

**Donna Independent School District**  
**M.A.P. Munoz Elementary**  
**2022-2023 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

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# 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, 1<sup>st</sup> and 2<sup>nd</sup> 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 2/5/2021)	923 (as of 3/13/2020)	833 (as of 5/6/19)	790 (as of 4/10/18)

#### Enrollment w/o withdrawals

<b>700</b>	<b>994</b>	<b>914</b>	<b>872</b>
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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						

<b>Population</b>	<b>Total</b>	<b>Percentage</b>	<b>LEP</b>	<b>SE</b>	<b>GT</b>	<b>504</b>
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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)**

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

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?**

<b>Population</b>	<b>Total</b>	<b>Hispanic</b>	<b>White</b>	<b>Female</b>	<b>Male</b>	<b>EL</b>	<b>GT</b>
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?**

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

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

### Failure Data

Grade	Previous Year Data	STAAR Rdg	STAAR Math	STAAR Writing
4	3 <sup>rd</sup> grade ( )	No Data		
5	4 <sup>th</sup> grade ( )	No Data		

Total

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

### 8. Who are our Migrant students?

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

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

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

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



2019-2020	97.50%	22.99%
<b>2020-2021</b>	<b>100.46%</b>	<b>14.16%</b>

<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>
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
<b>20/21</b>	<b>62 (current 4/30/21)</b>	<b>1</b>	<b>9</b>	<b>0</b>

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

*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-2<sup>nd</sup>, Imagine Learning KG-5<sup>th</sup>, Istation Spanish for 3<sup>rd</sup>-5<sup>th</sup>.

### **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)

# Student Learning

## Student Learning Summary

- Many times students showed regression, much learning loss and are not on grade level due to the impact COVID-19 pandemic
- The curriculum is linked to the Texas Essential Knowledge and Skills by following the district's timeline and through Eduphoria teachers document the TEKS, ELPS language objectives, and CCRR's in teacher lesson plans
- 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.
- Clear and targeted interventions are applied in small groups to meet students' needs.
- The curriculum contains multiple electronic instructional resources and assessments that are readily available for students and teachers.

## Student Learning Strengths

- 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: district digital activities, Imagine Math, and i-station to practice the concepts that have already been taught.
- Students are able to use the programs at school. Students are able to log in to Clever and access any of the programs they need along with the Google Classroom platform.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Reading and writing had shown little or no gains when it came to STAAR. **Root Cause:** Students are showing growth through the year however may not be at level.

# School Processes & Programs

## School Processes & Programs Summary

- BOY, MOY and benchmark data are used to determine the professional development needed by staff. The district offers various training on Bilingual Education, such as the Bilingual Summit.
- District requires and provides mandatory training for certain subjects
- 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.
- 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
- School personnel actively participate in the CNA process. They answer questions and determine strengths and weaknesses and then make recommendations to address any needs.

## School Processes & Programs Strengths

- Grade level group of teachers meeting weekly and discussing data and book reading specific chapters. – Lead teacher classroom
- Group of teachers collaborate regarding different situations and brainstorm ideas/solutions to different problems/situations, school environment and academic improvement. – Lead teacher classroom
- 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. – Afterschool- Announce date when meeting

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Benchmark testing and bundle testing have shown the data that students who have been here at school are outperforming the students who are absent. **Root Cause:** Students affected by Covid-19 had to miss out on 10 days of instruction or more until the doctor cleared them to come back.

# Perceptions

## Perceptions Summary

- Students were surveyed as to when and where students misbehaved most often
- Students have access to counselors, social worker, and assistant principal.
- Teachers agree that their students have the necessary technology

## Perceptions Strengths

- Munoz has not had a serious problem with gangs, weapons, or substance abuse.
- Students are involved in activities such as UIL, Battle of the Books, Ukulele, after school sports.
- Teachers/students are nice & welcoming, afterschool sports program, events- game day, festivals, friends are here, students like to come learn different things.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** The building itself needs to be maintained and looks much older than it is. **Root Cause:** Lack of maintenance and updates.

