

Donna Independent School District
B.G. Guzman Elementary
2023-2024 Campus Improvement Plan

Mission Statement

Campus Mission Statement

The mission of Donna I.S.D. and B.G. Guzman Elementary is to ensure academic excellence for all students through a rigorous and supportive learning environment that provides a quality education in accordance with state and national standards.

Vision

Guzman Elementary Vision

We envision being an exemplary school staffed with highly qualified individuals working collaboratively to prepare PK-5th Grade students who will be a powerful force for positive change in our community and our world.

Core Beliefs

Motto

"Watch Us All Shine!"

Core Beliefs

1. We believe that every student can perform at or above grade level and graduate prepared for college and/or the workforce. As a result, we are determined to
 - Provide a vertically aligned rigorous curriculum (PK-16).
 - Provide well-planned student-centered instruction that focuses on project-based learning with real world connections.
 - Provide accurate, meaningful and authentic assessment of students' mastery of knowledge and skills.
2. We believe that educators have the most powerful impact on student achievement. As a result, we are determined to

- Attract and retain highly qualified staff.
 - Provide ongoing targeted staff development.
 - Provide the most current research-based and state of the art instructional resources.
3. We believe that educational equity and excellence will eliminate the achievement gap. As a result, we are determined to
- Provide opportunities for every student to learn in a manner that is consistent with his/her learning style.
 - Afford each student targeted instructional interventions to ensure academic success with a rigorous and relevant curriculum.
 - Provide every student with equal access to outstanding, well-prepared teachers and high quality instructional resources
4. We believe that every student must be educated in a safe, welcoming, effective, and innovative learning environment. As a result, we are determined to
- Enforce the policies of the Donna Independent School District's adopted Student Code of Conduct.
 - Provide security measures at all campuses to establish a learning climate of mutual respect.
 - Ensure that every staff member, campus, and classroom is supportive of all students and their unique differences.
5. We believe that our school district must be a model for sound fiscal responsibility and integrity. As a result, we are determined to
- Establish policies and procedures to promote ethical practices in all areas of fiscal management.
 - Provide periodic audits to ensure that all staff and outside providers are committed to following sound fiscal practices.
 - Provide staff training to encourage ethical conduct and a commitment to compliance with the state and federal laws.
6. We believe that engaged parents and guardians impact a student's academic and personal development. As a result, we are determined to
- Schedule Parent Sessions to inform parents about the academic programs and instructional opportunities available to their child.
 - Accommodate parents' work schedules when creating parent involvement opportunities.
 - Keep parents informed of their children's performance and school activities (i.e. notes, telephone calls, newsletters, conferences, meetings, etc.).
7. We believe that a supportive community is fundamental to achieving and sustaining our success. As a result, we are determined to
- Involve community members by inviting them to serve on school and district committees.
 - Develop partnerships with business, civic, and academic organization to provide opportunities for students to develop leadership and citizenship skills.
 - Ensure that our community is supportive of the district's goals by informing the community of pertinent school activities and successes.
8. We believe that communication, collaboration, and coordination at all levels are essential to district success. As a result, we are determined

to

- Work as unified team to find solutions to the district's most pressing issues.
- Require that every project specify the persons responsible to facilitate proper coordination of efforts.
- Develop a communication plan for every new initiative in order to ensure that all stakeholders are well informed.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Balthazar Gonzalez Guzman Elementary is located in Donna, Texas. B. G. Guzman Elementary is one of 13 elementary schools in Donna ISD. The student population at B. G. Guzman Elementary School for the 2022-2023 academic school year averaged 379 students from PK-4 through 5th grade. According to the PEIMS Data Review of our campus profile, 97.77% of the student population is Hispanic, 78.19% are identified as At-Risk, 97.77% are identified as Economically Disadvantaged, 2.66% are recognized as a migrant, 4.26% are McKinney Vento and 22.34 % are Emergent Bilinguals, also known as LEP with an overall attendance rate of 91.04%.

The students of B. G. Guzman Elementary School are recipients of a well-balanced curriculum offered by our District.

The current staff at B. G. Guzman Elementary School is composed of two campus administrators, 21 teachers with an active teaching certificate (including physical education coach and a music teacher), one counselor, one librarian, one Community In School case manager, one secretary, one parent educator, one nurse, two office clerks, four custodians, one security officer, and ten educational aides.

