

Donna Independent School District

E.G. Salazar Elementary

2024-2025 Campus Improvement Plan



Mission Statement

At Salazar Elementary, we are dedicated in "Recognizing the Leader in Students & Staff"

Vision

Salazar Elementary is committed to achieving and maintaining the following:

- A clear and shared focus on student learning
- High academic, social standards and expectationsfor our learning community
- Effective school leadership, which fosters mutal respect and trust
- High levels of collaboration and communication within our learning community
- Aligned curriculum, instruction, and assessment, with District and State standards
- Continual monitoring of teaching and learning methods, with adjustments made to meet the individual needs of our learning community
- Focused professional development that is reflective of Salazar Elementary, District, or State goals
- A learning environment where people feel safe, supported, and respect is evident; a facility that is conducive to learning
- High levels of community/family involvement, working to improve students' academic and personal growth
- A learning environment that honors different learning and teaching styles, confronts bias and stereotypes and prejudice attitudes, and displays respect for diversity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Definition: Demographics refers to the characteristics or make-up of the school and helps us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

- Potential Data Sources
- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Data Sources Reviewed TAPR report, Fall Snapshot Report, PEIMS Data
- What do enrollment numbers indicate?

There was a change in the number of students enrolled in our campus this year. As per snapshot on 10/28/22 we had 436 students. This year's snapshot was on 10/27/22 there were 445.

What is the breakdown by ethnicity, gender, or other category?

At Salazar, as per TAPR 2022-2023 we served 436 students. 3 white and 433 Hispanics:

PK-59 (PK3 15-PK4-44), K-57, 1st- 49, 2nd- 73, 3rd- 77, 4th- 61, 5th- 60

- How has the enrollment changed over the past three years?
- Population increases with the exception of 5th grade
- GT population increased from 40 to 30.

- Sped. Population decreased from 43 to 37 students.

- 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 underrepresented in certain groups? Why?

-

Bil. Program 203 EB/EL students

Special Ed. 37 students

G. T. 30 students

In the Bilingual program we serve what is expected due to the number of Hispanics that live in this area. In the Sp. Ed program we decreased from 43 to 30 students. We also decreased from 40 to 30 GT students this past school year 2022-2023.

- What is the data for special programs over time?

Numbers seem to be declining for our GT and special ed. populations.

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

The trend has been to exit students from the Bilingual program in 3rd, 4th and 5th grade when they have met state expectations by passing the STAAR and they get a TELPAS score of Advanced High in Reading, Writing, Listening, and Speaking. However, with the new adopted Bilingual Model our plan has changed to exiting students in earlier grade levels when they meet the TELPAS criteria.

22-23- 3rd grade: 1st yr. follow ups = 0

2nd yr. follow ups = 0

Exit 2nd yr. follow ups = 0

4th grade: 1st yr. follow ups = 0

2nd yr. follow ups = 0

Exit 2nd yr. follow ups = 0

5th grade: 1st yr. follow ups =1

2nd yr. follow ups = 0

Exit 2nd yr. follow ups = 0

23-24 – 3rd grade: 1st yr. follow ups = 0

2nd yr. follow ups = 0

Exit 2nd yr. follow ups = 0

4th grade: 1st yr. follow ups = 0

2nd yr. follow ups = 0

Exit 2nd yr. follow ups = 0

5th grade: 1st yr. follow ups = 0

2nd yr. follow ups = 0

Exit 2nd yr. follow ups = 0

Who are our at risk students?
What is the at-risk category?

Bilingual

Retainees

At-Risk- 328 students

McKinney Vento Students-69

STAAR – Not Met Standards

Pre-K-2nd – Not Met Standards on Istation/Amplify/Circle Test,

Foster Kids

•Who are our Migrant students?

Migrant students are those whose parents relocate for any period of time during the year to work. We have a total of 13 students.

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

The mobility rate according to the Texas Academic Performance Report was 21.3% at the campus level which is 82 students. The mobility rate at the district level was 20.8%

•What area of the community do these students come from?

The majority of our school community come from rural poverty stricken areas.

What are the staff demographics?

Teachers: 25.9

Educational Aides: 17.3

Administrators: 1

Professional Support: 2.9

Counselors: 1

Librarian: 1

Nurses: 1

Nurse Asst. 0

Security: 1

Officer: 1

Clerks: 2

Secretary: 1

Cafeteria Staff: 5

Custodians: 3

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

Texas Academic Report 2022-23 indicates the following

Class Size Average by Grade

KG 19.2, 1st -14.8, 2nd -18.2, 3rd -18.9, 4th -19.7, 5th -19.3

With a high percentage of At-Risk students, it will be beneficial to maintain the teacher/student ratio in order to improve performance. We had a lower teacher/student ratio than the state in some grade levels and higher teacher/student ratios than the state in other grade levels.

•Findings/Analysis Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

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

According to the TAPR FOR 2022-2023, Nearly all teachers are fully certified with a bilingual certification with the exception of four teachers. 8.6 teachers hold a Master's Degree. All paraprofessionals hold at least 45 college hours. Para's don't have to pass a district assessment provided by Human Resources.

Demographics Strengths

- 1.Intervention -STAAR, RTI, I-station, iReady Reading & Math, Amplify(K-2), CLI - PreK4, Read Works (Teacher based), StemScopes, BrainPop, Amira
- 2.Guided Reading Groups – I-station Reports, Amplify(K-2), Amira.
- 3.ESSER tutoring (3 year program-on the 3rd year 2023-2024
4. Tutor support 3rd-5th

Texas Academic Report 2022-23 indicates the following

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With a high percentage of At-Risk students, it will be beneficial to maintain the teacher/student ratio in order to improve performance. We had a lower teacher/student ratio than the state in some grade levels and higher teacher/student ratios than the state in other grade levels.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We need to continue with the Spanish, Writing, Reading, Science, and tutors for 3rd - 5th for our ELL's & RTI students. **Root Cause:** Depends on funds allocated and the availability of qualified tutors

Problem Statement 2: Due to our high number of at-risk students we need additional parental involvement -refer to At-risk report. **Root Cause:** High number of at-risk students with parents who are not available for parental engagement.

Problem Statement 3: Provide monies to increase number of academic achievement, behavior and attendance -Attendance records and A&B reports. *Estimated monies for 1st- 5th SW incentives \$3,000. *EOY incentives about \$4,000. **Root Cause:** Monies needed for these are allocated to other functions.

Student Learning

Student Learning Summary

Student Achievement data refers to the annual and longitudinal reviews from varied sources of format and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Our EL students did show some growth. Although regression was seen in some areas. 5th grade Reading showed 21% growth in Approaches. 4th grade showed regression 7% in Approaches, regressed 4% in Meets and regressed 7% in Masters. 3rd grade showed an improvement in in Approaches 10% and 8% in Meets but didn’t show improvement in Masters. There was no Writing assessment for Writing.

English Learners (ELs)																		
	Approaches						Meets						Masters					
	3rd		4th		5th		3rd		4th		5th		3rd		4th		5th	
Reading	56%	+10	61%	-7	87%	+21	23%	+8	29%	-4	43%	+17	8%	0	0%	-7	17%	+11
Math	53%	+7	46%	0	80%	+30	15%	0	11%	+4	27%	+12	0%	-4	4%	0	3%	0
Writing																		
Science					67%	+14					13%	-8					3%	0

The data shows that Economically Disadvantaged students progressed in all areas except in 4th grade Reading Approaches, Meets and Masters and 3rd grade Masters Reading and Math.

Economically Disadvantaged									
	Approaches			Meets			Masters		
	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th

Economically Disadvantaged																		
RLA	61%	+13	63%	-6	77%	+10	33%	+10	27%	-8	46%	+8	5%	-2	4%	-2	23%	+11
Math	62%	+11	50%	+2	75%	+20	24%	+4	23%	+8	30%	+5	6%	-3	8%	+4	13%	+8
Writing																		
Science					66%	+14					25%	0					7%	+2

The data shows that Special Education progressed in most areas but also regressed in some grade levels for Approaches such as in 4th grade for Reading and Math. 5th grade regressed in Meets for the Reading category; and also 5th grade Science Approaches and Meets.

