utilized to compile data and report grade level performances. Overall, the administration tries to differentiate for teacher's based on their individual strengths and needs. Administration facilitates PLC meetings with teachers weekly and have Data talks to discuss action plans aimed at achieving student success. Some teachers are met with individually and are provided a coaching cycle with assistance planning with follow up walkthroughs and conferencing.

2. How are we recruiting highly qualified and effective staff?

We have been participating in the UTRGV teacher job fair for two years now and only interview candidates who are fully certified in the areas of need (mainly bilingual). HR department will also send us a list of candidates who have submitted their application or resume who have already been screened by them and are considered highly qualified. Our teacher pay is also comparable/competitive to our neighboring districts and this has helped in the last few years.

3. What is our staff attendance rate? 98.6% Retention rate? 92% Turnover rate? 8%

4. How is highly effective staff assigned to work with the highest need students?

Highly qualified applications come from the central office. Once in place school/campus staff interview based on campus needs. Then hired teachers are placed where they are needed and or are certified to teach. They are evaluated using Strive on Eduphoria and are given immediate feedback if standards are not met. Administration also assigns a mentor teacher to help and guide the newly recruited staff. All new teachers must follow state and district requirements. All DISD teachers are almost always offered ways to maintain their high-quality education, such as through achieving their masters through district initiative. All this information is taken into consideration when placing our teachers in the different classrooms.

5. What is the impact/effect of our teacher mentor program?

In speaking with new teachers , transfer, returning they feel on their own. Unless they approach some in their team who might guide them they feel at ease.

6. How is the new staff supported? What feedback do they provide?

New staff are supported by Colleagues/grade level team members. Colleagues/grade level team members help by sharing information and ideas. Grade-level teams collaborate on how they're going to implement lessons, which activities they are going to use, as well as instructional practices . Teams collaborate on technology being used as intervention and testing. Teams offer each other feedback and new ideas during our PLC's (Professional Learning Committees).

7. What systems are in place to build capacity and support the notion of continuous improvement?

TTESS, SLOs, walk-throughs, and observations by administration are just a few of the many systems in place to build capacity and support the notion of continuous improvement. We receive monthly data reports from the district showing our students' usage and progress in their programs. We administer progress monitoring exams, as well as, Beginning of the Year, Middle of the Year, and End of the Year exams. We also use Istation reports and bundle test scores (six weeks exams) to check for growth. Teachers and administrators have weekly, PLC, Grade Level, team leader, and staff meetings. DISD staff are provided with various professional development opportunities.

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

BOY, use Imagine Learning. First year to use it. Had to have professional development to understand data and how to retrieve it. Teachers will be attending the Notice and Note training throughout the summer to help teachers provide differentiated instruction for writing. The district offers various trainings on Bilingual Education such as Bil

9. How are collective and individual decisions regarding professional development determined?

District requires mandatory training for certain subjects. We also get to choose Professional Development offered through Region 1 based on our personal interests.

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

Staff has attended Donna school based district professional development such as : Biliteracy Technical Assistance Guided Reading, Bilingual / RLA Notice & Note, Write Now! Using Writing Instruction in Virtual Classrooms to Support ELs, Instruction in Integrated English Language Development, SCIENCE - TEA Science Safety Training for Elementary, Math - 2nd Grade M.E.E.T.S: Looking Deeper into Addition/Subtraction Problem Solving, TELPAS Online Test Administrators Training, TELPAS Administrative Procedures and Security Training, MOY LPAC Training, Martha Morales Writing Training, and Professional Learning Community. These training sessions are geared to assist and enhance the students' learning in reading, writing, math, science, and social studies daily progress.

Implementation is monitored through walk-thrus, lesson plans, and T-Tess evaluations. Educators are using, providing, and sharing their ideas and views of their progress successes and challenges. Student performance has increased with constant practice. Educators can use individual assessment scores and refer to their previous professional development recorded videos.

11. What evidence exists that families and family members are involved in meaningful activities that support student learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe?

The parent center and classroom educators utilize daily logs, surveys, and opportunities to raise concern. These are utilized to support student learning. Flyers are sent out from the parent center and the library in our district to support parent activities such as job fairs, food nutrition programs, literacy night, Read Across America, and clinics for health and wellness. All parents, students, educators, and district staff are welcomed and involved. Parents, students, staff, and educators have multiple opportunities to establish patterns of learning success.

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

Due to Covid, this year, families have not been very active in school decision making. However, every six weeks parents are given a survey which allows them to make the decision for their child on whether or not to send them into class or keep them home. Parents are invited through Zoom meetings to attend any important meetings.

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

- Federal funds available to help families in need of uniforms
- Online Parent meetings through the Parent Center
- One of the services being offered this year was Communities in Schools which helps our students.
- Resource available to families are on the District MOU list. It is a list of places or organizations that can help the families by providing services. This resource helps families that are having issues at home.

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

The other language other than English at Muñoz Elementary is Spanish. Notes/letters going home are in English and Spanish to ensure that parents understand the information provided. Automated phone calls are done in both English and Spanish. Parent meetings are conducted in both languages.

15. What types of services are available to support students in special programs?

Bilingual program, biliteracy program, migrant program, Special Ed., GT program, 504 program, RTI and Dyslexia.

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

Interviewed Mr. Sustaita and Mrs. J. De Leon

Workforce, Mujeres Unidas, Texas Tax Payer, Avance, MHP Salud, behavior health solutions, Communities in Schools, New Beginnings, Federal Program for uniform vouchers, and many more counseling services provided in the District M.O.U. Agencies referral choice list.

17. To what degree does the district/school support the organization and how?

District/School provides teachers with technology conferences at the beginning of the year to train all teachers for remote learning. Examples of trainings, (Google classroom 101, Creating digital worksheets, keeping students engaged)

District/School provides bilingual training for educators who are trying to obtain Bilingual certification.

District/School provides courses in safety, training, and working through situations during the COVID-19 pandemic. District also provides vaccinations and information on teachers interested in getting the vaccine.