Demographics Strengths

Demographics Strengths

1. B. G. Guzman Elementary accommodates early childhood special needs children from ages three to five.
2. B.G. Guzman Elementary has after-school programs that include RGEN Clubs, Afterschool Center on Education, ACE, Arts Readiness Training in Elementary Schools, A.R.T.E.S, tutorials, and afterschool soccer.
3. Teachers communicate with parents via different school platforms including Class Dojo, text, phone calls, email, teacher conferences, monthly newsletters, and school calendars.
4. Teaching personnel is 99% Hispanic
5. Teacher retention rate has improved, 52% of teachers have been working at B.G. Guzman for 4 to 11 years or more with 52% of teaching staff plan to remain at B.G. Guzman for more years, up to retirement.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Discipline referrals have increased. **Root Cause:** Post-COVID, a high need for Social Emotional Learning was observed.

Problem Statement 2 (Prioritized): The 2022-2023 attendance average was low, 91.04% with an average of 20 tardies per day. **Root Cause:** Students are not motivated to attend school Parents drop off children late

Student Learning

Student Learning Summary

Formative and Summative assessments tools are used to improve both teaching and student learning. However, they must be research based. During plc's teachers have opportunities to share ideas and strategies that work for them. Some examples of tools are:

- quizzes , six weeks tests, district evaluations,
 - writing assignments
 - student trackers
 - action plans
 - student goal setting
-
- providing hands-on activities

Students are broken up into five different groups Economic Disadvantage, SPEDS, ELL's, Hispanic, ALL. They are effective with their accommodations through small groups, oral administration on assessments, math manipulatives, supplemental aids, and spelling assistance. Students are supported throughout activities in lessons. For example, peer guidance, teacher guidance, guided practice, hands - on activities, visual aids, and computer programs with activities that are on each student's individual level.

Student Learning Strengths

- Increased focus on data-driven instructional interventions and differentiated instruction in an effort to meet student needs and improve student performance among all low-performing groups;
- Instruction is aligned assessments and standards.
- IEP's for sped and 504 implemented successfully with full collaboration of all committee members
- Student monitoring every two weeks through amplify, istation imagine math assessments
- Online STAAR practice as a whole at the computer labs.
- Intervention blocks since the beginning of school year embedded in the master schedule
- Year 2 on the Implementation of Capturing Kids Hearts . Now a showcase campus!
- Implementation of Positive Behavior Intervention and Supports (PBIS).
- Early "at-risk dyslexia indicator with assessing with Amplify.
- Action plans, student trackers, LPAC, RTI all implemented to benefit student learning

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Discipline as been a key issue towards student learning. **Root Cause:** We could improve on the collaboration of school setting and home setting to have a unified consistent discipline expectation across the board

School Processes & Programs

School Processes & Programs Summary

Here at Guzman Elementary, we all are a team; we do our best to ensure a successful campus. Yet, we recognize that there is still much room for overall growth and development. Nonetheless, with continuous collaboration, our staff is focused on striving toward maximum school improvement. Our end goal is to increase collaboration among students and parents in hopes that the academic achievement of each child's possibilities expands and enhances to new heights. With this in mind, all staff members work together to implement the best practices for each student. These efforts are geared towards helping all students learn to their maximum capabilities. All teachers, regardless of grade level, work together at their greatest potential and assist one another with questions about certain instructional strategies and different implementation methods. This includes strategies such as 504 committees, RtI committees, Special Education Services, CNA, and LPAC committees. Moreover, our reading programs help students improve in areas of vocabulary and reading comprehension. In the process of monitoring and evaluating the curriculum, teachers can also turn to Eduphoria, lesson plans, evaluated walkthroughs, and T-TESS goals and objectives as sources of further direction. For the most part, parents and students have a positive perception of the campus and staff in which they feel that a safe and effective learning environment is provided. As a district, Donna ISD promotes and enforces the belief that healthy teamwork maintains safe and positive school environments for each student and staff. With school success being our number one priority, we understand the need for the constant adaptation of our school system. Donna ISD works together with our school to empower the learners and leaders of tomorrow with the intent to positively impact the world. Thus, we, the district and B. G. Guzman Elementary, will always fulfill our core belief of putting students first.