# Priority Problem Statements

# Goals

Revised/Approved: June 14, 2022



## Goal 1: Focus On Student Success

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



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



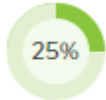





### HB3 Goal

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding).</p> <p><b>Strategy's Expected Result/Impact:</b> To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2022. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from 70% to 100% by September 30, 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	Formative			Summative
	Sept	Dec	Mar	June
				




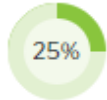


Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, and quality questioning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher proficiency in academic vocabulary instruction from 61% to 80% ,the use of visual stimuli from 61% to 80% and utilization of processing tools from 61% to 80% by the end of the 2023 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> School supplies - Title I (211) - 211.11.6399.00.144.24.0.00 - \$8,587, Instructional supplies - State Comp.(164) - \$13,100, Instructional supplies - Title I (211) - \$11,567, Instructional supplies - Title III (263) - \$8,066 , Library books - Local (199) - 199.12.6329.00.114.11.0.00 - \$4,996.56, School supplies for activity in the library - Local (199) - 199.12.6399.00.114.11.0.00 - \$438.82, Book Order for Munoz Library - Title I (211) - 211.12.6329.00.114.24.0.00 - \$1,999, Educational Field Trips-2nd grade - State Comp.(164) - 164.11.6494.00.114.30.0.00 - \$504.90, Educational Field Trip-1st grade - State Comp.(164) - 164.11.6494.00.114.30.0.00 - \$336.60, BOOK FAIR SALES - Library Account (898) - 898.00.2190.00.114.00.0.00 - \$2,768.46, Teacher Supplies- copy paper - Local (199) - 199.11.6399.00.114.11.0.00 - \$1,899.60, New Color Printer -Principal &amp; toner - Local (199) - 199.23.6399.00.114.99.0.00 - \$1,079.75, Spanish-diccionario-bilingual students - Title III (263) - 263.11.6399.00.114.25.0.00 - \$264, bilingual classrooms - Title III (263) - 263.11.6399.00.114.25.0.00 - \$1,063.62, update/replacing printer secretary/piems clerk and toner for printer - Local (199) - 199.23.6399.00.114.99.0.00 - \$799.80, Workshop#220464-Assessment conference - Local (199) - 199.13.6239.00.114.99.0.00 - \$150, toner for poster printer - Local (199) - 199.11.6399.00.114.11.0.00 - \$2,068, teacher supplies - Title I (211) - 211.11.6399.00.114.24.0.00 - \$647, teacher supplies - Local (199) - 119.11.6399.00.114.11.0.00 - \$2,236.57, office supplies - Local (199) - 199.23.6399.00.114.99.0.00 - \$137.38, Education Field Trip-4th grade - State Comp.(164) - 164.11.6494.00.114.30.0.00 - \$3,455, Education Field Trip-4th grade - State Comp.(164) - 164.11.6412.00.114.30.0.00 - \$547.90, 4th grade field trip- Student Entrance fees - Student Activity 865 - 865.00.2190.00.114.00.0.00 - \$2,187.50, 4th grade field trip- student's meal fee - Student Activity 865 - 865.00.2190.00.114.00.0.00 - \$750, 3rd grade-Educational Field trip - State Comp.(164) - 164.11.6494.00.114.30.0.00 - \$702.90, 3rd grade- student's meals for filed trip - Student Activity 865 - 865.00.2190.00.114.00.0.00 - \$910, 3rd grade - student's entrance fee - Student Activity 865 - 865.00.2190.00.114.00.0.00 - \$1,950, 1st grade-field trip student's meal - Student Activity 865 - 865.00.2190.00.114.00.0.00 - \$690, 1st grade - field trip- student entrance fees - Student Activity 865 - 865.00.2190.00.114.00.0.00 - \$690, 2nd grade- student's meals - Student Activity 865 - 865.00.2190.00.114.00.0.00 - \$910, 2nd grade- student's entrance fee - Student Activity 865 - 865.00.2190.00.114.00.0.00 - \$780, Instructional material-bilingual classrooms - State Comp.(164) - 164.11.6399.00.114.30.0.00 - \$2,999.56</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase observation and direct feedback protocol implementation from 8 to 10 by the end of the 2023 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support.</p> <p><b>Strategy's Expected Result/Impact:</b> Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILTs at the campus will go from 0% to 100% protocol implementation based on observation tracker and weekly meeting notes.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Tutorials - ESSER III (282) - \$82,953</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2: Focus on Family and Community Engagement**