District/School provides materials necessary to maintain a clean environment (desk shields, face shields, hand sanitizers) that is safe for all students, teachers, and staff.

District/School provides a PLC platform for teachers to be able to plan effective meetings and collaborate with each other. Grade level meetings are held every Tuesday. Lead Teacher Meetings are held every Wednesday. Staff meetings are held on Thursdays. The district also provides staff with on demand PD modules to help teachers throughout the year. These videos help to share new strategies and techniques teachers can then use in their own classrooms.

District/school provides teachers monthly subject meetings to clarify the TEKS being taught during each 6 weeks. Strategists meet with teachers from the same grade level and provide feedback, academic resources and teacher to teacher collaboration with other experienced teachers. During these meetings the strategist also provides the support for accommodations such as scaffolds and differentiated material. Meetings are held online virtually through Google Meets or Zoom giving teachers access and opportunities to log in.

District has provided resources for teachers that are already made and ready for virtual use. Curriculum has been updated for remote learning. Strategists have included different programs that are available to the teachers such as (Quizizz, Kahoot! Kami, Jam board, Quizlet, Google Slide Worksheets)

District/School provided a Chromebook/iPad for every student. Students who had internet issues were given hotspots for internet access at home. District

18. What does the data reflect about classes, schedules, and student/staff teams?

COVID-19 and Virtual learning have shifted everything for this 2020-2021 school year.

Classroom attendance for in person learning went from 25 students to at least 5 or 6 students per homeroom. Some teachers have 10 to 12 students in a classroom.

Parents are hesitant to send their child to school because of the Covid-19 pandemic. Parents feel that it isn't safe enough yet for their child to return back to campus. As a result, students that are in class learning are outperforming students that are working from home.

Staff is spending an unusual amount of time connecting students, trying to contact parents and redirecting students at home. Some parents have been helpful and others have not been responsive.

Class schedules do not give students enough time to work asynchronously on their computer programs. Teachers are trying to find time to have students work on computer programs either during lunch or intervention.

Increase of Teacher absences due to either Covid-19 or any illness has caused the loss of student instruction. Grade level team members have to pull their part to help minimize the loss of instruction.

Student attendance is low, some students that have chosen to be in class only show up a few days of the week. Some students are consistent, while other students show up every other day. This has caused the attendance to be lower than what it was last year.

19. How is adequate time devoted to subjects in which students perform poorly?

The daily schedules provides the following minutes in each subject area:

Reading

Grade	Minutes	Intervention	I station/Imagine Learning
PK	90	60	45/60/90
K	90	45	45/60/90
1st	90	45	45/60/90
2nd	105	30 ELD/SLD	45/60/90
3rd	105	30	45/60/90
4th	75-90	30 ELD/SLD	45/60/90
5th	75-85	25 (Pair)	45/60/90

Math

Grade	Minutes	Intervention	Imagine Math
PK	90	60	90 (Weekly)
K	90	45	90 (Weekly)
1st	90	45	90 (Weekly)
2nd	90	30 ELD/SLD	90 (Weekly)
3rd	105	30	90 (Weekly)
4th	75	30 ELD/SLD	90 (Weekly)
5th	60-80	25 (Pair)	90 (Weekly)

Writing

Grade	Minutes	Intervention
PK	90 (RLA)	60
K	90 (RLA)	45
1st	90 (RLA)	45
2nd	105 (RLA)	30 ELD/SLD
3rd	105 (RLA)	30
4th	75	30 ELD/SLD
5th	60 (Pair)	25 (Pair)

- Munoz is one of the Top 3 campuses completing the 90 minutes and showing growth.
- Some teachers provide intervention during their planning and conference periods.

- Some teachers incorporate computer-based intervention programs into their small-group instruction.
- Students are using computer-based intervention programs during asynchronous learning and during breakfast and lunch time.
- Teachers are monitoring and rewarding students who meet their goals.
- Small group instruction during asynchronous learning
- Extended Day (Conference Tutorials-3 teachers)
- Migrant Tutor (1)
- Intervention Period included in Daily Schedule (PK-5th)
- Guided Reading-No longer included as a separate period

20. How do teachers have a voice in decision making and school policies?

Teachers have a voice in decision making policies by being stakeholders in the following:

Lead Teachers: A lead teacher is selected to represent every grade level. Weekly meetings are held with administration to disseminate information and to make decisions on academics and campus activities.

Staff Meetings: Staff meetings are held weekly. Information is disseminated and staff members have the opportunity to contribute to decision making or voice any concerns they may have.

CLPAC: All team leaders are part of the CLPAC that meets regularly with the principal to decide on school related issues and school policies. Members of the CLPAC committee represent our campus at the district level (DLPAC) and disseminate information to campus personnel. They gather input from the campus and report back to the district as needed (e.g. District calendar)

CNA: School personnel actively participate in the CNA process. They answer questions and determine strengths and weaknesses and then make recommendations to address any needs.

21. What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole? Interviewed: Mrs. Angulo

When it comes to bundles/district exams and state exams the district decides what assessment to use but for informal assessments the teachers can use what they create to evaluate their students.

22. Do school committees and decision-making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems? (Interviewed teachers)

PLC Meetings (Mondays)- Group of teachers with administrators meeting weekly and discussing modules and data. - Online

Grade Level Meetings (Tuesdays): Group of teachers collaborate with principal and other administrators on different situations and brainstorm ideas/solutions to different problems/situations, school environment and academic improvement. - Online

CLPAC (Campus Level Planning and Decision Making Committee) (Wednesdays): lead teachers, administrators, and sometimes librarian, counselors have schedule meetings to discuss and share ideas and important information from each grade level to make aligned decisions on upcoming events. - Online

DLPAC- (Once every month) from our campus: Ms. Simack/ Mr. Alonso/ Mrs. De Leon- Mrs. Ofelia Alvarez and Mr. Rana are the ones that conduct the meeting and they discuss any concerns and vote for board topics.