School Processes & Programs Strengths

- The campus uses a hiring committee composed of administrators and teachers to make hiring determinations
- Professional Development is based on CIP and CNA
- All grade levels meet weekly/quarterly to discuss student data and collaborate on lessons
- Grade level meeting and CLPAC with administrators
- Teachers have access to teaching resources and tools
- Class size and schedule are beneficial to maximize student learning
- Teachers use best practices to deliver lessons
- Teachers are highly qualified to serve our students
- Emergency classroom door locks were installed
- Testing procedures in place, BOY, MOY, EOY, Six Weeks Exams, Benchmarks, state testing
- Project Wisdom is carried out daily through our morning announcements by our principal
- SEL and Capturing Kids Hearts approaches are embedded into daily school practices
- Recognized as a National Capturing Kids Heart campus

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Low parental involvement **Root Cause:** Transportation and recruitment

Problem Statement 2 (Prioritized): High absence rate **Root Cause:** Student motivation Little to no parental involvement

Problem Statement 3 (Prioritized): Employee absences are high **Root Cause:** Classroom behavior

Perceptions

Perceptions Summary

Based on data 78% of staff feel campus is physically a good and safe place to work and 18% are neutral. The percentage of staff feeling safe at campus increased from last year. Some measures have been taken to correct the back gate concern. For example, campus teachers received a key for the back gate. In addition to our assigned security a district police officer was assigned. to our campus. Campus administrators take the necessary precautions that are needed to keep our students and staff safe. RaptorWare which scans visitors Id cards, a placard system is in place so that parents can pick up their child, key access card issued out to authorized school personnel, emergency lock system in classroom in case of a lockdown, and camera speaker system located at the front, and now classroom doors are to remain locked during the day. A recommendation to improve our work environment is to increase time for communication and collaboration among our staff and administration. Communication with parents is important. Messages through class dojo, google voice, blackboard, flyers, and newsletters were sent throughout the year and translated to Spanish so that all parents would understand messages.

Perceptions Strengths

Communication with parents through social media platforms such as Blackboard, Class Dojo, and Google Voice, flyers, and newsletters sent out with students, monthly counseling calendar published for all students and families.

Staff feels safe to work on campus but the back gate is a concern. Gate keys were provided to staff.

A Police Officer was assigned to the campus.

Raptorware system to scan ID cards.

Placard system in place.

Doors audits are completed daily by the campus security officer.

Camera/speaker system in place so that office staff speaks to visitors without having to open the door.

The campus provides a mentor for new teachers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is little communication and collaborations among staff. **Root Cause:** Due to lack of time.

Problem Statement 2 (Prioritized): Little parent involvement. **Root Cause:** Due to transition from COVID parents still have concerns about volunteering.

Problem Statement 3 (Prioritized): Student attendance. **Root Cause:** Parents need to encourage their child to attend school daily.

Priority Problem Statements

Problem Statement 1: Discipline referrals have increased.

Root Cause 1: Post-COVID, a high need for Social Emotional Learning was observed.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The 2022-2023 attendance average was low, 91.04% with an average of 20 tardies per day.

Root Cause 2: Students are not motivated to attend school Parents drop off children late

Problem Statement 2 Areas: Demographics

Problem Statement 3: Discipline as been a key issue towards student learning.

Root Cause 3: We could improve on the collaboration of school setting and home setting to have a unified consistent discipline expectation across the board

Problem Statement 3 Areas: Student Learning

Problem Statement 4: High absence rate

Root Cause 4: Student motivation Little to no parental involvement

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Employee absences are high

Root Cause 5: Classroom behavior

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Low parental involvement

Root Cause 6: Transportation and recruitment

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There is little communication and collaborations among staff.

Root Cause 7: Due to lack of time.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Little parent involvement.

Root Cause 8: Due to transition from COVID parents still have concerns about volunteering.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Student attendance.

Root Cause 9: Parents need to encourage their child to attend school daily.

Problem Statement 9 Areas: Perceptions

Goals

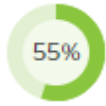
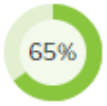
Goal 1: Focus On Student Success





Performance Objective 1: 1.1 Create and promote engaging learning opportunities that focus on student needs and high-risk populations so that we meet the following goals by August of 2024:







- *3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase from 47% to 52%
- *3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 64% to 69%
- *The percentage of graduates demonstrating college/career/military readiness (CCMR) will increase from 64% to 67%

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding). Strategy's Expected Result/Impact: To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2022. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from 50% to 100% by September 30, 2022. Staff Responsible for Monitoring: Campus administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Funding Sources: Escue & Associates-Library Books - Local (199), Gateway-Teacher Supplies - Local (199), Scholastic Inc.-Book Fair - Library Account (898) - \$2,677, ECS Learning Systems-2nd /3rd Grade Students-STAAR Practice Booklets - Bilingual (162) - \$455, ECS Learning Systems-2nd/3rd Grade Students STAAR Practice booklets - State Comp. (164) - \$735, Warehouse-Teacher Supplies - State Comp. (164) - \$305, Warehouse-Teacher Supplies - Local (199) - \$305	Formative			Summative
	Sept	Dec	Mar	June
				