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

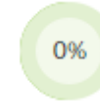
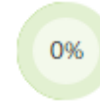
- Evaluation Data Sources:** \* Digital Communication rubric - included in the handbook  
 (<https://docs.google.com/document/d/1Mufds5BJ2mFJALq25TpLynXE6QfnGSD3jx6ERKnXjI/edit?usp=sharing>)  
 \* Family and Community Engagement Survey Checklist  
 ([https://docs.google.com/document/d/1HVVal4g8\\_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing](https://docs.google.com/document/d/1HVVal4g8_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing))  
 \* surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop &amp; train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase and strengthen family engagement and improve relationships</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration</p> <p><b>Title I:</b> 4.1, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop data collection systems to monitor family engagement including engagement via digital platforms.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase and strengthen family engagement and improve relationships</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration</p> <p><b>Title I:</b> 4.1, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Use data to ensure alignment between family engagement and learning goals</p> <p><b>Strategy's Expected Result/Impact:</b> Promote continuous family engagement to ensure student success</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., District</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Administration

**Title I:**

2.4, 2.5, 2.6, 4.2



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 2:** Focus on Family and Community Engagement

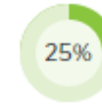
**Performance Objective 2:** Develop staff skills with effective practices that support families in reinforcing their child's education by providing staff professional development once per semester.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources).</p> <p><b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration</p> <p><b>Title I:</b> 2.5, 2.6, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration</p> <p><b>Title I:</b> 2.5, 2.6, 4.1, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide professional development that develops skills in working with families (e.g., engaging fathers, customer service, understanding and responding to a child's behavior, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

**Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration

**Title I:**  
2.5, 2.6, 4.1, 4.2



No Progress







Accomplished


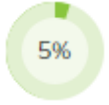


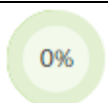
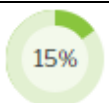




Continue/Modify

Discontinue

**Goal 3: Focus On Operational Excellence**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Munoz Elementary will monitor their facilities and send a survey to the staff to see input on the facilities' needs.  <b>Strategy's Expected Result/Impact:</b> Ensure the district's and campus 5 year plan is followed.  <b>Staff Responsible for Monitoring:</b> Campus administration.</p> <p><b>Title I:</b> 2.5, 2.6  <b>Funding Sources:</b> Kleenex tissue paper - ESSER II (281) - 281.11.6118.ST.114.11.0.P1 - \$657.40</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus administration will review the campus' facilities survey results and monitor the work orders submitted at the campus to ensure areas of need are being addressed.  <b>Strategy's Expected Result/Impact:</b> Compare survey and work orders.  <b>Staff Responsible for Monitoring:</b> Campus administration.</p> <p><b>Title I:</b> 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget.  <b>Strategy's Expected Result/Impact:</b> Prioritization of campus needs.  <b>Staff Responsible for Monitoring:</b> Campus administration.</p> <p><b>Title I:</b> 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				







Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget.</p> <p><b>Strategy's Expected Result/Impact:</b> A campus based 5 year plan and ensure campus administration monitors implementation of said plan.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration.</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> replacing front office chair with better resistance - Local (199) - 199.23.6399.00.114.99.0.00 - \$559</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Munoz Elementary will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensuring of proper procedures for purchases, etc.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p> <p><b>Title I:</b> 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Munoz Elementary will meet with necessary personnel to have general funds allocated to complete campus prioritized projects.</p> <p><b>Strategy's Expected Result/Impact:</b> Allocate funding appropriately to address facilities</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









**Goal 3: Focus On Operational Excellence**

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

**Evaluation Data Sources:** Work orders

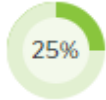



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Munoz Elementary's custodial department will secure janitorial supplies to clean and disinfect campus buildings and report any facilities needs to campus administration to provide safe learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Clean and safe campus</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I:</b> 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Munoz Elementary's child nutrition staff will ensure to follow guidelines and regulations to provide healthy meals to students and ensure to have a clean/safe cafeteria for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Appropriate meals in a clean and safe environment</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration and CNP staff</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Munoz Elementary will ensure to secure campus work orders to the maintenance department as needed to ensure safe conducive learning spaces.</p> <p><b>Strategy's Expected Result/Impact:</b> Facilities needs addressed</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration and campus custodial staff</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				







Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Munoz Elementary will monitor all bus riders, referrals etc to ensure students follow bus rules in order for DISD to provide safe transportation of students in a conducive learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Safe transportation</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration and transportation personnel</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 1:** 4.1 Munoz Elementary will develop and provide to personnel, professional development that will lead to the implementation of safe, innovative, and customer service practices within their field of expertise.

**Evaluation Data Sources:** District and Campus Professional Development, Surveys, Employee Handbook, District and Campus Initiatives, Organization Health Inventory, Monthly Gatherings/Meetings, Data Trackers





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development opportunities identified and delivered and a timeline for development delivery.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Teacher Training-Grammar and Composition for New STAAR - Title III (263) - \$2,150, working Breakfast- Staff Development-January 5, 2023 - Local (199) - 199.23.6499.00.114.99.0..00 - \$153.09</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 4.1(2): Design and implement guidelines, expectations, and high priority goals for principals.</p> <p><b>Strategy's Expected Result/Impact:</b> A year-long plan for growing principals that is focused, clear, connected, and aligned to LSG.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Cabinet, Leadership</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
				





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement opportunities to discover that relationships are at the core of performance, and that trust and respect are essential to any organization seeking to grow and improve.</p> <p><b>Strategy's Expected Result/Impact:</b> Leaders learn and practice specific skills that make clear, candid communication possible. They learn to use these skills in their relationships and to model and apply them on the job.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Leadership Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





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

**Performance Objective 2:** 4.2 Munoz Elementary will provide opportunities to build students' and staff's social and emotional capacity (4.2 Organizational / 4.2A Students / 4.2B Staff).

**Evaluation Data Sources:** District and Campus Professional Development, District and Campus Initiatives, District and Campus Surveys, Employee Handbook (Counselors/LPCs), Evaluation System, Monthly Gatherings/Meetings, Data Trackers