23. What evidence is there that there is a process for monitoring, evaluating and renewing the curriculum to meet the needs of all learners?

Lower Grades

- Beginning of the Year (BOY)
- Middle of the Year (MOY)
- End of the Year (EOY)
- I-station
- Imagine Language and Literacy
- Imagine Math
- Amplify
- Bundle Testing

Upper Grades

- Bundle Testing
- Benchmarks
- I-station
- Imagine Math
- Imagine Language and Literacy
- Education Galaxy

School Processes & Programs Strengths

- Teachers are provided with immediate feedback during walkthroughs and assistance when needed.
- The Human Resources Department does an excellent job of recruiting fully certified teachers and screening them before recommendations for employment are made.
- There is a comprehensive program of checks and balances. Directors provide support and resources for teachers and grade levels work as a team and support each other.

- The district provides ongoing Professional Development to address student and teacher needs.
- Walkthroughs enhance teacher performance by providing constructive feedback.
- District/School provides resources for teachers that are already made and ready for virtual use. Curriculum has been updated for remote learning. Strategists have included different types of resources for teacher use.
- Math and reading are provided with 90-105 minutes.
- Teachers have a voice in decision making through grade level meetings, staff meetings, and CLPAC.
- Meetings take place weekly where teachers and administrators communicate important information regarding events and educational decisions.
- Different ways are accessible for monitoring, evaluating and renewing to meet the needs of all learners.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Not enough parent and community involvement **Root Cause:** Not enough opportunities are provided for parents to be involved in their child's education. The school has not reached out to local businesses to create partnerships.

Problem Statement 2: Not all teachers are bilingually certified. **Root Cause:** The district hires teachers without bilingual certification. Some teachers who have been with the district for years are not required to get their bilingual certification while others are not due to different circumstances.

Problem Statement 3: Teachers who are reassigned do not get the adequate training for the new grade level prior to the following school year. **Root Cause:** Teachers are not given enough time to prepare when reassigned to a different grade level or subject.

Problem Statement 4: There is a lack of formal mentorship for new or beginning teachers. **Root Cause:** Neither the district nor the campus has implemented a formal mentoring program.

Problem Statement 5: Lack of in-depth training and no adequate follow-up training **Root Cause:** District/directors do not schedule follow-up training and/or teachers fail to seek training.

Problem Statement 6: Not all communication with parents/community is in both English and Spanish. **Root Cause:** Not communicating in Spanish on social media or on the school marquee.

Problem Statement 7: GT students are not challenged and supported in the classroom. **Root Cause:** Teachers focus on students who are lacking basic skills.

Problem Statement 8: Lack of student attendance throughout the school day. **Root Cause:** Covid pandemic and parents' failure to monitor their child's attendance.

Problem Statement 9: Daily schedule needs to include asynchronous instruction in all grade levels. **Root Cause:** Some grade levels have not included this time in their schedules.

Problem Statement 10: Lack of representation during staff meetings by paraprofessionals and support staff such as custodians and cafeteria personnel. **Root Cause:** Meetings are not held for these groups on a regular basis.

Problem Statement 11: The educational community including staff and parents lack training in remote learning. **Root Cause:** The Covid pandemic forced the school community to utilize remote learning platforms for communication and educational purposes.

Perceptions

Perceptions Summary

1. How do students describe the school climate? How does this compare to staff?

Based on survey data, 60% of students described the school climate as Good while 30% of the students described it as excellent. In comparisons to staff, 50% described the school climate as Fair, 33.3% as Good, and 16.7% as Very good. This shows that students have a higher perception regarding school climate than staff members.

2. What evidence is there that students and staff are collectively aligned with the vision and mission of the school?

Due to the pandemic, teachers have transitioned to virtual teaching. Teachers have incorporated the use of different engaging platforms like Quizizz, Jamboard, and Pear deck, also the use of virtual field trips, and making connections to real world issues, etc. to keep students engaged and provide a more diverse learning environment. This new avenue of learning gives students the competitive edge to not only learn in a different way, but also complete assignments using their own tools, creativity, and provided resources to create a final product. Therefore, students and staff are collectively aligned to the vision and mission statement in that it provides 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.

3. How do students and staff describe attitudes, respect, relationships, belonging, support, etc.? How does this data compare across groups? Which groups respond in which manner? (*Demographics)

Sixty five percent of students rate the attitudes, respect, relationships, and support aspects, etc. as good and 30% as excellent, leaving only a mere 5% that are not satisfied. Eighty-four percent of staff members rate the previous as 52.6% good, 21.% very good, and 10.5% excellent. Only 15.8% of staff members described this as fair or poor showing that for the most part staff members and students have an overall positive outlook when it comes to respect, relationships, support, and attitudes. Data was collected using both groups of students, 62% from students at school and 38% from students working virtually from home.

4. What does the data reflect regarding student behaviors, discipline, etc.?

Based on our survey data, 84.19% of teachers rate their student discipline as Good, Very Good, or Excellent. Student behaviors on the contrary, shows that 50% of teachers rated student behavior as Fair while the other 50% was distributed between Good, Very Good, and Excellent. This shows that even though discipline is rated well overall, student behavior is not portrayed as good when it comes to working virtually. There are many obstacles on student learning, for example not participating in class discussion, having cameras off during classroom instruction, not turning in assignments on time, etc.

5. To what degree do students and staff feel physically safe?

According to our survey, 75% of students feel physically safe with another 17.5% feeling somewhat safe. Sixty-seven percent of staff members feel safe while an extra 16.7% felt very safe. This supports that the campus has done a good job of making sure a good majority of staff members and students feel safe while inside the facility.

6. What do students and staff indicate about expectations: academic, behavioral, social, extracurricular, etc.?

According to a survey conducted, 39% of teachers agree with the statement, “Our campus is meeting academic expectations”, while 18% feel that our campus is not meeting expectations. 42% of teachers neither agreed or disagreed with the statement.