Special Education																		
	Approaches						Meets						Masters					
	3rd		4th		5th		3rd		4th		5th		3rd		4th		5th	
RLA	13%	+13	40%	-10	33%	0	0%	0	40%	0	22%	-11	0%	0	20%	+10	11%	0
Math	25%	+25	40%	-10	67%	+34	13%	+13	40%	+10	33%	+11	0%	0	20%	+20	22%	+11
Writing																		
Science					33%	-23					22%	-11					11%	0

- Growth can be seen all across the grade levels in all areas except ELA Masters and Science Masters; writing was not tested.

All Grade Levels (3rd-5th)																							
All Grades ELA						All Grades Mathematics						All Grades Writing						All Grades Science					
Approaches		Meets		Masters		Approaches		Meets		Masters		Approaches		Meets		Masters		Approaches		Meets		Masters	
68%	+3	38%	+1	12%	-1	64%	+10	28%	+5	10%	+1							67%	+10	28%	+1	7%	-3

●The longitudinal data indicates that in the span of three years, there has been a decrease in Reading across all grade levels in the year of 2022.

An increase in the year 2023 due to the fact that students returned to in-class instruction.

Reading Data from 2021, 2022 & 2023			
	3rd	4th	5th
2021	22%	28%	53%
2022	52%	70%	70%
2023	61%	66%	78%

Student Learning Strengths

- Scope and sequence through Curriculum Sites was available to all teachers in all subject areas and grade level.
- Capability of the Aware program to provide extensive data analysis based on demographics and levels of assessment achievement
- Extensive staff development in the 2-Way Dual Language Model have been done to help our EB(Emergent Bilingual) population.
- Hands-on centered activities that promote higher order thinking skills.
- I-Ready, Amplify, Istation, Starfall, Accelerated Reader and CIRCLE reading assessment to provide reading data.
- Lead teachers meet with their grade levels.
- Teachers within a grade level frequently assess students through the AWARE program to monitor mastery and non-mastery of skills and concepts.
- Pre-K-4th grade implement the 2-Way Dual Language Model program that helps our EB population.
- Classroom libraries were updated.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: More EB/EP materials and resources are needed. More Bilingual dictionaries and thesaurus are needed for all grade levels. Bilingual Reading/Science STAAR resources. **Root Cause:** Limited research based Spanish resources that have appropriate rigor.

Problem Statement 2: Scope and sequence activities need to increase in quality and rigor to meet the need of state assessment. **Root Cause:** Scope and sequence is outdated and lacks rigor.

Problem Statement 3: No professional tutors for 3rd-5th grade in the following subject area: ELAR, math, science and a bilingual tutor. **Root Cause:** Budget allocation and prioritization is lacking.

Problem Statement 4: Teacher stipends for extra curricular activities (Robotics, cheerleading, garden club, music club etc) **Root Cause:** Budget allocation and prioritization is lacking.

Problem Statement 5: There are not paraprofessionals in all grade levels. **Root Cause:** District administration decides grade levels with paraprofessionals as well as budget allocations.

Problem Statement 6: There is no budget for extracurricular clubs such as robotics, garden and cheerleading **Root Cause:** Budget allocation and prioritization is lacking.

Problem Statement 7: Budget for computer headphones, mouse, color printers and color ink for printers. **Root Cause:** Budget allocation and prioritization is lacking.

School Processes & Programs

School Processes & Programs Summary

The District uses Strive to keep track of teacher evaluations, through a link provided they can login and view all feedback from administration walkthroughs. During walkthroughs, immediate coaching feedback is provided if needed while the administrator is conducting observations. ILT also provides walkthroughs with suggestions for teacher improvements.

All teachers must be highly qualified. All teachers working with ELLs have Bilingual Certifications. All our teachers have completed their 30 hours of GT certification and must complete a 6 hour refresher course for GT every year. Teachers must also pass a test to be certified to assess students in the components of the TELPAS assessment.

All certifications must be maintained effective or promptly renewed as needed.

Teachers in Pre-K through 4th serve students using the Simultaneous Biliteracy Model in order to meet their academic needs using their native language as an asset. Teachers must also earn technology certificates yearly to maintain and upgrade their knowledge of best-practices in technology.

Teachers have also worked on their Texas Reading Academies.

Test results are used to support teacher assignments in areas of greatest expertise so that students with the highest needs are supported in the most effective way possible.

School Processes & Programs Strengths

All teachers must be highly qualified. All teachers working with ELLs have Bilingual Certifications. All our teachers have completed their 30 hours of GT certification and must complete a 6 hour refresher course for GT every year. Teachers must also pass a test to be certified to assess students in the components of the TELPAS assessment.

Teachers in Pre-K through 4th serve students using the Simultaneous Biliteracy Model in order to meet their academic needs using their native language as an asset. Teachers must also earn technology certificates yearly to maintain and upgrade their knowledge of best-practices in technology.

Teachers have also worked on their Texas Reading Academies.

Our teacher mentor program gives new teachers the peace of mind knowing that help is always available. Veteran teachers get new teachers up to speed on campus procedures, expectations, paper work, etc.

Ongoing PLC's with administration are implemented and data is used to determine where teachers need to focus or if additional guidance or PD is needed.

Parents and community members are invited to decision making meetings (i.e: CLPAC, LPAC, RTI, GPC, and Promotion/retention meetings.), parental involvement policy.

The parent center offers services that involve families, community members and students. Our parent center encourages healthy family relationships such as parades, workshops which include nutritional classes, diabetes awareness workshops, parenting skills education, health/hygiene classes, building parent-teacher relationships, and agencies who offer their services.

Administration supports teachers with instructional needs such as:

Materials

Staff development

Instructional Academies

Strategists for core subjects

Instructional Coaches

Readiness Assessments

Instructional Planning days

Technology training updates

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a gap in student achievement between Reading and Math teachers. **Root Cause:** School closures during the pandemic affected students.

Problem Statement 2: We need to continue with the Spanish, writing, reading, science and tutors for 3rd-5th grade for our EB's and RTI students. **Root Cause:** Dependent on funds allocated and the availability of qualified tutors.

Problem Statement 3: We need more monies to provide for academic achievement, behavior and attendance, **Root Cause:** Monies needed to fund are not allocated.

Perceptions

Perceptions Summary

Perception data helps us understand what students, parents, teachers and others think about the learning environment. Perceptions can be gathered in a variety of ways through questionnaires, interviews, and observations. Perceptions are important since people act in congruence with what they believe, perceive, or think about different topics.

STAFF:

Teachers at this school respect each other's opinions.

35.3% STRONGLY AGREE / 61.8% AGREE / 2.9% DISAGREE /

I respect/value other teachers' input when it comes to school matters.

50% STRONGLY AGREE / 50% AGREE

Teachers show respect for students at this school.

44.1% STRONGLY AGREE / 52.9% AGREE / 2.9%DISAGREE

I receive recognition or praise when I do good work.

35.3% STRONGLY AGREE / 50% AGREE / 14.7% DISAGREE /

The principal and other supervisors make me feel my job is important.

47.1% STRONGLY AGREE / 50% AGREE

2.9% DISAGREE

STUDENTS:

I feel like I am part of this school.

132 students YES

49 students SOMETIMES

13 students NO

STAFF:

I feel safe when I am at school.

35.3% staff strongly agree to feel safe

61.8% staff agree to feel safe

2.9% staff disagree to feeling safe at school

I feel safe when entering or leaving the school campus staff

41.2% strongly agree

58.8% staff agree

I sometimes worry about being a victim of crime because of the school I work in.