Strategy 2 Details		Reviews			
Strategy 2: Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, and quality questioning. Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from 30% to 80% ,the use of visual stimuli from 30% to 80% and utilization of processing tools from 30% to 80% by the end of the 2023 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations. Staff Responsible for Monitoring: Campus administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Funding Sources: Gateway-Teacher/Office supplies - Local (199), Lakeshore-Instructional Supplies -Pk-5th Grade - Title I (211) - \$920, Lakeshore-Instructional supplies Pk-2nd - State Comp. (164) - \$900, Warehouse-Pk-5 Bilingual Students -Paper - Title III (263) - \$341, Warehouse- Teacher supplies -Pk-5th Grade -Paper - Title I (211) - \$639, Warehouse-Teacher supplies - Local (199) - \$600, Children's Museum-PK/Kinder/ECSE- Entry Fee - Student Activity Fund (865) - \$640, Children's Museum- Staff Entry Fee - Faculty Account (897) - \$80, DISD Transportation-PK/ Kinder/ECSE Field trip round trip - Student Activity Fund (865) - \$901, Chuck E. Cheese -PK/Kinder/ECSE-Student Meals - Student Activity Fund (865) - \$1,120, Lakeshore-K-5th Grade Hear myself sound phone - State Comp. (164) - \$180, Lakeshore-K-5th Grade Hear Myself Sound phone - Bilingual (162) - \$420		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback. Strategy's Expected Result/Impact: Increase observation and direct feedback protocol implementation from 50% to 90% by the end of the 2023 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys. Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Results Driven Accountability		Formative			Summative
		Sept	Dec	Mar	June
					

Strategy 4 Details		Reviews			
Strategy 4: Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support. Strategy's Expected Result/Impact: Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILTs at the campus will go from 0% to 100% protocol implementation based on observation tracker and weekly meeting notes. Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Sept	Dec	Mar	June
					
		 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/1HVVaI4g8_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing
 * surveys

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



No Progress



Accomplished



Continue/Modify



Discontinue



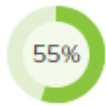


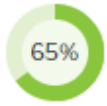




Goal 2: Focus on Family and Community Engagement

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

Evaluation Data Sources: * training invitation





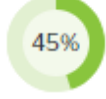

* training sign-in sheets











* training agendas

Strategy 1 Details	Reviews			
Strategy 1: Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources). Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration Title I: 2.5, 4.1, 4.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.) Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide professional development that develops skills in working with families (e.g., engaging fathers, customer service, understanding and responding to a child's behavior, etc.) Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration Title I: 2.5, 4.1, 4.2	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Focus On Operational Excellence

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





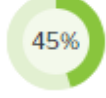

Strategy 1 Details	Reviews			
Strategy 1: B. G. Guzman Elementary will monitor their facilities and send a survey to the staff to see input on the facilities' needs. Strategy's Expected Result/Impact: Ensure the district's and campus 5 year plan is followed. Staff Responsible for Monitoring: Campus administration. Title I: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus administration will review the campus' facilities survey results and monitor the work orders submitted at the campus to ensure areas of need are being addressed. Strategy's Expected Result/Impact: Compare survey and work orders. Staff Responsible for Monitoring: Campus administration. Title I: 2.5 Funding Sources: - Local (199) - 199.23.6499, - Local (199) - 199.52.6319	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget. Strategy's Expected Result/Impact: Prioritization of campus needs. Staff Responsible for Monitoring: Campus administration. Title I: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				







Strategy 4 Details	Reviews			
Strategy 4: Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget. Strategy's Expected Result/Impact: A campus based 5 year plan and ensure campus administration monitors implementation of said plan. Staff Responsible for Monitoring: Campus administration. Title I: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: B. G. Guzman Elementary will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc. Strategy's Expected Result/Impact: Ensuring of proper procedures for purchases, etc. Staff Responsible for Monitoring: Campus administration Title I: 2.5 Funding Sources: - Local (199) - 23.6399, - Local (199) - 23.6269, - Title I (211), - State Comp. (164) - 11.6499, - Local (199) - 11.6321	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: B. G. Guzman Elementary will meet with necessary personnel to have general funds allocated to complete campus prioritized projects. Strategy's Expected Result/Impact: Allocate funding appropriately to address facilities Staff Responsible for Monitoring: Campus Administration Title I: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Focus On Operational Excellence