Most teachers (91%) agree that staff on campus treat each other and students with respect and demonstrate appropriate social behavior set by the campus and the district. 6% disagree with that statement while 3% neither agree nor disagree.

30% of teachers surveyed think that there are not enough extracurricular activities while 24% feel that there are. 46% neither agree or disagree.

52.5% of students said they complete their work all the time, 25% said that they complete their work sometimes, and 22.5% say they complete their work only sometimes.

50% of students said that they would like for their to be more extracurricular activities while the other 50% said there were adequate extracurricular activities.

55% of the students indicated that students at Munoz Elementary respect each other all the time, 40% said sometimes, and 5% say that students do not respect each other.

7. Which students are most satisfied with the school's culture and climate? How does this compare to the students' attendance, tardies, and other behaviors?

According to the survey, students at home are more satisfied with school's culture and climate than the ones in school. Although, the students in school feel safe and secure coming to school everyday. The students at home would also like to come back to school as soon as things get back to normal. The comparison to absences is that the students who come to school hardly ever miss unless they have a doctor's appointment. Students are not counted tardy this school year. Behavior has been better due to students being virtual and 6 ft. apart with masks, shields, and desk shields as well.

8. What does the data indicate regarding classroom management and organization? How does this compare to classroom student achievement data? (*School Process and Student Learning)

-Proper classroom management creates an ideal environment for learning. ... This kind of environment enhances learning, as well as social/emotional development. Managing a classroom is more than simply establishing a set of rules. It takes a school-wide effort to create a positive classroom environment.

Everyone is an important part for the well execution, organization, and implementation of the management plan. (Teachers, Admins, TAs, and students).

9. What does the data reflect regarding gang, substance abuse, weapons, and other safe schools area? Who are the students involved? What do we know about these students? What services have these students received? (*Demographics)

-Consequences of gang membership, substance abuse, weapons, and other, may include exposure to drugs and alcohol, age-inappropriate sexual behavior, students drop out from school, difficulty finding a job because of lack of education and work skills, removal from ones family, imprisonment and even death.

The presence of gangs is correlated with levels of verbal, physical, and cyberbullying, general victimization and violence, particularly fighting. Apart from victimization, gangs also contribute to a number of perceived physical and social incivilities within the school.

Youth are most likely to join a gang during their teen years when parental significance and supervision are temporarily replaced by peer influence.

Some children and adolescents are motivated to join a gang for a sense of connection or to define a new sense of who they are. Others are motivated by peer pressure, a need to protect themselves and their family, because a family member also is in a gang, or to make money.

Gangs increase the levels of crimes in communities and schools, and set a bad example for kids in the area. They create an image of power and respect, when in reality they drop out of school, struggle with unemployment, abuse drugs and alcohol or end up in jail. Communities fear them because of the harm they can bring to others.

* Up until now here at MAP Muñoz we haven't had any situation of substance abuse, weapons, or gang related issues with our students.

* The students at Muñoz Elementary have access to counselors, admins and teachers in case they feel the need to talk about any of the issues mentioned. There are some students who participate in the program Community in Schools. The program's goal is to surround students with a community of support, empowering them to stay in school and achieve in life.

10. What students are involved in extracurricular activities, clubs, and other areas? Who are these students? What does student achievement reflect about these students versus others who are not involved? (*Demographics & Student Learning)

This school year there are 2 extracurricular activities available to students, ACE and Book Club. The students involved are listed on the tables below. According to a survey sent out to these students' teachers, 45% of teachers say that students who are participating in extracurricular activities are more engaged in school than those who are not participating in extracurriculars, 41% say that they are equally engaged as those who are not involved in extracurriculars, and 14% say they do not perform better than students not involved with extracurriculars.

11. What are the students' and staffs' perceptions of facilities and the physical environments? What is the impact of the facilities on culture and climate?

Our facility is currently in need of some renovations and upgrades. The building itself needs to be maintained and looks much older than it is. A new ventilation system is needed and was never installed properly. The school needs to look more inviting, by adding a nicer curb appeal. For the number of students, we currently have our school is not equipped with enough restrooms.

Creating a positive environment is necessary in order for teachers to teach effectively and for students to be receptive to learning. Facilities in good condition, including low noise levels, cleanliness, access to clean air and water, and absence of overcrowding are not only conducive to learning, but essential for student and staff overall health and well-being.

A well-maintained and safe physical environment fosters students' ability to learn, to show improved achievement scores, and to exhibit appropriate behavior.

12. How does staff feel about technology?

Covid brought tremendous challenges for staff and the district as a whole. Like everything else, it was a rough start at first but most staff have gotten accustomed to the new rigors. The lack of infrastructure at the district level has contributed to the frustrations. For example, the tower at Munoz was delayed for several months.

13. What are the students', parents' and community perceptions of the school?

-Parents like everyone else have struggled and continue to struggle with the added burden of helping their students at home. The district has attempted to help but our Munoz parents face the additional burden of abject poverty. Records indicate that 61% of our students are back on campus. This would indicate that our parents feel comfortable with our campus. Most of our parents have responded well to our attempts to teach their children in the middle of a pandemic. We must continue to work together as a team with our parents.

Perceptions Strengths

Strength - Students and staff are aligned to the vision and mission statement.

Strength - Student and staff feel physically safe inside of the facility.

Strength- No signs of substance abuse, weapons, or gangs.

Students have access to staff in case they feel the need to talk.

Program located at school: Community in Schools.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The outside pavilion needs to be converted into an enclosed gymnasium attached to the building. **Root Cause:** As it stands now, weather and mosquitoes severely limit the days our students spend outside.

Problem Statement 2: An intercom system for the outside needs to be installed for emergencies. **Root Cause:** Two-way radios are the only communication with the coaches outside.

Problem Statement 3: The irrigation system around and in the school needs to be updated. **Root Cause:** Heavy rains flood the parking lot and allows water to flood the offices.

Problem Statement 4: We need another entrance with a paved driveway on the east side. **Root Cause:** Because our school is located on the corner of an extremely busy roadway.