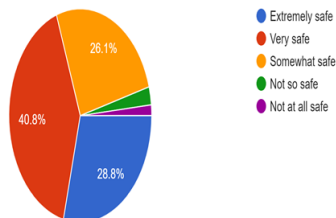
29.4% staff strongly disagree

61.8% staff disagree

8.8% staff agree

STUDENTS:

How safe do you feel at school?
184 responses



Perceptions Strengths

- Staff currently feel that technology is on the road to improving with the new technology incentive
- students and staff feel overall safe on campus

- Attendance rate increased while student discipline issues declined
- Teachers and students feel their learning is important

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Discipline referrals are not followed through by administration. **Root Cause:** Teachers are not alerting administrators when a referral has been assigned on Eduphoria.

Problem Statement 2: There is no incentive for academic achievement. **Root Cause:** Monies are not allocated towards academic achievement.

Problem Statement 3: Students need more technology in their hands. **Root Cause:** Monies are not allocated at a district level towards academic achievement.

Problem Statement 4: The campus does not have a gym for students to continue physical education and health classes during inclement weather. **Root Cause:** Monies are not allocated at a district level towards a gymnasium.

Problem Statement 5: Students do not have access to the slide and wooden enclosure. **Root Cause:** Monies have not been allocated towards repairs and improvements of the modules.

Priority Problem Statements

Goals

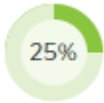
Goal 1: Focus On Student Success


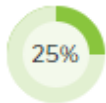
Performance Objective 1: 1.1 Create and promote engaging learning opportunities that focus on student needs and high-risk populations (i.e. Emergent Bilingual, Special Ed, Migrant, Homeless) so that we meet the following goals by August of 2026:


- *3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase from 21% to 35%
- *3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 16% to 35%
- *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 2025. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from 75% to 100% by September 30, 2025. 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: - Title II Teacher/Principal (255)	Formative			Summative
	Sept	Dec	Mar	June
		N/A		

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 _65_% to _100_% ,the use of visual stimuli from _55_% to _100_% and utilization of processing tools from _65_% to 100% by the end of the 2025 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations. Staff Responsible for Monitoring: Campus administration Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Funding Sources: STUDENT SCHOOL SUPPLIES - State Comp. (164), STUDENT SUPPLIES - State Comp. (164) , OFFICE SUPPLIES - Local (199), OFFICE SUPPLIES - Local (199), PRINTER - Local (199), STUDENT SUPPLIES - Title I (211), LIBRARY MATERIALS - Local (199), OFFICE SUPPLIES-CARBONLESS PAPER - Local (199), STUDENT SUPPLIES - State Comp. (164), LIBRARY SPEAKER-AUTHOR - Library Account (898), ESCUE & Associates Library Books - Title I (211), Ag Awareness Day Field Trip - Student Activity Fund (865) - \$264, Beauty & the Beast Field Trip - Student Activity Fund (865) - \$874		Formative			Summative
		Sept	Dec	Mar	June
			N/A		
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 _75%to 100% by the end of the 2025 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys. Title I: 2.4, 2.6 - 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
			N/A		



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: 2.4, 2.6 - 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 Funding Sources: Tutorial proposal to provide additional instructional support for student success - Title I (211) - \$6,353.76, Bilingual tutor to provide additional instructional Spanish support for student success - Title III (263) - \$5,738.88	Formative			Summative
	Sept	Dec	Mar	June
		N/A		
Strategy 5 Details	Reviews			
Strategy 5: Provide additional educational assistance to all students, such as, small group instruction, individualized instruction, extended day tutoring in core content areas (before/after regular school hours or on Saturdays), credit recovery (Edgenuity), homebound services, summer school, including coordination of early education services to low-income students (Head Start Act compliance), and other programs; through proper identification of students at risk for academic failure and effective monitoring of strategies 1-4. Strategy's Expected Result/Impact: Increase student achievement. Staff Responsible for Monitoring: District administration, campus administration, counselors, and teachers.	Formative			Summative
	Sept	Dec	Mar	June
	N/A	N/A		
Strategy 6 Details	Reviews			
Strategy 6: Donna ISD assists schools in identifying students as Gifted & Talented by utilizing Riverside Insights: Cognitive Abilities Test (Fund 168). Provide students advanced classes, AP classes, EOY AP testing, AP textbooks, reading materials for Texas Performance Standards Project and digital literacy platforms. Strategy's Expected Result/Impact: Increase academic achievement. Staff Responsible for Monitoring: Director of Advanced Academics, Director of Academic Support, Principals, and librarians.	Formative			Summative
	Sept	Dec	Mar	June
	N/A	N/A		






Strategy 7 Details	Reviews			
Strategy 7: E.G. Salazar will create an incentive plan to ensure students attend school daily in order to provide students opportunities to learn and to maximize the instruction which only happens if students attend school daily. Salazar students will be given incentives every six weeks if they meet their individualized goals. The campus will receive funding based on enrollment as follows: 800+ - 3,000 500-799 - 2,000 250-499 - 1,000 The campus will be provided individualized goals to meet by the PEIMS department in order to receive funds. The district will establish an Attendance Review Committee that will review the ADA and determine if Salazar elementary has met the goal. In addition Salazar elementary will also establish an ARC to review students who are being absent and therefore must recover credit. Committees will meet every 4 weeks. Strategy's Expected Result/Impact: To be able to meet the District attendance goal 95% or more Staff Responsible for Monitoring: administration, PEIMS clerk, counselor	Formative			Summative
	Sept	Dec	Mar	June
	N/A	N/A		
Strategy 8 Details	Reviews			
Strategy 8: 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 2025. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from 75% to 100% by September 30, 2025. 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: - Title II Teacher/Principal (255)	Formative			Summative
	Sept	Dec	Mar	June
	N/A	N/A		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Focus on Family and Community Engagement

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

Evaluation Data Sources: * Digital Communication rubric - included in the handbook
(<https://docs.google.com/document/d/1Mufds5BJ2mFJALq25TpLynXE6QfnGSDe3jx6ERKnXjI/edit?usp=sharing>)
* Family and Community Engagement Survey Checklist
(https://docs.google.com/document/d/1HVVaI4g8_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing)
* surveys

Strategy 1 Details	Reviews			
Strategy 1: Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication. Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration Title I: 4.1, 4.2 Funding Sources: COOKIES-GRANDPARENTS DAY - Student Activity Fund (865)	Formative			Summative
	Sept	Dec	Mar	June
		N/A		
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
		N/A		

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 and participate in district wide events such as Back to School Expo. Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., District Administration Title I: 4.1, 4.2 Funding Sources: - Local (199)	Formative			Summative
	Sept	Dec	Mar	June
		N/A		
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

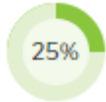
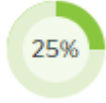
Goal 2: Focus on Family and Community Engagement

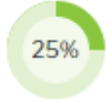
Performance Objective 2: Develop staff skills with effective practices that support families in reinforcing their child's education by providing staff professional development once per semester.