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 4.2 Organizational (1): Partner with health and safety services to provide professional development on adult and youth mental health for district personnel. By 2025 100% of campus staff will be trained in Youth Mental Health First Aid (YMHA).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness for staff in addressing and supporting adult and youth mental health well being to foster the skills needed to identify, understand, respond, and provide initial help and support to adults and students who may be developing a mental health or substance use problem or experiencing a crisis (trauma/grief-informed practices; prevention and intervention practices in early mental health, suicide [including postvention], substance abuse, violence and bullying, human trafficking, child abuse; building skills related to understanding one's emotions and others, managing emotions, establishing and maintaining positive relationships, responsible decision-making; postsecondary planning &amp; career readiness).</p> <p>[Staff Responsible for Implementation: Campus Administration]</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, SEL Supervisor, Leadership, Human Resources, Benefits &amp; Risk Management</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Entire campus will participate in at least 2 district wide/community events (minimum 1 per semester) that support the physical, health, nutritional, and social well-being of students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus will work to maintain a balanced schedule by ensuring that a minimum of 80% of daily activities for Professional School Counselors are aligned with the four components (guidance curriculum, individual planning, responsive services, &amp; system supports) of the Texas Model for Comprehensive School Counseling Programs by decreasing the amount of time being allocated to non-counseling activities by 10% each school year from 2023 to 2025.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 4.2 Organizational (4): Implement an evaluation tool designed specifically for Professional School Counselors (PSCs) and Licensed Professional Counselors (LPCs) in assessing their professional performance in alignment with ten domains (Program Management, Guidance, Counseling, Consultation, Coordination, Student Assessment, Leadership, Advocacy, Professional Behavior, Professional Standards) within the context of the Texas Model for Comprehensive School Counseling Programs four service delivery components (Guidance Curriculum, Individual Planning, Responsive Services, &amp; System Supports) and assess all ten domains over a period of three years, thereafter the practice will be to assess the PSCs' and LPCs' performance against all ten professional development and growth domains annually.</p> <p><b>Strategy's Expected Result/Impact:</b> To enhance the positive effect Professional School Counselor (PSC) and Licensed Professional Counselor (LPC) have on students and school stakeholders by ensuring professional development and growth and assist appraisers in supporting their development and growth through clear expectations, and a fair and transparent evaluation process that is relevant and accurately assesses the professional effectiveness of PSCs and LPCs.</p> <p>[Staff Responsible for Implementation: Counselors, LPCs, Campus Administration]</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Campus will provide prevention activities that help students live above the influence that support academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug related incidents/offenses/referrals by 10%.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (drugs and alcohol, bullying, suicide prevention, conflict resolution, and violence prevention).</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> All Cancer Awareness(example: child cancer-breast cancer, etc.) Red Ribbon - Title IV 289 - 289.31.6299.00.114.11.0.00 - \$1,454.16, Incentives for student perfect attendance- "A" Honor Roll- "A-B" Honor - Local (199) - 199.11.6498.00.114.11.0.00 - \$136.72, candy bags for Perfect attendance and A &amp; B honor roll - Local (199) - 199.11.6498.00.114.11.0.00 - \$155.84, candy bags for Perfect attendance and A&amp; B Honor roll per six weeks - Local (199) - 199.11.6498.00.114.11.0.00 - \$829.38, Perfect attendance and A&amp;B Honor incentives - Local (199) - 199.11.6498.00.114.11.0.00 - \$443.38, perfect attendance and A&amp;B Honor Roll incentives - Local (199) - 199.11.6498.00.114.11.0.00 - \$161.88, Incentives certificates for all grades levels - Local (199) - 199.11.6498.00.114.11.0.00 - \$404.55, perfect attendance and A&amp;B Honor roll incentives - Local (199) - 199.11.6498.00.114.11.0.00 - \$189.32, 199.11.6498.00.114.11.0.00 - Local (199) - Perfect attendance and A &amp; B Honor Rol - \$396.50, PreK and Kinder- for Winter Dance - Student Activity 865 - 865.00.2190.00.114.00.0.00 - \$98.80, Perfect Attendance and A &amp; B honor roll - Local (199) - 199.11.6498.00.114.11.0.00 - \$88.92, Presentation on Bullying for students-Claudia Villarreal - Title IV 289 - 289.31.6299.00.114.11.0.00 - \$250</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Campus will work with the SEL Department to provide teachers and campus staff Social Emotional Learning (SEL) education on responsive and instructional classroom practices to increase the overall teacher campus climate by 10% on district surveys.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase support for teachers and campus staff in helping build students' social and emotional competence in the school setting to foster resilience and well-being for students, for educator as they work with their students, and for school leaders as they work to build trust and well-being in their school communities that reinforce the teacher and staff perception of staff-student relationship building, skills, and mindsets.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				







Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10%</p> <p><b>Strategy's Expected Result/Impact:</b> Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Clothing Voucher - Title I (211) - \$1,050</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Campus will provide parents Social Emotional Learning (SEL) education on tools, practices, strategies, and resources to support students at home to increase parental involvement and satisfaction by 10% on district surveys.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase support for parents in helping build students' social and emotional competence at home to foster a strong home-school connection and partnership that reinforce social and emotional skills at home, school, and their communities.</p> <p><b>Title I:</b> 4.2</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> 4.2B Staff (11): Provide support to address our employees' health and social emotional well-being by having a Wellness Facilitator at every campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Facilitate employee wellness and fitness for DISD employees - 1 per site. Monthly check-in meeting with Director of Benefits &amp; Risk Management</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources, Benefits &amp; Risk Management, Campus Administration, Health Services</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Goal 5: Focus On Financial Stewardship**









**Performance Objective 1: 5.1** Create a comprehensive needs assessment in order to prioritize resources equitably based for M.A.P. Munoz Elementary based on the 5-year Strategic Plan.

**Evaluation Data Sources:** C.N.A.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Career Day - Local (199) - 199.23.6499.00.114.99.0.00 - \$222.34</p>	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5: Focus On Financial Stewardship**

**Performance Objective 2:** M.A.P. Munoz will ensure fiscal responsibility by attending annual business symposium and ensuring to follow the purchasing guidelines as dictated by the district.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Munoz Elementary will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus budget planned to limit if any budget changes/amendments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.2</p> <p><b>Funding Sources:</b> Lock cabinet and poly envelopes for confidential items - Local (199) - 199.23.6395.00.114.99.0.00 - \$938.90, update radios - Local (199) - 199.11.6399.00.114.11.0.00 - \$3,100</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Munoz Elementary will use their campus budget appropriately by expending 10-15% of their budget on a monthly basis to meet the needs of the students to improve student achievement of the current year's students.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Pre-order Friday Spirit Tshirt and Thursday College Tshirt for students - Student Activity 865 - 865.00.2190.00.114.00.0.00 - \$3,848, Pre-Order Friday Spirit Tshirt and Thursday College Tshirt for STAFF - Faculty Account 897 - 897.00.2190.01.114.00.0.00 - \$66, Picture of Reader today w/Principal&amp;Student (picture frame) - Local (199) - 199.23.6399.00.114.99.0.00 - \$134.10, Report cards and progress reports - Local (199) - 199.23.6399.00.114.99.0.00, career day - Local (199) - 199.23.6499.00.114.99.0.00 - \$136.88, career day - Local (199) - 199.23.6499.00.114.99.0.00 - \$97, T-Shirts- for students- R.E.A.D.Y program - Faculty Account 897 - 897.00.2190.00.114.00.0.00 - \$382.50, items for Winter Festival- PreK3-Prek4-Kinder - Student Activity 865 - 865.00.2190.00.114.00.0.00 - \$568.64</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# Campus Funding Summary