Problem Statement 5: Accidents can happen since there are so many cords running throughout the classroom. **Root Cause:** Due to the implementation of 1:1 system, there is a great need for more outlets in the classrooms. Each classroom needs a cubby where the devices can be easily charged and stored.

Problem Statement 6: New tables and chairs that allow for social distancing are needed for the cafeteria. **Root Cause:** With previous lunch schedules there are too many students in the cafeteria at the same time.

Problem Statement 7: Restrooms for students need to be renovated including new sinks and doors. **Root Cause:** Students are having to wait for an extended amount of time when going to the restroom and this causes accidents.

Problem Statement 8: Contactless water fountains are needed for students. **Root Cause:** Continuation of Covid virus protocols.

Problem Statement 9: Security cameras need to be updated for all entrances. **Root Cause:** Lack of surveillance for staff and students.

Problem Statement 10: Many students are on campus during a pandemic. This large number puts a strain on our facilities. Teachers then have the additional burden of teaching students who are at home but are not under the supervision of the school staff. **Root Cause:** The majority of our parents at Munoz send their children to campus because they lack the resources at home and because they cannot afford to keep their children at home.

Problem Statement 11: The hybrid model has led to a lack of a school culture. There are no incentives to reward our top students. **Root Cause:** Social distancing prohibits most of our usual incentives but we need to think outside of the box so that we do not lose our identity as a campus. Students need to feel that their efforts are worthwhile.

Problem Statement 12: Our campus has struggled with engaging parents. Prior to the pandemic, we had zero parents involvement, no parents volunteers and very limited parent/family nights. **Root Cause:** Our previous parents coordinators have had little motivation to recruit parents. All of us, led by the administration, need to think of ways to increase our parent engagement.

Priority Problem Statements









Goals

Goal 1: Munoz Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet district goals, state and federal passing standards. The campus will implement a biliteracy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 1: Munoz Elementary will focus on instructional improvement resulting in all students meeting goals for all accountability measures. The percent of K-5th grade students will increase each month to reach campus and district grade level goals.

Evaluation Data Sources: Istation

Summative Evaluation: Some progress made toward meeting Objective

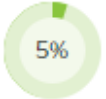







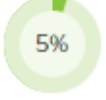



Strategy 1 Details	Reviews			
Strategy 1: Target Reading Levels-Each Teacher will provide effective and explicit Guided Reading Instruction and will target the five reading components based on data analysis to meet campus and district progress measures leading up to 90% and above of students reading on grade level. Strategy's Expected Result/Impact: ISIP Reading Levels, Running Records, District Bundle Assessments, State Assessments Staff Responsible for Monitoring: Administration, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
	 5%	 40%	 60%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 1: Munoz Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet district goals, state and federal passing standards. The campus will implement a biliteracy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 2: Bilingual/ESL: Munoz Elementary will increase the percentage of ELLs progressing one performance level on TELPAS and increase the amount of ELLs meeting state assessment requirements with reading level monitoring and an awareness of language, literacy, and content interdependence.

Evaluation Data Sources: TELPAS

Summative Evaluation: Some progress made toward meeting Objective






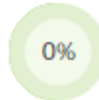










Strategy 1 Details	Reviews			
Strategy 1: Language Acquisition: Campus will continue to follow the District Bilingual Biliteracy Model for grades PK-2nd and Early Exit Transitional Model for grades 3-5 as outlined by District Initiative. Strategy's Expected Result/Impact: TELPAS Benchmark Results, TELPAS Results, Reading Levels Staff Responsible for Monitoring: Administration, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: All teachers will consistently incorporate sheltered instruction strategies in their daily instruction in conjunction with LAT forms and TELPAS language proficiency descriptors each six weeks. Strategy's Expected Result/Impact: TELPAS results, STAAR results, Bundle results, ISIP, Reading Levels Staff Responsible for Monitoring: Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Language Objectives will be posted for each subject area teacher is teaching. Teacher will highlight the verbs and nouns of the objectives. Teachers will showcase, implement, and have students carry out the use of academic language and to ensure curriculum and instructional alignment. Strategy's Expected Result/Impact: ISIP Reading Levels, District Bundle Tests, State Assessments Staff Responsible for Monitoring: Administration, Teachers	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Students will be exposed to basic and academic vocabulary both in environment and by modeling in and out of their classroom. Strategy's Expected Result/Impact: TELPAS results, ISIP, Reading levels, Bundled results Staff Responsible for Monitoring: Administration, Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Munoz Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet district goals, state and federal passing standards. The campus will implement a biliteracy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 3: Literacy Media Center- To ensure the success of all students as effective creators and users of ideas and information, enabling them to become lifelong learners a Literacy Media Center will be established.

Summative Evaluation: Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
Strategy 1: Literacy Events during and after school to continue to promote the importance of reading (including author's visits, battle of the books). Book Fair Strategy's Expected Result/Impact: Parent Invitation Flier, Sign In Sheets Staff Responsible for Monitoring: Administration, Librarian, Teachers Schoolwide and Targeted Assistance Title I Elements: 3.1 Funding Sources: - Title I (211) - 12.6299 - \$500, - Local (199) - 12.6498 - \$200, - Library Account (898)	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Expand and update library resources to support curriculum. Strategy's Expected Result/Impact: Expenditure Report Staff Responsible for Monitoring: Administration, Librarian Schoolwide and Targeted Assistance Title I Elements: 2.6 Funding Sources: - Local (199) - 12.6329 - \$5,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Increase/improve opportunities to access library after hours. Strategy's Expected Result/Impact: Sign in Sheets Staff Responsible for Monitoring: Administration, Librarian, Library Clerk	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







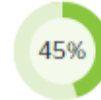





Goal 2: Munoz Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.






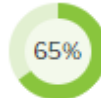






Performance Objective 1: The percentage of students in grades 3-5 who achieve meets and or masters performance level on the STAAR exam will increase from 26%-33%.