Evaluation Data Sources: * training invitation

* training sign-in sheets

* training agendas

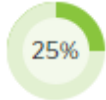


Strategy 1 Details	Reviews			
Strategy 1: Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources). Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration Title I: 2.6, 4.1 Funding Sources: - Local (199)	Formative			Summative
	Sept	Dec	Mar	June
		N/A		
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.) Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration Title I: 4.1, 4.2 Funding Sources: - Local (199)	Formative			Summative
	Sept	Dec	Mar	June
		N/A		



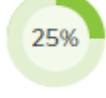




Strategy 3 Details	Reviews			
Strategy 3: Provide professional development that develops skills in working with families (e.g., engaging fathers, customer service, understanding and responding to a child's behavior, etc.) Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration Title I: 4.1, 4.2 Funding Sources: - Local (199), Supplies for parent trainings/ meetings - Title I (211)	Formative			Summative
	Sept	Dec	Mar	June
		N/A		
Strategy 4 Details	Reviews			
Strategy 4: Train educators on the homeless/foster identification procedures and the resources available at the beginning of every school year. 1. Campus liaisons will be designated and communicated by the District Homeless/Foster Liaison. 2. Campus staff will send out a Student Residency Questionnaire/Foster Care Survey at the beginning of the school year. 3. Campus homeless/foster care liaison and designated staff will determine if a student meets eligibility under the McKinney-Vento Homeless Assistance Act based on the Student Residency Questionnaire responses and Foster Care with the required documentation. 4. The data will be collected in Skyward using the date of verification to determine homeless/foster eligibility. 5. Within 2 weeks of identification an enrollment conference is conducted with stakeholders to determine supports and services; such as clothing, school supplies, transportation, attendance, enrollment, and meeting student social and emotional needs, and academic success. Foster Care: Fund 211 Strategy's Expected Result/Impact: Equitable access to all available supports and resources. Staff Responsible for Monitoring: Director of Parent & Family Engagement, Student Engagement Specialist, Campus Homeless Liaison, Campus Administration.	Formative			Summative
	Sept	Dec	Mar	June
	N/A	N/A		

Strategy 5 Details	Reviews			
Strategy 5: District and campus staff will be provided the indentification procedures for determining poverty eligibility and campus allocations. 1. Campus staff will send out income surveys at the beginning of the school year. 2. Child Nutrition will send the student data in September to match for poverty eligibility. 3. Campus staff will determine poverty criteria using the following measure of poverty, Free or Reduced Period Lunch under the National School Lunch Act. 4. The data will be collected in Skyward using the date of verification that they deteremine for the poverty eligibiliy criteria. 5. Campus allocations are determined by the percentage of enrolled Economically Disadvantaged students and campus ranking. Then the per pupil amount is multiplied by the number of economically disadvantaged students. Strategy's Expected Result/Impact: Ensure equitable campus allocations. Staff Responsible for Monitoring: Campus counselors, PEIMS clerks, Campus Administration, PEIMS Department, Federal Programs Department, and Director of Child Nutrition.	Formative			Summative
	Sept	Dec	Mar	June
	N/A	N/A		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Focus On Operational Excellence

Performance Objective 1: 3.1 Salazar 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: Salazar 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. Funding Sources: TWO WAY RADIOS - Local (199), STAMPS - Local (199)	Formative			Summative
	Sept	Dec	Mar	June
		N/A		
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. Funding Sources: - State Comp. (164), - Local (199), - Title III (263), - Title I (211)	Formative			Summative
	Sept	Dec	Mar	June
		N/A		
Strategy 3 Details	Reviews			
Strategy 3: Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget. Strategy's Expected Result/Impact: Prioritization of campus needs. Staff Responsible for Monitoring: Campus administration. Funding Sources: - State Comp. (164), - Title I (211), - Title III (263)	Formative			Summative
	Sept	Dec	Mar	June
		N/A		






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. Funding Sources: - Title III (263), - State Comp. (164)	Formative			Summative
	Sept	Dec	Mar	June
		N/A		
Strategy 5 Details	Reviews			
Strategy 5: Salazar 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 Funding Sources: Supplies - State Comp. (164), Supplies - Local (199), Supplies - Title I (211), Supplies - Title III (263)	Formative			Summative
	Sept	Dec	Mar	June
		N/A		
Strategy 6 Details	Reviews			
Strategy 6: Salazar Elementary will meet with necessary personnel to have general funds allocated to complete campus prioritized projects. Such as recruitment efforts and activities. Strategy's Expected Result/Impact: Allocate funding appropriately to address facilities Staff Responsible for Monitoring: Campus Administration Funding Sources: POPCORN - Student Activity (865), PICKLES - Student Activity (865), TACOS - Coke Activity Account (899), SWEET BREAD - Library Account (898), PIZZAS - Library Account (898), PIZZAS - Faculty Account (897), 2ND 6WKS PERF. ATTEND INCENTIVE - Student Activity (865), PIZZAS LIBRARY WORD CHALLENG - Library Account (898), VETERANS DAY BREAKFAST - Faculty Account (897), SNACKS - Student Activity (865), COOKIES - Student Activity (865), WATER - Student Activity (865), HOT CHOCOLATE & MILK - Local (199), SWEET BREAD - Local (199), VEGGIES & CAKE - Local (199), EOY TROPHIES AND MEDALS - Local (199), CAKE - Local (199), PHONE HOLDER INCENTIVE - Local (199), GROCERY ITEMS - Local (199), SAMS PLATES/UTENSILS - Student Activity (865), LaUni - Local (199), GATEWAY SUPPLIES - Local (199), PERFECT ATTENDANCE INCENTIVE ITEMS - Student Activity (865), SAMS - Student Activity (865), ICE CREAM-STAFF - Coke Activity Account (899), EOY Field Trip-1st Grade - Student Activity (865), PIZZAS - Student Activity (865), EOY Field Trip-2nd Grade - Student Activity (865), EOY Field Trip-3rd Grade - Student Activity (865), EOY FIELD TRIP-PK - Student Activity (865), EOY FIELD TRIP-KG - Student Activity (865), Teacher Supplies - Local (199), PAPER - Title I (211), EOY FIELD TRIP-4TH GRD - Student Activity (865)	Formative			Summative
	Sept	Dec	Mar	June
		N/A		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Focus On Operational Excellence

Performance Objective 2: Salazar 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

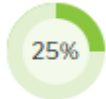

Strategy 1 Details	Reviews			
Strategy 1: Salazar Elementary's custodial department will secure janitorial supplies to clean and disinfect campus buildings and report any facilities needs to campus administration to provide safe learning environment. Strategy's Expected Result/Impact: Clean and safe campus Staff Responsible for Monitoring: Campus Administration Funding Sources: KLEENEX TISSUES - ESSER II (281)	Formative			Summative
	Sept	Dec	Mar	June
		N/A		
Strategy 2 Details	Reviews			
Strategy 2: Salazar Elementary's child nutrition staff will ensure to follow guidelines and regulations to provide healthy meals to students and ensure to have a clean/safe cafeteria for all students. Strategy's Expected Result/Impact: Appropriate meals in a clean and safe environment Staff Responsible for Monitoring: Campus administration and CNP staff Funding Sources: - Local (199)	Formative			Summative
	Sept	Dec	Mar	June
		N/A		
Strategy 3 Details	Reviews			
Strategy 3: Salazar 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 Funding Sources: FALL FESTIVAL SECURITY - Local (199), FALL FESTIVAL SECURITY - Local (199), MATERIALS - Local (199)	Formative			Summative
	Sept	Dec	Mar	June
		N/A		






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

Goal 4: Focus On Employees And Organizational Excellence

Performance Objective 1: 4.1 Salazar 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, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Texas Assessment Conference Fees, Mileage and Meals - Title II Teacher/Principal (255), REGION ONE CONFERENCE-WORKSHOP 289307 - Local (199), Texas Assessment Hotel Fees - Local (199), REGION ONE WORKSHOP-282210 - Title IV (289), REGION ONE WORKSHOP-28207 - Title IV (289), REGION ONE WORKSHOP(LEVINE)-272048 - Title II Teacher/Principal (255), REGION ONE WORKSHOP (ALANIZ) - Title II Teacher/Principal (255), Texas School Safety Conference - Title IV (289), TEPSA - Title II Teacher/Principal (255)	Formative			Summative
	Sept	Dec	Mar	June
		N/A		
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, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
		N/A		


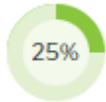
Strategy 3 Details	Reviews			
Strategy 3: Implement opportunities to discover that relationships are at the core of performance, and that trust and respect are essential to any organization seeking to grow and improve. Strategy's Expected Result/Impact: Leaders learn and practice specific skills that 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: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Local (199), - State Comp. (164), - Title I (211), - Title II Teacher/Principal (255), - Title III (263)	Formative			Summative
	Sept	Dec	Mar	June
		N/A		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



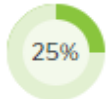
Goal 4: Focus On Employees And Organizational Excellence

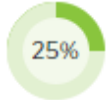
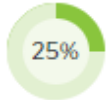




Performance Objective 2: 4.2 Salazar Elementary will provide opportunities to build students' and staff's social and emotional capacity (4.2 Organizational / 4.2A Students / 4.2B Staff).

