

**Donna Independent School District**  
**E.G. Salazar Elementary**  
**2021-2022 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### NEEDS BY CRITICAL SUCCESS FACTORS

CSF1 - ACADEMIC PERFORMANCE: ELLs need to have a strong foundation in their primary language to assist in transition. Support and target second language acquisition for ELLs in the classroom. Ensure instructional materials/activities are adequate to meet the needs of our ELLs.

CSF2 - QUALITY DATA TO DRIVE INSTRUCTION

CSF3 - LEADERSHIP EFFECTIVENESS

CSF4 - INCREASE LEARNING TIME

CSF5 - FAMILY AND COMMUNITY ENGAGEMENT: Parental involvement strategies need to be reevaluated to encourage parent participation of school events.

CSF6 - SCHOOL CLIMATE

CSF7 - TEACHER QUALITY: Professional Staff Development aligned to ELLs needs.

# Demographics

## Demographics Summary

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs. It is the number of students in each special program broken up by ethnicity, gender, or other category:

There was a change in the number of students enrolled in our campus this year. As per snapshot on 10/31/19 we had 510 students. This years snapshot was on 10/30/20 there were 459 students.

As per the 2019-2020 TAPR we served 510 students. 0 white students and 510 Hispanic students.

PK-55, Kinder-82, 1st grade-62, 2nd grade- 62, 3rd grade 75, 4th grade- 82, 5th grade- 92

The population fluctuated depending on the grade level. GT population increased from 27 to 20. Special Education population increased from 43 students to 47 students. The bilingual program had 261 students. Numbers are almost consistent throughout the years with the exception of our GT and SPED populations.

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 receiving a TELPAS score of Advanced High in Reading, Writing, Listening and Speaking. With the new adopted Bilingual Model, the plan has changed to exiting students in earlier grade levels when they meet the TELPAS criteria.

2018-2019 3rd grade 1st year followups=0; 2nd year followups=0; Exit 2nd year followups=0

4th grade 1st year followups=4; 2nd year followups=1; Exit 2nd year followups=0

5th grade 1st year followups=2; 2nd year followups=1; Exit 2nd year followups=3

2019-2020 3rd grade 1st year followups=0; 2nd year followups=0; Exit 2nd year followups=0

4th grade 1st year followups=0; 2nd year followups=0; Exit 2nd year followups=0

5th grade 1st year followups=0; 2nd year followups=2; Exit 2nd year followups=0

Our at risk categories are: Bilingual, Retainees, At Risk (361 students), McKinney Vento, Not Met Standard on STAAR, PreK-2nd grade students who did not meet standard on Istation. and Foster students.

At Risk student count: 361 students

Migrant student count: 18

According to the Texas Academic Performance Report, the mobility rate for our campus was 18.4% (85 students) as compared to the district's mobility rate of 17.1%.

Staff demographics are as follows:

Teachers=30.2, paraprofessionals=12.2, administrators=1, professional support=67.2, counselors=1, librarian=1, nurses=1, nurse assistant=1, security=1, clerks=2, secretary=1, cafeteria staff=6, and custodians=3.

Class Size Average by Grade for 2019-2020: Kinder= 19.4 First Grade=14.5 Second Grade=14.2 Third Grade= 18.3 Fourth Grade=20.1 Fifth Grade= 18.2

### **Demographics Strengths**

Teachers are fully certified with a bilingual certification with the exception of 3 teachers.

Eight teachers hold a Master's Degree; All paraprofessionals hold at least 45 college hours. Those that do not have 45 college hours have to pass a district assessment provided by the Human Resources Department.

Campus resources:

Having a computer lab for RTI- Special program participation/reports

Intervention- STAAR, RTI, Istation, Galileo/Imagine Learning, Amplify (K-2nd), CLI Engage (PK4) Imagine Math, Read Works, MyON, Reading A-Z/RazKids, Stemsscopes, and Brain Pop

Migrant Tutorials- STAAR, RTI, Istation, Imagine Math, Imagine Learning, BrainChild

Guided Reading Groups- Istation Reports, Galileo/Imagine Learning, Reading A-Z/Raz Kids, Amplify K-2nd

Outside Tutor- Test Scores, Reading Levels

ACE Program- Istation, MyON and tutor support with homework

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** High number of ELL and RTI students are performing poorly on District and State assessments/ **Root Cause:** Spanish, writing, reading, science, math and migrant tutors are approved late in the year.

**Problem Statement 2:** Academic achievement , discipline and attendance needs to improve. **Root Cause:** Sufficient monies have not been allocated by the District to increase the number of academic achievement and attendance percentages.