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

Evaluation Data Sources: Work orders





Strategy 1 Details	Reviews			
Strategy 1: B. G. Guzman's custodial department will secure janitorial supplies to clean and disinfect campus buildings and report any facilities needs to campus administration to provide safe learning environment. Strategy's Expected Result/Impact: Clean and safe campus Staff Responsible for Monitoring: Campus Administration Title I: 2.5 Funding Sources: PPE Supplies - ESSER II (281) - 11.6399, Gateway-Vacuum Bags - Local (199) - \$64	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: B. G. Guzman's child nutrition staff will ensure to follow guidelines and regulations to provide healthy meals to students and ensure to have a clean/safe cafeteria for all students. Strategy's Expected Result/Impact: Appropriate meals in a clean and safe environment Staff Responsible for Monitoring: Campus administration and CNP staff Title I: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: B. G. Guzman Elementary will ensure to secure campus work orders to the maintenance department as needed to ensure safe conducive learning spaces. Strategy's Expected Result/Impact: Facilities needs addressed Staff Responsible for Monitoring: Campus administration and campus custodial staff Title I: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				







Strategy 4 Details	Reviews			
Strategy 4: B. G. Guzman Elementary will monitor all bus riders, referrals etc to ensure students follow bus rules in order for DISD to provide safe transportation of students in a conducive learning environment. Strategy's Expected Result/Impact: Safe transportation Staff Responsible for Monitoring: Campus Administration and transportation personnel Title I: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Focus On Employees And Organizational Excellence

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

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





Strategy 1 Details	Reviews			
Strategy 1: Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health. Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery. Staff Responsible for Monitoring: Campus Administration Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Texas Association of School Administrators- Registration Fee - Title II Teacher/Principal (255) - 23.6299/23.6411 - \$987, Region One Workshops-Vison & Hearing Screening Certification - Local (199), CPI Training -Day 1 - Local (199), Texas Association of School Administrators-Meals - Local (199) - \$181, Region One Workshop-4th Grade Math Academy - Local (199) - \$0, Team Mario's-2023 Autism Conference - Local (199) - \$190, MTA Workshop-Staff Development - Local (199) - \$0, Trail of Breadcrumbs, LLC-Staff Development - Title II Teacher/Principal (255) - \$1,290	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 4.1(2): Design and implement guidelines, expectations, and high priority goals for principals. Strategy's Expected Result/Impact: A year-long plan for growing principals that is focused, clear, connected, and aligned to LSG. Staff Responsible for Monitoring: Executive Cabinet, Leadership Title I: 2.4, 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				



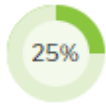
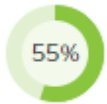
Strategy 3 Details	Reviews			
Strategy 3: Implement opportunities to discover that relationships are at the core of performance, and that trust and respect are essential to any organization seeking to grow and improve. Strategy's Expected Result/Impact: Leaders learn and practice specific skills that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





Goal 4: Focus On Employees And Organizational Excellence



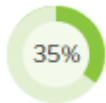
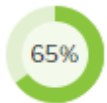






Performance Objective 2: 4.2 B. G. Guzman Elementary will provide opportunities to build students' and staff's social and emotional capacity (4.2 Organizational / 4.2A Students / 4.2B Staff).

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

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

Strategy 3 Details		Reviews			
<p>Strategy 3: Campus will work to maintain a balanced schedule by ensuring that a minimum of 80% of daily activities for Professional School Counselors are aligned with the four components (guidance curriculum, individual planning, responsive services, & system supports) of the Texas Model for Comprehensive School Counseling Programs by decreasing the amount of time being allocated to non-counseling activities by 10% each school year from 2023 to 2025.</p> <p>Strategy's Expected Result/Impact: Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly.</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 4 Details		Reviews			
<p>Strategy 4: 4.2 Organizational (4): Implement an evaluation tool designed specifically for Professional School Counselors (PSCs) and Licensed Professional Counselors (LPCs) in assessing their professional performance in alignment with ten domains (Program Management, Guidance, Counseling, Consultation, Coordination, Student Assessment, Leadership, Advocacy, Professional Behavior, Professional Standards) within the context of the Texas Model for Comprehensive School Counseling Programs four service delivery components (Guidance Curriculum, Individual Planning, Responsive Services, & System Supports) and assess all ten domains over a period of three years, thereafter the practice will be to assess the PSCs' and LPCs' performance against all ten professional development and growth domains annually.</p> <p>Strategy's Expected Result/Impact: To enhance the positive effect Professional School Counselor (PSC) and Licensed Professional Counselor (LPC) have on students and school stakeholders by ensuring professional development and growth and assist appraisers in supporting their development and growth through clear expectations, and a fair and transparent evaluation process that is relevant and accurately assesses the professional effectiveness of PSCs and LPCs.</p> <p>[Staff Responsible for Implementation: Counselors, LPCs, Campus Administration]</p> <p>Staff Responsible for Monitoring: Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership</p> <p>Title I: 2.6</p>		Formative			Summative
		Sept	Dec	Mar	June
					