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 (YMHA). 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: 2.4, 2.6 Funding Sources: - Local (199), 68th Annual TCA Professional Growth Conference - Title IV (289) - \$1,771.61	Formative			Summative
	Sept	Dec	Mar	June
		N/A		
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: 4.1 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Title IV (289)	Formative			Summative
	Sept	Dec	Mar	June
		N/A		

Strategy 3 Details		Reviews			
Strategy 3: Campus will work to maintain a balanced schedule by ensuring that a minimum of 80% of daily activities for Professional School Counselors are aligned with the four components (guidance curriculum, individual planning, responsive services, & system supports) of the Texas Model for Comprehensive School Counseling Programs by decreasing the amount of time being allocated to non-counseling activities by 10% each school year from 2023 to 2025. Strategy's Expected Result/Impact: Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly. Title I: 2.5 Funding Sources: - Faculty Account (897)		Formative			Summative
		Sept	Dec	Mar	June
			N/A		
Strategy 4 Details		Reviews			
Strategy 4: 4.2 Organizational (4): Implement an evaluation tool designed specifically for Professional School Counselors (PSCs) and Licensed Professional Counselors (LPCs) in assessing their professional performance in alignment with ten domains (Program Management, Guidance, Counseling, Consultation, Coordination, Student Assessment, Leadership, Advocacy, Professional Behavior, Professional Standards) within the context of the Texas Model for Comprehensive School Counseling Programs four service delivery components (Guidance Curriculum, Individual Planning, Responsive Services, & System Supports) and assess all ten domains over a period of three years, thereafter the practice will be to assess the PSCs' and LPCs' performance against all ten professional development and growth domains annually. Strategy's Expected Result/Impact: To enhance the positive effect Professional School Counselor (PSC) and Licensed Professional Counselor (LPC) have on students and school stakeholders by ensuring professional development and growth and assist appraisers in supporting their development and growth through clear expectations, and a fair and transparent evaluation process that is relevant and accurately assesses the professional effectiveness of PSCs and LPCs. [Staff Responsible for Implementation: Counselors, LPCs, Campus Administration] Staff Responsible for Monitoring: Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership Title I: 2.6		Formative			Summative
		Sept	Dec	Mar	June
			N/A		






Strategy 5 Details		Reviews			
Strategy 5: Campus will provide prevention activities that help students live above the influence that support academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug related incidents/offenses/referrals by 10%. Strategy's Expected Result/Impact: Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (drugs and alcohol, bullying, suicide prevention, conflict resolution, cheer activities to provide motivational events for our students and violence prevention). Title I: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Clothing Referrals - Title I (211) - \$768		Formative			Summative
		Sept	Dec	Mar	June
			N/A		
Strategy 6 Details		Reviews			
Strategy 6: Campus will work with the SEL Department to provide teachers and campus staff Social Emotional Learning (SEL) education on responsive and instructional classroom practices to increase the overall teacher campus climate by 10% on district surveys. Strategy's Expected Result/Impact: Increase support for teachers and campus staff in helping build students' social and emotional competence in the school setting to foster resilience and well-being for students, for educator as they work with their students, and for school leaders as they work to build trust and well-being in their school communities that reinforce the teacher and staff perception of staff-student relationship building, skills, and mindsets. Title I: 2.6 Funding Sources: - Title IV (289), - Local (199)		Formative			Summative
		Sept	Dec	Mar	June
			N/A		
Strategy 7 Details		Reviews			
Strategy 7: Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10% Strategy's Expected Result/Impact: Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively. Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - Local (199), - Title IV (289)		Formative			Summative
		Sept	Dec	Mar	June
			N/A		

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: 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Title IV (289), - Local (199)	Formative			Summative
	Sept	Dec	Mar	June
		N/A		
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: 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
		N/A		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 Salazar 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 Funding Sources: - Local (199), - State Comp. (164), - Title I (211), - Title III (263), - Title II Teacher/Principal (255)	Formative			Summative
	Sept	Dec	Mar	June
		N/A		
<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: Salazar 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: Salazar 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 Funding Sources: - State Comp. (164), - Local (199), - Title II Teacher/Principal (255)	Formative			Summative
	Sept	Dec	Mar	June
		N/A		
Strategy 2 Details	Reviews			
Strategy 2: Salazar 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. Funding Sources: STUDENT SHIRTS - Student Activity Fund (865)	Formative			Summative
	Sept	Dec	Mar	June
		N/A		
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Title I

1.1: Comprehensive Needs Assessment

Each campus will complete a comprehensive needs assessment in spring of each school year. Campus committees will be organized for each of the 8 sections of review. Each committee will research and identify areas of need and strength. The committees will commence the comprehensive needs assessment by presenting their findings to entire campus. Thereafter, the campus and committees will create specific strategies in correspondence with allocated budget.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Donna Independent School District and each campus has developed a comprehensive plan (DIP/CIP) with the assistance of various stakeholders to include: administrators, teachers, support staff, community members and parents.

2.2: Regular monitoring and revision

The Title I, Part A LEA and Schoolwide Program Plans are updated throughout the school year as needed based on campus and districts continuous change of needs.

2.3: Available to parents and community in an understandable format and language

The DIP and CIPs are organized electronically through Plan4learning and are located on the district website under the Testing and Evaluations and each campus website respectively.

Each plan (DIP/CIP) are available to parents and the public throughout the district and campus website. An English printed copy of the DIP and CIP is also available at each campus and is available for translation upon request.

2.4: Opportunities for all children to meet State standards

Donna I.S.D. provides opportunities for all children to meet State standards in the areas of Reading, Writing, Mathematics, Science, and Social Studies throughout the school day. Curriculum based assessments, bundle exams, and benchmarks are done throughout the school year to evaluate mastery and provide intervention as needed. Teachers are continuously provided with staff development throughout the school year at both the district and campus levels.

Donna ISD directly communicates by email and conducts outreach to PNPs within school zone boundaries.

2.5: Increased learning time and well-rounded education

Donna ISD provides opportunities for increased time as needed for children to master the objectives. Part of the school day and in after school sessions, students are able to participate in various programs and activities that supplement the required core curriculum in order to provide a well rounded education. Opportunities to participate in programs such as dance, art, music, robotics, technology, sports, etc. are provided by various funding sources to keep students engaged and motivated.

2.6: Address needs of all students, particularly at-risk

Donna ISD continuously monitors the needs of all students with a focus on the at risk of failing, failing, pregnant, EL, migrant, SPED, truant, etc. Programs and services have been designed to assist these student groups in order to facilitate student learning and assist in meeting the state academic standards.

4.1: Develop and distribute Parent and Family Engagement Policy

Donna ISD works diligently to engage with parents and families of students to share important information and build capacity by utilizing various strategies.

4.2: Offer flexible number of parent involvement meetings

Campuses and district hold parent meetings and activities during the day as well as after school to accomodate all our parents.

5.1: Determine which students will be served by following local policy

Donna ISD does not have targeted assistance campuses for the 2024-2025 school year.

Donna ISD does not provide services through neglected or delinquent facilities.