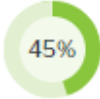



Evaluation Data Sources: District Assessments - Texas Assessment Conference
STAAR









Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for staff development as needed and to support ALL staff in their content areas / departments, sheltered instruction, cooperative learning, technology integration's, and STAAR alignment for continued professional development including consulting and coaching services and materials needed for training's. CAMT, TASA, Tepsa. Strategy's Expected Result/Impact: Certificate of Completion, Travel Request Staff Responsible for Monitoring: Administration, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.6 - Comprehensive Support Strategy Funding Sources: - Local (199) - 13.6411 - \$2,000, - Local (199) - 31.6411 - \$2,000, - Local (199) - 23.6411 - \$800, - Local (199) - 11.6411 - \$1,000, - Teacher/Principal (255) - 11.6411 - \$6,541, - Teacher/Principal (255) - 23.6411 - \$2,000, - Local (199) - 12.6239 - \$400, - Local (199) - 23.6239 - \$200, - Title I (211) - 13.6239 - \$600, REGION ONE WORKSHOP - Title IV 289 - \$600, - Teacher/Principal (255) - 1575.00	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Data Driven Instruction- Data Analysis, team planning, Administrative walk-throughs, and individual Teacher and Administrative conferences (data talks) will be carried out throughout the year to ensure data driven instruction. Strategy's Expected Result/Impact: ISIP, Running Records, TTM Reports, District Bundle Assessments, State Assessments Staff Responsible for Monitoring: Administration, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Academic Field Trips-provide students with opportunities to partake in academic field trips to enhance their learning via hands on experiences. Strategy's Expected Result/Impact: ISIP, District Bundle Tests,State Assessments Staff Responsible for Monitoring: Administration, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4 Funding Sources: - State Comp.(164) - 11.6412 - \$4,000, - Local (199) - 11.6412 - \$4,000, - State Comp. (164) - 11.6494 - \$5,000, - Local (199) - 11.6494 - \$3,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Awards and Incentives- Provide various forms of student recognition and promotion of academic success in the classroom by teachers along with campus recognition. Strategy's Expected Result/Impact: ISIP, District Bundle Tests, State Assessments Staff Responsible for Monitoring: Administration, Librarian, Counselors, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4 Funding Sources: - Local (199) - 11.6498 - \$4,300	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Print Rich Environment- Teachers will create print rich environments to promote vocabulary through the use of anchor charts, interactive word walls, word banks, student work and visual models. Strategy's Expected Result/Impact: ISIP, District Bundle Tests, State Assessments, Classroom observations/walkthrus Staff Responsible for Monitoring: Teachers, Teacher Assistants Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Content and Language Objectives will be posted for each subject area teacher is teaching. Teacher will highlight the verbs and nouns of the objectives for teachers to showcase, implement, and have students carry out the use of academic language and to ensure curriculum and instructional alignment. Strategy's Expected Result/Impact: ISIP, District Bundle Tests, State Assessments Staff Responsible for Monitoring: Administration, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Carry out all necessary student testing to ensure proper tracking, coding and demographic reporting Strategy's Expected Result/Impact: PEIMS snap shot report Staff Responsible for Monitoring: Principal Counselors PEIMS clerk Teacher of record Funding Sources: - Title I (211) - 11.6339 - \$6,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Provide Teachers, Staff and the Campus with instructional resources and equipment needed to carry out quality instruction and daily operations. Strategy's Expected Result/Impact: Campus Needs Assessment Staff Responsible for Monitoring: Administration, Librarian, Office Staff Schoolwide and Targeted Assistance Title I Elements: 2.5 Funding Sources: - Local (199) - 11.6399 - \$11,800, - Title I (211) - 11.6399 - \$16,072, - Title III (263) - 11.6399 - \$3,348, - State Comp.(164) - 11.6399 - \$6,024, - Local (199) - 23.6399 - \$2,000, - State Comp. (164) - 23.6399 - \$3,000, - Local (199) - 11.6269 - \$8,000, - Local (199) - 23.6269 - \$9,000	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 9 Details	Reviews			
Strategy 9: Create opportunities for students to explore and participate in the arts via musical performances and to partake in music lessons once a week. Strategy's Expected Result/Impact: sign in sheets of parents attending scheduled performances along with flyers documenting the date and time of the event Staff Responsible for Monitoring: Administration, Music Teacher Schoolwide and Targeted Assistance Title I Elements: 2.5 Funding Sources: - Local (199) - 11.6399 - \$2,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Establish Extra Curricular Opportunities by having a Campus Choir, Dance Team, Science Club and Robotics. Students will attend a variety of district and community rallies to show case the skills learned throughout the year. Strategy's Expected Result/Impact: club calendar of events Staff Responsible for Monitoring: Administration, Club Sponsors Schoolwide and Targeted Assistance Title I Elements: 2.5 Funding Sources: Robotics Kit - Title IV 289 - \$400	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Tutors to assist with STAAR 90/60/30 goal in the areas of Reading (RLA) and Math. To include during school and after school. Strategy's Expected Result/Impact: Meet goal of 90/60/30 goal. Staff Responsible for Monitoring: Administration Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: - Title I (211) - ESSER III (282) - \$80,496	Formative			Summative
	Sept	Dec	Mar	June
				






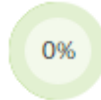






Strategy 12 Details	Reviews			
<p>Strategy 12: Establish Intervention campus where students can attend intervention in a center style setting. Students will be able to rotate from one activity to another all while in a more relaxed type of setting in order to help students close their instructional gaps.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Intervention camps - Title I (211) - 211.11.6118 - \$16,000</p>	Formative			Summative
	Sept	Dec	Mar	June
	 100%	 100%	 100%	 100%
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Munoz Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 2: Bilingual: Munoz Elementary will increase the percentage of ELL students who achieve MEETS and MASTERS on STAAR and will decrease the achievement gap.