**Problem Statement 3:** There is a high number of At Risk students. **Root Cause:** Parental involvement needs to increase and communication between teachers and parents needs to happen more frequently and consistently.

# Student Learning

## Student Learning Summary

The latest campus accountability the school received was a "C" Rating for the 2018-2019 school year.

As a campus: ALL SUBJECTS 72% -3 from the previous year

Special Education Students : 33% -27 from the previous year

English Language Learners: 70% -3 from the previous year

Economic Disadvantage: 71% -2 from the previous year

Subject		Percent Met Standard	Percent Gains/Loss
Reading		75	+6
Math		80	-8
Writing		50	-2
Science		63	-19

Subject	3rd		4th		5th*	
Reading	76	+4	77	+9	73	+6
Math	76	+11	74	-7	90	-6
Writing			50	-2		
Science					63	-19

## 2019-2020 BENCHMARK RESULTS

As a campus: ALL SUBJECTS 60% +3 from the previous year

Special Education Students 28% +10 from the previous year

English Language Learners 54% -3 from the previous year

Gifted and Talented 98% +6 from the previous year

Migrant 56% +32 from the previous year

**Subject Percent Met Standard Percent Gains/Loss**

Reading	65	+5
Math	58	-5
Writing	65	+21
Science	54	-6

Subject	3rd	4th	5th
Reading	54 -16	79 +16	62 +13
Math	55 -3	53 -7	67 -5
Writing		65 +21	
Science		54	-6

**2019-2020 I-STATION READING LEVELS****Grade Level BOY MOY MARCH EOY Goal**

Kinder	39%	56%	88%	80%
1st grade	44%	65%	68%	70%
2nd grade	71%	68%	77%	75%
3rd grade	63%	51%	64%	80%
4th grade	43%	61%	62%	70%
5th grade	45%	50%	43%	70%

The campus has shown growth in 3rd, 4th & 5th grade Reading. (2018-2019 TAPR report).

The campus continues to show growth in 4th and 5th grade reading and 4th grade writing. (2019-2020 Benchmark Data)

Lower grades (K-2nd grade) have shown growth on their reading levels with Kinder and 2nd grade achieving their MOY goal. (I-station Reading Level report)

Students reading on or above their reading levels has decreased from last year due to virtual learning.

Students with a strong parental support and a good academic foundation are showing progress.

ELLs in 4th grade and 5th grade showed some progress.

Our Gifted and Talented students are showing consistency in their academic achievement.

Our Migrant population had a 32% increase (2019-2020 Benchmark Report)

### **Student Learning Strengths**

Students with a strong parental support and a good academic foundation are showing progress.

ELLs in 4th grade and 5th grade showed progress.

Our Gifted and Talented students are showing consistency in their academic achievement.

Our Migrant population had a 32% increase (2019-2020 Benchmark Report)

Intervention programs include ACE, Guided Reading,, Intervention Block, computer programs such as Imagine Learning, Reading A-Z, Imagine Math, MyOn, STEMscopes  
These instructional programs target students not reading on grade level and students who are performing below expectations in other subject areas. Students are given targeted daily instruction and more individualized instruction.

### **Reading Levels as per Istation Report**

#### **New Reading adoption for PK-5th Grade (Houghton Mifflin Harcourt)**

Note that all students have been transitioned in accordance with the Simultaneous Biliteracy Program as per the District. Due to the transition, the students have to close the gap in the new language. All students Pre-K through 3rd grade are receiving 2-days English and 2-days Spanish instructions with Friday alternating language.

ELL population has shown gains in 4th and 5th grade Reading.

The TAPR report for 2019-2020 Benchmark indicates declines in 3rd, 4th, and 5th grade Math and declines in 5th grade Science. 4th and 5th grade Reading showed gains.

The TAPR report also indicates overall declines in the following populations: ELL's, Economically Disadvantaged, and Special Education.

The only content areas that showed progress among ELL's were 4th and 5th grade Reading.

Gifted and Talented have been making annual progress and have been provided with enrichment activities.

Migrant students showed gains in our benchmark scores and continue to be tutored through our professional tutor.

K-2nd grade have shown gains on reading levels.



College and Career Readiness Standards are embedded in all instructional lessons and activities.

Performance assessments, which bring together concepts taught throughout the six weeks are connected to real world applications and promote critical thinking and hands-on opportunities for learning.

Scope and sequence through Curriculum Collaborative and Math curriculum is aligned to state standards and is modified each year to ensure compliance with state expectations.