CNA/CIP Planning Committee Members

Committee Role	Name	Position
Classroom Teacher	Sofia Olivarez	1st Grade Teacher
Non-classroom Professional	Eunice Vasquez	Counselor
Administrator	Janie Alaniz	Principal
Non-classroom Professional	Stephanie Martinez	Librarian
Paraprofessional	Maureen Hooks	Parent Educator
Administrator	Linda Levine	Assistant Principal
Paraprofessional	Sylvie Ramirez-Infante	Paraprofessional
Classroom Teacher	Irais Sanchez	Inclusion Teacher
Classroom Teacher	Ana Vasquez	1st Grade Teacher
Classroom Teacher	Rosalinda Perez	PK Teacher
Classroom Teacher	Maricela Gonzalez	PK Teacher
Classroom Teacher	Maria Castillo	Kinder Teacher
Classroom Teacher	Norma Perez	Kinder Teacher

Campus Funding Summary

Bilingual (162)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,021.00
+/- Difference					\$6,021.00
State Comp. (164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	STUDENT SCHOOL SUPPLIES		\$0.00
1	1	2	STUDENT SUPPLIES		\$0.00
1	1	2	STUDENT SUPPLIES		\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5	Supplies		\$0.00
4	1	3			\$0.00
5	1	1			\$0.00
5	2	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,800.00
+/- Difference					\$6,800.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	PRINTER		\$0.00
1	1	2	LIBRARY MATERIALS		\$0.00
1	1	2	OFFICE SUPPLIES		\$0.00
1	1	2	OFFICE SUPPLIES		\$0.00
1	1	2	OFFICE SUPPLIES-CARBONLESS PAPER		\$0.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
3	1	1	TWO WAY RADIOS		\$0.00
3	1	1	STAMPS		\$0.00
3	1	2			\$0.00
3	1	5	Supplies		\$0.00
3	1	6	HOT CHOCOLATE & MILK		\$0.00
3	1	6	GROCERY ITEMS		\$0.00
3	1	6	VEGGIES & CAKE		\$0.00
3	1	6	EOY TROPHIES AND MEDALS		\$0.00
3	1	6	PHONE HOLDER INCENTIVE		\$0.00
3	1	6	SWEET BREAD		\$0.00
3	1	6	LaUni		\$0.00
3	1	6	GATEWAY SUPPLIES		\$0.00
3	1	6	Teacher Supplies		\$0.00
3	1	6	CAKE		\$0.00
3	2	2			\$0.00
3	2	3	FALL FESTIVAL SECURITY		\$0.00
3	2	3	FALL FESTIVAL SECURITY		\$0.00
3	2	3	MATERIALS		\$0.00
4	1	1	Texas Assessment Hotel Fees		\$0.00
4	1	1	REGION ONE CONFERENCE-WORKSHOP 289307		\$0.00
4	1	3			\$0.00
4	2	1			\$0.00
4	2	6			\$0.00
4	2	7			\$0.00
4	2	8			\$0.00
5	1	1			\$0.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$40,215.00
+/- Difference					\$40,215.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	STUDENT SUPPLIES		\$0.00
1	1	2	ESCUE & Associates Library Books		\$0.00
1	1	4	Tutorial proposal to provide additional instructional support for student success		\$6,353.76
2	2	3	Supplies for parent trainings/ meetings		\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	5	Supplies		\$0.00
3	1	6	PAPER		\$0.00
4	1	3			\$0.00
4	2	5	Clothing Referrals		\$768.00
5	1	1			\$0.00
Sub-Total					\$7,121.76
Budgeted Fund Source Amount					\$10,868.00
+/- Difference					\$3,746.24
Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	8			\$0.00
4	1	1	REGION ONE WORKSHOP(LEVINE)-272048		\$0.00
4	1	1	TEPSA		\$0.00
4	1	1	REGION ONE WORKSHOP (ALANIZ)		\$0.00
4	1	1	Texas Assessment Conference Fees, Mileage and Meals		\$0.00
4	1	3			\$0.00
5	1	1			\$0.00

Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,014.00
+/- Difference					\$4,014.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Bilingual tutor to provide additional instructional Spanish support for student success		\$5,738.88
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5	Supplies		\$0.00
4	1	3			\$0.00
5	1	1			\$0.00
Sub-Total					\$5,738.88
Budgeted Fund Source Amount					\$1,704.00
+/- Difference					-\$4,034.88
Title IV (289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	REGION ONE WORKSHOP-28207		\$0.00
4	1	1	Texas School Safety Conference		\$0.00
4	1	1	REGION ONE WORKSHOP-282210		\$0.00
4	2	1	68th Annual TCA Professional Growth Conference		\$1,771.61
4	2	2			\$0.00
4	2	6			\$0.00
4	2	7			\$0.00
4	2	8			\$0.00
Sub-Total					\$1,771.61
Budgeted Fund Source Amount					\$1,784.00
+/- Difference					\$12.39

Student Activity Fund (865)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Beauty & the Beast Field Trip		\$874.00
1	1	2	Ag Awareness Day Field Trip		\$264.00
2	1	1	COOKIES-GRANDPARENTS DAY		\$0.00
5	2	2	STUDENT SHIRTS		\$0.00
Sub-Total					\$1,138.00
Budgeted Fund Source Amount					\$264.00
+/- Difference					-\$874.00
Grand Total Budgeted					\$71,670.00
Grand Total Spent					\$15,770.25
+/- Difference					\$55,899.75

Addendums

Donna Independent School District
Translation Procedure

Purpose:

Donna I.S.D. will take practicable steps to ensure that parents, guardians, and other English Learners have access and equal opportunity to important school information. Information will be provided in an understandable and uniform format, and to the extent practicable, in a language that parents/guardians can understand [Section 1112(e)(4); 114(b)(4); 1116(e)(5); 1116(f)].

Types of Translation Available:

Language assistance will be provided through a bilingual staff interpreter, written translated materials and documents, and technology-assisted website translation capabilities.

Data Used to Determine Translation Needs:

Donna I.S.D. will conduct annual review of the language access needs of our parents, guardians, and others through review of the Home Language Forms, district/campus ethnicity data, and educator/parent/student feedback and requests.

Based on this analysis, the district has determined that they will provide information in the following languages: Spanish

Documents/Information to be Translated:

The District/Campus(es) Improvement Plan(s) and the Parent Family Engagement written policy(ies) will be available in Spanish and available upon request verbally via an interpreter or via website translation capability.

Written parent newsletters from the Parent Family Engagement State-Wide Initiative will be provided to parents/guardians in the identified language(s).

School Parent Compact written information will be translated into the identified language(s). Teacher-Parent Conferences (Compact) will be conducted in the presence of a staff interpreter.

Written reports will be translated into the identified language for the parent/guardian. Further explanation or detail on the report will be provided to the parent/guardian via a staff interpreter.

Monitoring:

On an ongoing basis, Donna I.S.D. will assess changes in demographics, types of services or other needs that may require reevaluation of this procedure. In addition, Donna I.S.D. will regularly assess the efficacy of these procedures used for the delivery of language assistance.

Donna Independent School District
Procedimiento de traducción

Propósito:

Donna I.S.D. tomará medidas prácticas para garantizar que los padres, tutores y otros estudiantes de inglés tengan acceso e igualdad de oportunidades a información importante de la escuela. La información se proporcionará en un formato comprensible y uniforme, y en la medida delo posible, en un idioma que los padres/tutores puedan entender [Artículo 1112(e)(4); 114(b)(4); 1116(e)(5); 1116(f)].

Tipos de traducción disponibles:

La asistencia lingüística se proporcionará a través de un intérprete bilingüe del personal, materiales traducidos escritos y documentos y capacidades de traducción de sitios web asistidas por tecnología.

Datos utilizados para determinar las necesidades de traducción:

Donna I.S.D. llevará a cabo una revisión anual de las necesidades de acceso al idioma de nuestros padres, tutores y otros a través de la revisión de los formularios de idioma del hogar, los datos de etnicidad del distrito / campus y los comentarios y solicitudes de educadores / padres / estudiantes.

En base a este análisis, la LEA ha determinado que proporcionará información en los siguientes idiomas: inglés y español.

Documentos/Información a traducir:

Los Planes de Mejoramiento del Distrito/Campus y las políticas escritas de Participación de la familia de los padres estarán disponibles en inglés y español y disponibles a pedido verbalmente a través de un intérprete o a través de la capacidad de traducción del sitio web.

Se proporcionarán a los padres/tutores un boletín escrito de la Iniciativa Estatal de Participación de la Familia de los Padres en los idiomas identificados.

La información escrita de Pacto para padres de la escuela se traducirá a los idiomas identificados. Las Conferencias maestro-padre (Compact) se llevarán a cabo en presencia de un intérprete del personal.