Evaluation Data Sources: STAAR

Summative Evaluation: Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
Strategy 1: Teachers will track BE (Bilingual Emergent/ELL) students and provide sheltered instruction strategies. Staff Responsible for Monitoring: District Assessments, Istation, Reasoning Minds / Imagine Math Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Bilingual tutors will provide small group instruction in the areas of reading to increase STAAR scores in the area of Reading. Strategy's Expected Result/Impact: STAAR scores will increase to meet our campus goals: Approaches: 90% Meets: 60% Masters: 30% Staff Responsible for Monitoring: District Bundles, Comprehensive, Istation Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Munoz Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 3: Advanced Academics: Munoz Elementary will increase the percentage of GT students who achieve MEETS and MASTERS on STAAR .

Evaluation Data Sources: STAAR

Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
Strategy 1: Provide small group targeted and differentiated instruction for GT students during intervention. Staff Responsible for Monitoring: Schedules Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Munoz Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 4: Special Education: Munoz Elementary will increase the percentage of SPED students who achieve MEETS and MASTERS on STAAR and will decrease the achievement gap.

Evaluation Data Sources: STAAR

Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
Strategy 1: Provide one to one tutoring to increase reading proficiency, fluency, and specific skill comprehension. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Munoz Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 5: Migrant: Munoz Elementary will increase the percentage of Migrant students who achieve MEETS and MASTERS on STAAR and will decrease the achievement gap.

Evaluation Data Sources: STAAR









Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide one to one / small group tutoring to increase areas of STAAR accountability.	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Munoz Elementary will create an instructional environment that will enhance the learning and academic performance of all students and create an awareness in order to increase the percentage of graduates demonstrating college/career/military readiness when they reach the high school level.

Performance Objective 1: Promote Awareness for students to understand the importance of graduating from high school and moving into a college/career/military path.

Summative Evaluation: Met Objective













Strategy 1 Details	Reviews			
Strategy 1: The following events will be carried out to promote academic success and to motivate students: career day, college week, and CTE presentations (Donna North HS CTE department) Staff Responsible for Monitoring: Counselors Teachers- Administrator Schoolwide and Targeted Assistance Title I Elements: 2.6 Funding Sources: - Title IV 289 - \$7,270, - Local (199)	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


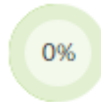






Goal 4: Munoz Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

Performance Objective 1: Student Support Services: Munoz Elementary will ensure that students are psychologically and emotionally served to decrease the frequency of inappropriate and disruptive behavior and nurture a positive climate to continuously build up students and their self-esteem. The emotional intelligence committee was established and began to meet. They will continue to meet throughout the school year to incorporate key components into a daily lesson.

Evaluation Data Sources: committee agendas, sign-in sheets
seems and euphoria referral and behavior logs reports

Summative Evaluation: Some progress made toward meeting Objective













Strategy 1 Details	Reviews			
Strategy 1: Counseling Department will carry out character education lessons for students. Strategy's Expected Result/Impact: Reduction in referrals/incident, Student Survey Staff Responsible for Monitoring: Counselors	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement the 3 R's - Be Respectful, Responsible and Ready to Learn with an emphasis on good manners. Good manners videos will be sent to the teachers each six weeks and will be shown to the students to consistently reinforce good manners. Strategy's Expected Result/Impact: Reduction in referrals/incident, Student Survey Staff Responsible for Monitoring: Administrators, Teachers, Counselors and Teacher Assistants	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement DAVE Curriculum, RED Ribbon campaign and Ripples computer software to assist with violence prevention and awareness. Strategy's Expected Result/Impact: PEIMS Discipline Report, Student Surveys Staff Responsible for Monitoring: Administrators, Counselors Funding Sources: SPEAKER-RED RIBBON WEEK/Motivational Speaker - Title IV 289	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Drop Out Prevention : Munoz Elementary will increase and maintain student and staff attendance rate to 98%.	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Munoz Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

Performance Objective 2: Nursing/Health Services: Munoz Elementary will ensure that 90% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 95% of all student's immunizations are up to date before submitting Annual Immunization report in October.













Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide clothing vouchers Staff Responsible for Monitoring: Nurse, Counselors, Administration, Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide vouchers for services, clothing, eye glasses, exams, etc. Staff Responsible for Monitoring: Nurse Counselors, Administration, teachers Funding Sources: 211.32.6499.00.114.24.0.00 - Title I (211) - 32.6499.00.114.24.0.00 - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Munoz Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

Performance Objective 3: Physical Education: The District will require the Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. or course substituting for p.e. (athletics, band, ROTC) unless a student qualifies for valid exemption as per Fitnessgram testing policies.









Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Students will receive 4 out of 5 days of intensive physical exercise with the assistance of proper equipment. Strategy's Expected Result/Impact: Fitness Gram Results Staff Responsible for Monitoring: Administration, Coach Funding Sources: - Local (199) - 11.6399 - \$2,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: All students will receive education on health related topics. Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: Coaches, Counselors	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Munoz Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

Performance Objective 4: Risk Management: The campus will follow the district emergency operations plan to ensure the safety of all students, personnel, and visitors. Security measures and resources will be implemented and installed to enhance school safety.



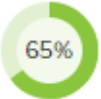





Summative Evaluation: Met Objective

Strategy 1 Details		Reviews			
Strategy 1: Implement Emergency Operations Plan at Munoz Elementary when responding to a variety of incidents and emergencies that affect the campus and district. Strategy's Expected Result/Impact: Ensure the safety of all students, personnel, and visitors. Staff Responsible for Monitoring: Administration, Incident Management Team		Formative			Summative
		Sept	Dec	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 5: Munoz Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities, and ensure a positive campus climate to promote increased student achievement.

Performance Objective 1: Human Resources: Munoz Elementary will maintain a 100% highly qualified status for the staffing requirements of the No Child Left Behind Act (NCLB)









Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Maintain a positive campus climate by incorporating special events such as socials, celebrations, and employee recognition for employees to partake in. Using staff activity account to purchase staff item (ex: shirts, snacks, lunch, etc.) Strategy's Expected Result/Impact: Campus Climate Survey Staff Responsible for Monitoring: Administration Funding Sources: - Local (199) - 23.6498 - \$2,000, - Local (199) - 23.6499 - \$1,500, - Faculty Account 897	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Munoz Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities, and ensure a positive campus climate to promote increased student achievement.