Strategy 5 Details		Reviews			
Strategy 5: Campus will provide parents Social Emotional Learning (SEL) education on tools, practices, strategies, and resources to support students at home to increase parental involvement and satisfaction by 10% on district surveys. Strategy's Expected Result/Impact: Increase support for parents in helping build students' social and emotional competence at home to foster a strong home-school connection and partnership that reinforce social and emotional skills at home, school, and their communities. Title I: 2.5, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Voucher/Clothing Applicants - Title I (211) - \$600		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 6 Details		Reviews			
Strategy 6: Campus will provide prevention activities that help students live above the influence that support academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug related incidents/offenses/referrals by 10%. Strategy's Expected Result/Impact: Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (drugs and alcohol, bullying, suicide prevention, conflict resolution, and violence prevention). Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Positive promotions - Title IV (289)		Formative			Summative
		Sept	Dec	Mar	June
					

Strategy 7 Details	Reviews			
Strategy 7: Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10% Strategy's Expected Result/Impact: Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively (conflict resolution, building skills related to understanding one's emotions and others, managing emotions, establishing and maintaining positive relationships, responsible decision-making; prevention activities related to substance abuse, suicide, bullying, violence; postsecondary planning & career readiness). 80% of students in grade PK-12 will participate in the program. [Staff Responsible for Implementation: Counselors, LPCs, Communities in Schools (CIS), Capturing Kids' Hearts, Zones of Regulation] Title I: 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Campus will provide parents Social Emotional Learning (SEL) education on tools, practices, strategies, and resources to support students at home to increase parental involvement and satisfaction by 10% on district surveys. Strategy's Expected Result/Impact: Increase support for parents in helping build students' social and emotional competence at home to foster a strong home-school connection and partnership that reinforce social and emotional skills at home, school, and their communities. Title I: 4.1, 4.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: 4.2B Staff (11): Provide support to address our employees' health and social emotional well-being by having a Wellness Facilitator at every campus. Strategy's Expected Result/Impact: Facilitate employee wellness and fitness for DISD employees - 1 per site. Monthly check-in meeting with Director of Benefits & Risk Management Staff Responsible for Monitoring: Human Resources, Benefits & Risk Management, Campus Administration, Health Services Title I: 2.6, 4.1	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Focus On Financial Stewardship





Performance Objective 1: 5.1 Create a comprehensive needs assessment in order to prioritize resources equitably based for B. G. Guzman Elementary based on the 5-year Strategic Plan.

Evaluation Data Sources: C.N.A.

Strategy 1 Details	Reviews			
Strategy 1: Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals. Strategy's Expected Result/Impact: Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs. Staff Responsible for Monitoring: Campus Administration Title I: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Focus On Financial Stewardship

Performance Objective 2: B. G. Guzman Elementary will ensure fiscal responsibility by attending annual business symposium and ensuring to follow the purchasing guidelines as dictated by the district.