Los informes escritos se traducirán al idioma identificado para el padre/tutor. Se proporcionarán más explicaciones o detalles sobre el informe al padre/tutor a través de un intérprete del personal.

Monitoreo:

De manera continua, Donna I.S.D. evaluará los cambios en la demografía, los tipos de servicios u otras necesidades que puedan requerir la reevaluación de este procedimiento. Además, Donna I.S.D. evaluará regularmente la eficacia de estos procedimientos utilizados para la prestación de asistencia lingüística.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Griselda Alvarez
Federal Programs/SCE Director

Vision

“All Donna ISD students are empowered with academic and life skills to boldly lead and achieve personal success in a global society.”

Mission

The mission of Donna ISD is to provide a rigorous and supportive learning environment with meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking that ensures educational excellence for all students.

Number One Outcome

To graduate all students per their expected graduation date, ready for college, career, or military

Our Shared Beliefs

- Every child has the right to learn and deserves a passionate teacher in an engaging environment.
- Our schools are the responsibility of our community.
- Everyone thrives in a positive school culture that values respect, trust, diversity, and dignity.
- Establishing positive student, faculty, and parent relationships is key to student academic success.
- Teachers need to feel supported/motivated and provided with the necessary resources that will ensure student success.
- Social and emotional skills are developed from the elementary to the high school, leading to students finding their passion.
- All students deserve a quality and well-rounded education.

DISD Strategic Plan Goals

- Goal 1: Focus on Student Success
- Goal 2: Focus on Family & Community Engagement
- Goal 3: Focus on Operational Excellence
- Goal 4: Focus on Employee & Organizational Excellence
- Goal 5: Focus on Financial Stewardship

PURPOSE OF A CNA

- Purpose
 - Conduct a root cause analysis
 - Determine why gaps exist
 - Identify strengths and weaknesses
- Why?
 - Both state and federal guidelines require a comprehensive needs assessment to determine strategies, funding, and evaluation of programs and services.
 - The required stakeholders must be part of the process
 - ✓ parents
 - ✓ other members of the community
 - ✓ teachers
 - ✓ principals, or other school leaders
 - ✓ paraprofessionals
 - ✓ administrators
 - ✓ tribes and tribal organizations present in the community
 - ✓ If appropriate, specialized instructional support personnel, technical assistance providers
 - ✓ if the plan relates to a secondary school, students, and other individuals determined by the school

HOW DO WE START THE CNA PROCESS?

- Establish committees for each focus area of the CNA and appoint committee chairperson;
- Determine which type of data will be collected and analyzed;



FOCUS AREA	POTENTIAL DATA TYPES		
Demographics	<ul style="list-style-type: none"> At-Risk by Category Attendance College, Career, and Military Readiness (CCMR) 	<ul style="list-style-type: none"> College/University/Dual Credit/Advanced Placement Enrollment Course/Class Assignments Enrollment Ethnicity Gender 	<ul style="list-style-type: none"> Mobility/Stability Rates of Graduation, Completion, and Dropouts Special Program Participation Teacher-Student Ratios
Student Achievement	<ul style="list-style-type: none"> Advanced Course/ Dual Enrollment Data College, Career and Military Readiness (CCMR) College Entrance Exams Course/Class Assignments Course/Class Grades 	<ul style="list-style-type: none"> College/University/Dual Credit/ Advanced Placement Enrollment Graduation Plan Types Rates of Graduation, Completion, Certificates of High School Equivalency, and Dropouts Results Driven Accountability (RDA) 	<ul style="list-style-type: none"> Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures State Assessment Data State and Local Student Assessment Data Tables Texas English Language Proficiency Assessment System (TELPAS) Results Texas Success Initiative (TSI) Data
School Culture and Climate	<ul style="list-style-type: none"> Classroom and School Walk through Data Feedback Data Focus Groups 	<ul style="list-style-type: none"> Interviews Parent Conferences or Meetings Questionnaires 	<ul style="list-style-type: none"> Student Discipline Data (including Disproportionality) Surveys
Staff Quality, Recruitment and Retention	<ul style="list-style-type: none"> Course/Class Completions, Grades, and Other Data Paraprofessional and Other Staff Qualifications Professional Development Data 	<ul style="list-style-type: none"> Rates of Graduation, Completion, Certificates of High School Equivalency, and Dropouts Recruitment and Retention Rates and Other Data Special Program Qualifications (Bilingual/ESL, Special Education, etc.) 	<ul style="list-style-type: none"> Staff Mobility/Stability Teacher Certification/ Qualification Data Teacher-Student Ratios Texas Teacher Evaluation & Support System (T-TESS) and/ or other Staff Effectiveness Data

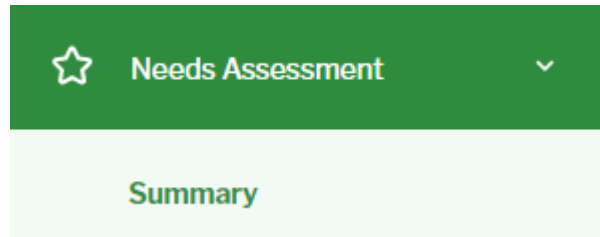
CONT.

- Gather and analyze data;
 - Look for patterns in the data that reveal trends or insights about the campus/district
 - Write a brief statement for each area as it helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources
- Use probing questions;
- Finalize findings and identify/summarize strengths and needs
- Finalize plans for the upcoming school year based on these strengths and needs
- Make recommendations on staff development, materials, trainings, equipment, staffing, scheduling, etc.;

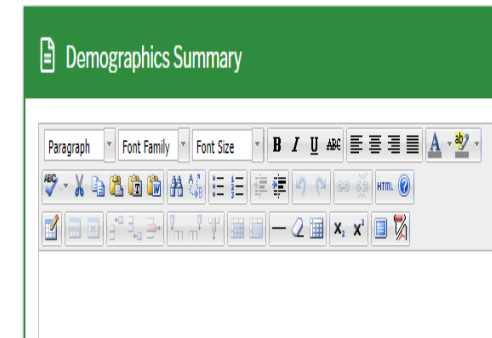


DOCUMENTING FINDINGS ON PLAN4LEARNING

- Ensure CNA is entered into the Plan4Learning platform

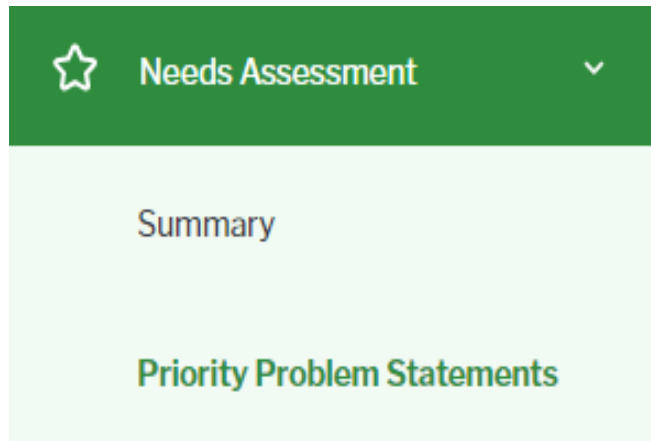


Demographics
Student Learning
School Processes & Programs
Perceptions



CONT.

- Enter problem statement and root cause





Demographics

1	Problem Statement : 86 % of students are considered at risk. Root Cause : Students are economically disadvantage, parents not as involved, not exposed to the experiences other students may have. Edit Associated Areas
2	Problem Statement : Attendance rate was low, this year we had an average of 89.59%. Root Cause : Many students and staff were affected by the COVID-19 and missed school for prolong periods of time. Absent means missing our on class time. Edit Associated Areas
3	Problem Statement : School clubs and other activities were suspended for the year, or there was low participation. Root Cause : Due to COVID-19 school clubs did not meet and some activities that occurred had low participation due to fear of possible exposure to the virus. Edit Associated Areas

CONT.