State Comp.(164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Educational Field Trips-2nd grade	164.11.6494.00.114.30.0.00	\$504.90
1	1	2	Instructional material-bilingual classrooms	164.11.6399.00.114.30.0.00	\$2,999.56
1	1	2	Instructional supplies		\$13,100.00
1	1	2	Education Field Trip-4th grade	164.11.6412.00.114.30.0.00	\$547.90
1	1	2	Education Field Trip-4th grade	164.11.6494.00.114.30.0.00	\$3,455.00
1	1	2	Educational Field Trip-1st grade	164.11.6494.00.114.30.0.00	\$336.60
1	1	2	3rd grade-Educational Field trip	164.11.6494.00.114.30.0.00	\$702.90
<b>Sub-Total</b>					\$21,646.86
<b>Budgeted Fund Source Amount</b>					\$13,100.00
<b>+/- Difference</b>					<b>-\$8,546.86</b>
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teacher Supplies- copy paper	199.11.6399.00.114.11.0.00	\$1,899.60
1	1	2	Library books	199.12.6329.00.114.11.0.00	\$4,996.56
1	1	2	New Color Printer -Principal & toner	199.23.6399.00.114.99.0.00	\$1,079.75
1	1	2	Workshop#220464-Assessment conference	199.13.6239.00.114.99.0.00	\$150.00
1	1	2	School supplies for activity in the library	199.12.6399.00.114.11.0.00	\$438.82
1	1	2	toner for poster printer	199.11.6399.00.114.11.0.00	\$2,068.00
1	1	2	teacher supplies	119.11.6399.00.114.11.0.00	\$2,236.57
1	1	2	update/replacing printer secretary/piems clerk and toner for printer	199.23.6399.00.114.99.0.00	\$799.80
1	1	2	office supplies	199.23.6399.00.114.99.0.00	\$137.38
3	1	4	replacing front office chair with better resistance	199.23.6399.00.114.99.0.00	\$559.00
4	1	1	working Breakfast- Staff Development-January 5, 2023	199.23.6499.00.114.99.0.00	\$153.09
4	2	5	Perfect attendance and A&B Honor incentives	199.11.6498.00.114.11.0.00	\$443.38
4	2	5	Incentives for student perfect attendance- "A" Honor Roll- "A-B" Honor	199.11.6498.00.114.11.0.00	\$136.72
4	2	5	candy bags for Perfect attendance and A & B honor roll	199.11.6498.00.114.11.0.00	\$155.84
4	2	5	perfect attendance and A&B Honor Roll incentives	199.11.6498.00.114.11.0.00	\$161.88

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	5	Perfect Attendance and A & B honor roll	199.11.6498.00.114.11.0.00	\$88.92
4	2	5	perfect attendance and A&B Honor roll incentives	199.11.6498.00.114.11.0.00	\$189.32
4	2	5	199.11.6498.00.114.11.0.00	Perfect attendance and A & B Honor Rol	\$396.50
4	2	5	candy bags for Perfect attendance and A& B Honor roll per six weeks	199.11.6498.00.114.11.0.00	\$829.38
4	2	5	Incentives certificates for all grades levels	199.11.6498.00.114.11.0.00	\$404.55
5	1	1	Career Day	199.23.6499.00.114.99.0.00	\$222.34
5	2	1	update radios	199.11.6399.00.114.11.0.00	\$3,100.00
5	2	1	Lock cabinet and poly envelopes for confidential items	199.23.6395.00.114.99.0.00	\$938.90
5	2	2	career day	199.23.6499.00.114.99.0.00	\$97.00
5	2	2	career day	199.23.6499.00.114.99.0.00	\$136.88
5	2	2	Report cards and progress reports	199.23.6399.00.114.99.0.00	\$0.00
5	2	2	Picture of Reader today w/Principal&Student (picture frame)	199.23.6399.00.114.99.0.00	\$134.10
<b>Sub-Total</b>					\$21,954.28
<b>Budgeted Fund Source Amount</b>					\$68,355.00
<b>+/- Difference</b>					\$46,400.72
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	School supplies	211.11.6399.00.144.24.0.00	\$8,587.00
1	1	2	Book Order for Munoz Library	211.12.6329.00.114.24.0.00	\$1,999.00
1	1	2	Instructional supplies		\$11,567.00
1	1	2	teacher supplies	211.11.6399.00.114.24.0.00	\$647.00
4	2	7	Clothing Voucher		\$1,050.00
<b>Sub-Total</b>					\$23,850.00
<b>Budgeted Fund Source Amount</b>					\$21,204.00
<b>+/- Difference</b>					-\$2,646.00
Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$2,106.00

Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$2,106.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Spanish-diccionario-bilingual students	263.11.6399.00.114.25.0.00	\$264.00
1	1	2	bilingual classrooms	263.11.6399.00.114.25.0.00	\$1,063.62
1	1	2	Instructional supplies		\$8,066.00
4	1	1	Teacher Training-Grammar and Composition for New STAAR		\$2,150.00
<b>Sub-Total</b>					\$11,543.62
<b>Budgeted Fund Source Amount</b>					\$10,400.00
+/- Difference					-\$1,143.62
Student Activity 865					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	2nd grade- student's entrance fee	865.00.2190.00.114.00.0.00	\$780.00
1	1	2	1st grade-field trip student's meal	865.00.2190.00.114.00.0.00	\$690.00
1	1	2	3rd grade- student's meals for filed trip	865.00.2190.00.114.00.0.00	\$910.00
1	1	2	3rd grade - student's entrance fee	865.00.2190.00.114.00.0.00	\$1,950.00
1	1	2	2nd grade- student's meals	865.00.2190.00.114.00.0.00	\$910.00
1	1	2	4th grade field trip- Student Entrance fees	865.00.2190.00.114.00.0.00	\$2,187.50
1	1	2	4th grade field trip- student's meal fee	865.00.2190.00.114.00.0.00	\$750.00
1	1	2	1st grade - field trip- student entrance fees	865.00.2190.00.114.00.0.00	\$690.00
4	2	5	PreK and Kinder- for Winter Dance	865.00.2190.00.114.00.0.00	\$98.80
5	2	2	Pre-order Friday Spirit Tshirt and Thursday College Tshirt for students	865.00.2190.00.114.00.0.00	\$3,848.00
5	2	2	items for Winter Festival- PreK3-Prek4-Kinder	865.00.2190.00.114.00.0.00	\$568.64
<b>Sub-Total</b>					\$13,382.94
<b>Budgeted Fund Source Amount</b>					\$26,552.95
+/- Difference					\$13,170.01
Coke Activity Account 899					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00

Coke Activity Account 899					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Budgeted Fund Source Amount</b>					\$433.77
+/- Difference					\$433.77
Faculty Account 897					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	2	Pre-Order Friday Spirit Tshirt and Thursday College Tshirt for STAFF	897.00.2190.01.114.00.0.00	\$66.00
5	2	2	T-Shirts- for students- R.E.A.D.Y program	897.00.2190.00.114.00.0.00	\$382.50
<b>Sub-Total</b>					\$448.50
<b>Budgeted Fund Source Amount</b>					\$2,106.51
+/- Difference					\$1,658.01
Library Account (898)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	BOOK FAIR SALES	898.00.2190.00.114.00.0.00	\$2,768.46
<b>Sub-Total</b>					\$2,768.46
<b>Budgeted Fund Source Amount</b>					\$738.00
+/- Difference					-\$2,030.46
Title IV 289					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	5	Presentation on Bullying for students-Claudia Villarreal	289.31.6299.00.114.11.0.00	\$250.00
4	2	5	All Cancer Awareness(example: child cancer-breast cancer, etc.) Red Ribbon	289.31.6299.00.114.11.0.00	\$1,454.16
<b>Sub-Total</b>					\$1,704.16
<b>Budgeted Fund Source Amount</b>					\$7,020.00
+/- Difference					\$5,315.84
ESSER III (282)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Tutorials		\$82,953.00
<b>Sub-Total</b>					\$82,953.00
<b>Budgeted Fund Source Amount</b>					\$82,953.00
+/- Difference					\$0.00

ESSER II (281)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Kleenex tissue paper	281.11.6118.ST.114.11.0.P1	\$657.40
<b>Sub-Total</b>					\$657.40
<b>Budgeted Fund Source Amount</b>					\$21,270.00
<b>+/- Difference</b>					\$20,612.60
<b>Grand Total Budgeted</b>					\$256,239.23
<b>Grand Total Spent</b>					\$180,909.22
<b>+/- Difference</b>					\$75,330.01