Performance Objective 2: Custodial Department: Munoz Elementary will ensure that 100% of all facilities are cleaned to an optimal hygiene level and maintain an environment that is conducive for learning at least once a day.









Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Purchase necessary items, furniture and supplies to ensure a clean and organized conducive learning environment Staff Responsible for Monitoring: Custodians, Administration Funding Sources: - Local (199) - 51.6319 - \$900, - Local (199) - 23.6395 - \$4,200	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Munoz Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities, and ensure a positive campus climate to promote increased student achievement.

Performance Objective 3: Technology Department: Munoz Elementary will provide all classrooms, labs, and instructional areas with the necessary equipment to utilize and integrate technology into daily instruction along with offices to ensure proper daily operations.









Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Maintain and purchase instructional technology programs and equipment for the campus, classroom, and offices to carry out effective classroom instruction and daily operations. Strategy's Expected Result/Impact: Technology Star Chart Staff Responsible for Monitoring: Principal, Librarian, Teachers, Lab Manager Funding Sources: - Local (199) - 11.6395 - \$4,000, - State Comp.(164) - 11.6395 - \$6,000, - Title I (211) - 11.6395 - \$2,000	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Munoz Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities, and ensure a positive campus climate to promote increased student achievement.

Performance Objective 4: Maintenance Department: Munoz Elementary will ensure that all maintenance work orders are placed and carried out.


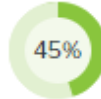






Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: The campus will periodically review outstanding work orders and projects to ensure that the campus is adequately maintained for daily operations. Staff Responsible for Monitoring: Head Custodian Campus Secretary Assistant Principal	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Munoz Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 1: DLPAC and CLPAC: the District will maintain 100% of the required members in both District and Campus Level Planning and Advisory Committees to overs all improvement activities at least 5 times per year.

Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
Strategy 1: The campus will hold monthly CLPAC meetings and ongoing communication with the campus department leads via email, social media, etc. Staff Responsible for Monitoring: Sign In sheets Agendas	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Munoz Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 2: Maintain clear and consistent communication with each department and team member of the organization (CLPAC, leads, grade level, departments, etc.)

Evaluation Data Sources: Sign In Sheets
Agendas

Summative Evaluation: Met Objective













Strategy 1 Details	Reviews			
Strategy 1: The campus will carry out monthly meetings with each department or more as needed to ensure consistent and effective communication on campus operations, goals, and strategies. Staff Responsible for Monitoring: Agendas Sign Ins	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Munoz Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 3: Maintain clear and consistent communication with parents.

Evaluation Data Sources: Sign In Sheets
Agendas

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Carry out principal and parent round table meetings each six weeks.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement social media public relations via social media and campus web page to provide information and obtain immediate parent feedback.	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

Bilingual (162)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$40,570.00
+/- Difference					\$40,570.00
State Comp.(164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3		11.6412	\$4,000.00
2	1	3		11.6494	\$5,000.00
2	1	8		11.6399	\$6,024.00
2	1	8		23.6399	\$3,000.00
5	3	1		11.6395	\$6,000.00
Sub-Total					\$24,024.00
Budgeted Fund Source Amount					\$39,215.00
+/- Difference					\$15,191.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1		12.6498	\$200.00
1	3	2		12.6329	\$5,000.00
2	1	1		13.6411	\$2,000.00
2	1	1		31.6411	\$2,000.00
2	1	1		23.6411	\$800.00
2	1	1		11.6411	\$1,000.00
2	1	1		12.6239	\$400.00
2	1	1		23.6239	\$200.00
2	1	3		11.6412	\$4,000.00
2	1	3		11.6494	\$3,000.00
2	1	4		11.6498	\$4,300.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	8		11.6399	\$11,800.00
2	1	8		23.6399	\$2,000.00
2	1	8		11.6269	\$8,000.00
2	1	8		23.6269	\$9,000.00
2	1	9		11.6399	\$2,000.00
3	1	1			\$0.00
4	3	1		11.6399	\$2,000.00
5	1	1		23.6498	\$2,000.00
5	1	1		23.6499	\$1,500.00
5	2	1		51.6319	\$900.00
5	2	1		23.6395	\$4,200.00
5	3	1		11.6395	\$4,000.00
Sub-Total					\$70,300.00
Budgeted Fund Source Amount					\$65,970.00
+/- Difference					-\$4,330.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1		12.6299	\$500.00
2	1	1		13.6239	\$600.00
2	1	7		11.6339	\$6,000.00
2	1	8		11.6399	\$16,072.00
2	1	11		ESSER III (282)	\$80,496.00
2	1	12	Intervention camps	211.11.6118	\$16,000.00
4	2	2	211.32.6499.00.114.24.0.00	32.6499.00.114.24.0.00	\$1,000.00
5	3	1		11.6395	\$2,000.00
Sub-Total					\$122,668.00
Budgeted Fund Source Amount					\$51,723.00
+/- Difference					-\$70,945.00

Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1		1575.00	\$0.00
2	1	1		11.6411	\$6,541.00
2	1	1		23.6411	\$2,000.00
Sub-Total					\$8,541.00
Budgeted Fund Source Amount					\$1,575.00
+/- Difference					-\$6,966.00
Faculty Account 897					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					\$1,000.00
Library Account (898)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					\$1,000.00
Title IV 289					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	REGION ONE WORKSHOP		\$600.00
2	1	10	Robotics Kit		\$400.00
3	1	1			\$7,270.00
4	1	3	SPEAKER-RED RIBBON WEEK/Motivational Speaker		\$0.00
Sub-Total					\$8,270.00
Budgeted Fund Source Amount					\$400.00
+/- Difference					-\$7,870.00
Grand Total Budgeted					\$201,453.00
Grand Total Spent					\$233,803.00
+/- Difference					-\$32,350.00