Strategy 1 Details	Reviews			
Strategy 1: B. G. Guzman Elementary will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed. Strategy's Expected Result/Impact: Campus budget planned to limit if any budget changes/amendments Staff Responsible for Monitoring: Campus Administration Title I: 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: B. G. Guzman 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. Title I: 2.4, 2.6 Funding Sources: Warehouse Supplies-Office Supplies - Local (199) - \$800, Sam's- Pk-5th - Student Activity Fund (865) - \$337, Sam's Club-Staff Meetings/appreciation - Local (199) - \$160, ART COM-AT&T Analog Telephone/ Intercom Phone - Local (199) - \$208, Jeans Restaurant Supply's-Popcorn Oil - Student Activity Fund (865) - \$170, Gateway-Vacuum/supplies - ESSER II (281), M&A Technology-Toner Cartridge - Local (199) - \$591, Tractor Supply Co.-Safe W/E-Lock - Local (199) - \$500, Wal-Mart-Hot Glue Sticks - Local (199) - \$34, Sam's Club-Faculty-Snack-Staff appreciation/luncheons - Faculty Account (897) - \$107, MJ's Printing-College/Spirit T-shirts - Student Activity Fund (865) - \$2,256, Mobile Relays-Portable Radios - Local (199) - \$1,345, M&A Technology-ithinkwrite Headsets 2nd-5th Grade - State Comp. (164) - \$1,820, Mobile Relays LLC-Portable two way radio - Local (199) - \$1,345, M&A Technology-ithinkwrite Headsets Pk-1st - Title I (211) - \$1,645, DISD Warehouse-Pk-5th Grade - Title I (211) - \$488, Wal-Mart-Strive to 95 Attendance Incentive - Student Activity Fund (865) - \$93, MVOS-Pk-5th A/B & A Honor Roll Certificates - Local (199) - \$100, HEB Grocery -Snacks 1st-5th Grade Incentive AR Top readers - Student Activity Fund (865) - \$81, DISD Warehouse Pk-5th Grade - Bilingual (162) - \$301, Warehouse-pk-5th grade - Local (199) - \$500, Lamac- Incentive for Pk-5th Grade - Student Activity Fund (865) - \$694, Sam's Club-Pk-5th Grade Incentives-Christmas Goodies bags - Student Activity Fund (865) - \$40, Lakeshore-Teacher supplies - Local (199) - \$70, Sprit Monkey-Pk-5th Grade Spirit Sticks - Local (199) - \$680, Wal-Mart-Hot Chocolate Bomb-Staff Appreciation-Christmas Incentive - Faculty Account (897) - \$184, DISD Warehouse-Supplies - State Comp. (164) - \$1,003, DISD Warehouse-Supplies - Bilingual (162) - \$298, Sam's Club-Pk-2nd-5th Grade-Fundraiser supplies - Student Activity Fund (865) - \$335, Wal-Mart-Office Supplies - Local (199) - \$59, Spirit Monkey-Awards & Incentives-Pk-5th Grade - Student Activity Fund (865) - \$540	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
1	1	1	ECS Learning Systems-2nd /3rd Grade Students-STAAR Practice Booklets		\$455.00
1	1	2	Lakeshore-K-5th Grade Hear Myself Sound phone		\$420.00
5	2	2	DISD Warehouse-Supplies		\$298.00
5	2	2	DISD Warehouse Pk-5th Grade		\$301.00
Sub-Total					\$1,474.00
Budgeted Fund Source Amount					\$3,772.00
+/- Difference					\$2,298.00
State Comp. (164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Warehouse-Teacher Supplies		\$305.00
1	1	1	ECS Learning Systems-2nd/3rd Grade Students STAAR Practice booklets		\$735.00
1	1	2	Lakeshore-K-5th Grade Hear myself sound phone		\$180.00
1	1	2	Lakeshore-Instructional supplies Pk-2nd		\$900.00
3	1	5		11.6499	\$0.00
5	2	2	M&A Technology-ithinkwrite Headsets 2nd-5th Grade		\$1,820.00
5	2	2	DISD Warehouse-Supplies		\$1,003.00
Sub-Total					\$4,943.00
Budgeted Fund Source Amount					\$5,880.00
+/- Difference					\$937.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Escue & Associates-Library Books		\$0.00
1	1	1	Warehouse-Teacher Supplies		\$305.00
1	1	1	Gateway-Teacher Supplies		\$0.00
1	1	2	Warehouse-Teacher supplies		\$600.00
1	1	2	Gateway-Teacher/Office supplies		\$0.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2		199.52.6319	\$0.00
3	1	2		199.23.6499	\$0.00
3	1	5		23.6269	\$0.00
3	1	5		11.6321	\$0.00
3	1	5		23.6399	\$0.00
3	2	1	Gateway-Vacuum Bags		\$64.00
4	1	1	Region One Workshops-Vison & Hearing Screening Certification		\$0.00
4	1	1	CPI Training -Day 1		\$0.00
4	1	1	Region One Workshop-4th Grade Math Academy		\$0.00
4	1	1	MTA Workshop-Staff Development		\$0.00
4	1	1	Team Mario's-2023 Autism Conference		\$190.00
4	1	1	Texas Association of School Administrators-Meals		\$181.00
5	2	2	Lakeshore-Teacher supplies		\$70.00
5	2	2	Sam's Club-Staff Meetings/appreciation		\$160.00
5	2	2	Sprit Monkey-Pk-5th Grade Spirit Sticks		\$680.00
5	2	2	Wal-Mart-Office Supplies		\$59.00
5	2	2	Mobile Relays-Portable Radios		\$1,345.00
5	2	2	Tractor Supply Co.-Safe W/E-Lock		\$500.00
5	2	2	Warehouse-pk-5th grade		\$500.00
5	2	2	Warehouse Supplies-Office Supplies		\$800.00
5	2	2	ART COM-AT&T Analog Telephone/Intercom Phone		\$208.00
5	2	2	MVOS-Pk-5th A/B & A Honor Roll Certificates		\$100.00
5	2	2	Wal-Mart-Hot Glue Sticks		\$34.00
5	2	2	M&A Technology-Toner Cartridge		\$591.00
5	2	2	Mobile Relays LLC-Portable two way radio		\$1,345.00
Sub-Total					\$7,732.00
Budgeted Fund Source Amount					\$16,900.00
+/- Difference					\$9,168.00