- Check off data sources used to compile strengths, weaknesses, and recommendations

 Needs Assessment 

Summary

Priority Problem Statements

Data Documentation



Accountability Data

- ☐ Texas Academic Performance Report (TAPR) data
- ☐ Student Achievement Domain
- ☐ Student Progress Domain
- ☐ Closing the Gaps Domain
- ☐ Effective Schools Framework data
- ☐ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☐ Accountability Distinction Designations
- ☐ Federal Report Card and accountability data
- ☐ RDA data
- ☐ Alternative Education Accountability (AEA) data
- ☐ Local Accountability Systems (LAS) data
- ☐ Community Based Accountability System (CBAS)

Save Accountability Data

UPLOADING DOCUMENTATION ON TITLE I CRATE

- Maintain meeting agendas, sign in sheets, and data sources used and upload on Title I Crate
- Log into <https://auth.806technologies.com/login/plan4learning>

Sign In

- Make sure it says Title I Crate

galvarez@donnaisd.net

.....

Title1Crate

CONT.

- Click District Crate upload on the left hand side

Welcome, Griselda Alvarez
DISTRICT POWER USER



Home



District Crate Upload



Reports



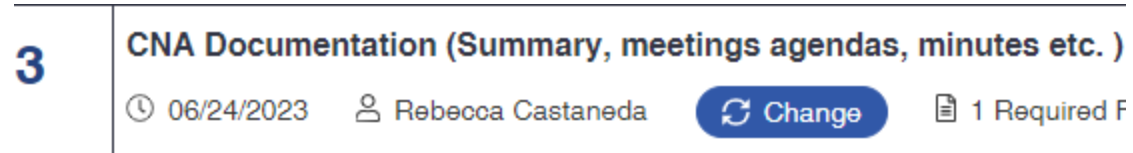
History

CONT.

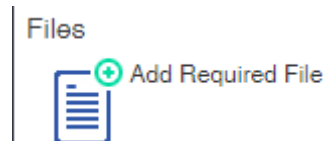
- Scroll down to “M” End of the Year Documents



- Click on #3 CNA Documentation



- Click the + add required file and upload your documents



QUESTIONS TO CONSIDER – DEMOGRAPHICS (GOAL 1)

- What percentage of the following student groups are enrolled?
 - Migrant – Do they return each year? What time of year?
 - Homeless/Foster – What services are available?
 - Special Education – Analyze by student groups and race/ethnicity. What does the referral data indicate about students who qualified versus those who do not qualify?
 - Bilingual – How effective are the services and supports provided in meeting the cognitive, linguistic and affective needs of EBs?
 - At-Risk - Does the district/campus only use state indicators or are local indicators also included? Which programs are available for students at-risk of dropping out? How are students targeted to participate and what is the participation rate?
 - Gifted - Analyze by student groups and race/ethnicity. What does the referral data indicate about students who qualified versus those who do not qualify when analyzed by race and ethnicity?



PROFESSIONAL PRACTICES (GOAL 1)

- What is planned for professional development? Describe how professional development is planned and the current impact it provides.
- Do we include teachers and other staff in decision making? Discuss methods used for seeking meaningful consultation from teachers and others on how best to improve student achievement.
- What are the goals for the campus and the district? What are the target areas and how will they be stated as measurable performance objectives? What data sources will be used throughout the year to monitor progress? How often?
- How will the campus and/or district ensure that needs are analyzed until root causes are identified and that only problems within the sphere of influence are addressed? How are needs prioritized?



STUDENT OUTCOMES AND PERFORMANCE (GOAL I)

- Did all students, at a minimum, receive the same score as the previous year? Identify students who are designated as “Does Not Meet”, “Approaches”, “Meets”, and “Masters”. If not, why?
- How do achievement rates of special education students compare with non-special education students? What plans are in place to support special education students? Their teachers?
- How do achievement rates of Section 504 students and students in other special programs compare with all other students? What plans are in place to support them? Their teachers?
- How do achievement rates of students in the six state special allotment programs (gifted/talented, CTE, Bilingual/ESL, SCE, High School Allotment, and Special Education) and the federal Title programs compare with all other students? What plans are in place to support them? Their teachers?
- What interventions are in place to support students who are not successful? Does the data confirm that the interventions are working?



PARENTS/GUARDIANS AND COMMUNITY (GOAL 2)

- What are parents' and the community's expectations for students after graduation? Go to work? Attend college? Join the military? Other?
- Are there universities and/or community colleges in our community? How do we interact with them?
- How do parents participate in the education of their child? Explain how participation rates are measured and the current data findings.
- What are parents' perceptions of the school's effectiveness? Do they feel welcome? How do we know?
- How effective are communications such as the schools' website, mobile app, letters, newspaper articles, etc.? How do we know?
- Are communications translated into languages other than English when needed?



STAFF ENGAGEMENT (GOAL 1 AND 2)

- Do we retain teachers long term? Explain the turnover rate and how this compares with previous years
- How do we support inexperienced teachers? Discuss any staff mentoring results.
- How do teachers view the climate and culture of the district and campuses? Summarize any climate and culture survey reports.
- What are teachers' expectations for parental involvement? How do we know?
- Are effective procedures in place to promote safety? Do staff members feel safe? How do we know?
- What procedures are in place to involve staff in improvement planning? How are they included in decisions?



STUDENT ENGAGEMENT (GOAL 1 AND GOAL 4)

- What strategies are in place to reduce the threat of bullying? Does the data confirm the strategies are working?
- What support do we provide students struggling with behavior? Discuss results of any mentoring, peer mediation, etc. or other ways of reducing conflict.
- How do students describe their campus? How does this differ from teachers' descriptions?
- How do students describe campus life with regards to respect, relationships, behavior, support, belonging, etc.? Do all student groups have the same perceptions? How does this perception compare with their teachers' perceptions?



STAFF QUALITY, RECRUITMENT, AND RETENTION (GOAL 1, GOAL 3, GOAL 4, GOAL 5)

- Are instructional paraprofessionals highly qualified? What types and levels of training do they have? What is the retention rate for paraprofessionals?
- What systems are in place to support new teachers? What strategies and structures are in place to build capacity?
- What support is available for teachers whose student performance is below district and/or state standards?
- How are the strengths of the most effective teachers shared with others?
- Are positions funded with state special allotment and federal funds reevaluated and adjusted every year for necessity and effectiveness?
- What professional development and resources are needed? How are these needs identified?



QUESTIONS TO CONSIDER

- The link below contains more questions for your consideration when working on your CNA
- [CNA questions to consider](#)



LAST STEP - BUDGET

- Using the district and/or campus improvement plan on plan4learning, identify Goal, Performance Objective, and Strategy that addresses the need (go back to your root causes, what strategies or activities will directly address the root causes?)



Focus On Student Success



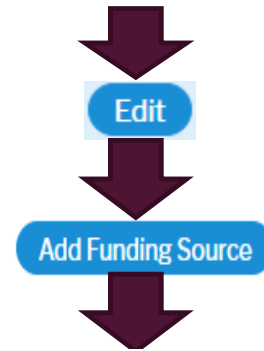
A blue circle containing a white plus sign, followed by the text "Performance Objective 1" in blue.

1.1 Create and promote engaging learning opportunities that focus on student needs and high-risk populations

CONT.

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



Resources Needed	Curriculum Resource Review (CR2): Teacher teams across contents and grade levels will mee	FTE
	Title II Teacher/Principal (255) >	Optional Account Code \$ 117,544
Resources Needed	Summer Curriculum Updates: Content strategists will work on updating curriculum document	FTE
	Title I (211) >	211.13.6118.00.933.24.0.C\ \$ 56,140
Resources Needed	Locally Funded Instructional Programs: Istation (\$195,762.60), Edusmart (\$30,400), DBQ Onl	FTE
	Local (199) >	199.11.6399.XX.XXX.XX.X.) \$ 260,312.60

BREATHE

- Once you have tied your activities and budget to the CIP;