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Lakeshore-Instructional Supplies -Pk-5th Grade		\$920.00
1	1	2	Warehouse- Teacher supplies -Pk-5th Grade -Paper		\$639.00
3	1	5			\$0.00
4	2	5	Voucher/Clothing Applicants		\$600.00
5	2	2	M&A Technology-ithinkwrite Headsets Pk-1st		\$1,645.00
5	2	2	DISD Warehouse-Pk-5th Grade		\$488.00
Sub-Total					\$4,292.00
Budgeted Fund Source Amount					\$10,530.00
+/- Difference					\$6,238.00
Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Trail of Breadcrumbs, LLC-Staff Development		\$1,290.00
4	1	1	Texas Association of School Administrators- Registration Fee	23.6299/.23.6411	\$987.00
Sub-Total					\$2,277.00
Budgeted Fund Source Amount					\$3,008.00
+/- Difference					\$731.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Warehouse-Pk-5 Bilingual Students -Paper		\$341.00
Sub-Total					\$341.00
Budgeted Fund Source Amount					\$1,359.00
+/- Difference					\$1,018.00
Faculty Account (897)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Children's Museum- Staff Entry Fee		\$80.00
5	2	2	Wal-Mart-Hot Chocolate Bomb-Staff Appreciation-Christmas Incentive		\$184.00
5	2	2	Sam's Club-Faculty-Snack-Staff appreciation/luncheons		\$107.00
Sub-Total					\$371.00
Budgeted Fund Source Amount					\$450.00
+/- Difference					\$79.00

Library Account (898)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Scholastic Inc.-Book Fair		\$2,677.00
Sub-Total					\$2,677.00
Budgeted Fund Source Amount					\$2,677.00
+/- Difference					\$0.00
Title IV (289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	6	Positive promotions		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$8,752.00
+/- Difference					\$8,752.00
ESSER III (282)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$43,961.00
+/- Difference					\$43,961.00
Student Activity Fund (865)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	DISD Transportation-PK/Kinder/ECSE Field trip round trip		\$901.00
1	1	2	Chuck E. Cheese -PK/Kinder/ECSE-Student Meals		\$1,120.00
1	1	2	Children's Museum-PK/Kinder/ECSE- Entry Fee		\$640.00
5	2	2	Spirit Monkey-Awards & Incentives-Pk-5th Grade		\$540.00
5	2	2	MJ's Printing-College/Spirit T-shirts		\$2,256.00
5	2	2	Wal-Mart-Strive to 95 Attendance Incentive		\$93.00
5	2	2	Sam's Club-Pk-2nd-5th Grade-Fundraiser supplies		\$335.00
5	2	2	Lamac- Incentive for Pk-5th Grade		\$694.00
5	2	2	Jeans Restaurant Supply's-Popcorn Oil		\$170.00
5	2	2	Sam's- Pk-5th		\$337.00
5	2	2	HEB Grocery -Snacks 1st-5th Grade Incentive AR Top readers		\$81.00
5	2	2	Sam's Club-Pk-5th Grade Incentives-Christmas Goodies bags		\$40.00

Student Activity Fund (865)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$7,207.00
Budgeted Fund Source Amount					\$23,485.00
+/- Difference					\$16,278.00
Grand Total Budgeted					\$120,774.00
Grand Total Spent					\$31,314.00
+/- Difference					\$89,460.00