Strategies and activities are aligned according to the various learning needs of the students and the complexity and rigor required by the STAAR assessment.

The differentiated instructional strategies are geared towards all student groups and populations.

Textbooks in adoption reflect alignment to state standards as well as being vertically aligned.

Intervention, ELD, and Guided Reading are instructional strategies implemented on a daily basis to meet the specific learning needs of the students and achieve the expected outcomes.

Imagine Learning assessments are given on a monthly basis to monitor the progress of all student populations as well as Math Benchmark s on Imagine Math.

Simultaneous Biliteracy is implemented in grades PK-3rd grade to facilitate and support the transitioning of ELL's to their second language.

Students who are at risk of failing are provided with intensive small group instruction.

Teachers keep a Data Student Tracking form which tracks down students performance by six weeks.

Professional tutors are hired to work with small groups of students in the classroom.

The RTI process provides intervention for students who are at risk of being retained.

Tutoring, guided reading, and computer interventions such as Imagine Learning and Imagine Math have proven successful in raising student scores on various assessments.

Students who are at risk, ELL or in academic need are referred to attend the ACE afterschool program.

#### SUMMARY OF STRENGTHS:

Scope and sequence through Curriculum Sites is available to all teachers in all subject areas and grade level.

Capability of the Aware program provides extensive data analysis based on demographics and levsl of assessment achievement.

Extensive staff development in sheltered instruction and simultaneous biliteracy have been done to help our ELL population.

Hands-on centered activities that promote higher order thinking skills.

I-Station reading assessments to provide reading data is given on a monthly basis.

Lead teachers meet with their grade levels, verticl alignments and horizontal alignments were available through an Instructional Planning Day every six weeks.

Principal and Curriculum Specialist meet with teachers on a weekly basis to discuss data and other grade level/school related issues.

Teachers within a grade level frequently assess students through the AWARE program to monitor mastery and non-mastery of skills and concepts.

45 minute Intervention Block during the instructional day (embedded in the master schedule)

PreK - 3rd grade implement the simulatneous biliteracy program that helps our ELL population.

#### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** The data indicates that we need to improve in the areas of Writing and Reading. **Root Cause:** The school and District need to target the English Language Learners.

**Problem Statement 2:** More English and Spanish books are needed in the library to address all genres. **Root Cause:** The literature in the library is scarce in the number of Spanish

books available.

**Problem Statement 3:** Resources to target ELL students is scarce. **Root Cause:** ELL resources, bilingual dictionaries and thesaurus, STAAR Science Spanish resources need to be prioritized in purchase orders by teachers.

**Problem Statement 4:** Students working below grade level are doing poorly on academic achievement. **Root Cause:** Professional tutors for 3rd-5th grade in reading, writing, math and science were hired late in the year.

**Problem Statement 5:** Many teachers lack technology expertise. **Root Cause:** The District focuses primarily on academics and fail to address professional development in technology.

**Problem Statement 6:** Students and teachers need more technology on campus for instructional and learning processes. **Root Cause:** Monies are allocated primarily for instructional resources .

# School Processes & Programs

## School Processes & Programs Summary

- The district uses Strive to keep track of teacher evaluations. Teachers receive an email whenever they have a new evaluation. They can click on the link, login, and easily view all feedback from campus administration walkthroughs. In addition, when district strategists do walkthroughs, they write a quick note with positive things they saw and suggestions for teacher improvement.
- Overall, recruitment efforts seek to find applicants certified for the specific position they will be assigned in, who demonstrate confidence and hold themselves to a high standard, and who have shown success in their given area of expertise, such as STAAR test percentage scores.
- The teacher attendance percentage was 97.8. Special Education teacher percentage was 94.5. The administration and office staff attendance percentage was 95.8.
- Staff retention rate varies by year, but hovers at about 90%.
- We have teachers at Salazar that have been here for over 10 years. One thing you can't count on at Salazar every year is a plethora of familiar faces. Turnover rate is at less than 10%.
- All teachers must be highly qualified. All teachers working with ELLs have Bilingual Certifications. All teachers have completed their 30 hour GT certification. In addition all teacher 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 must also earn technology certificates yearly to maintain and upgrade their knowledge of best-practices in technology. In this way, students are always assigned to work with highly effective staff. In addition, 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.
- Our teacher mentor program gives new teachers the peace of mind of knowing that help is always available. Veteran teachers get new teachers up to speed on campus procedures, expectations, paper work, etc. As needed, mentor teachers provide additional support as well such as modeling, hands-on training, and observational feedback. The impact is that new teachers gain confidence more quickly and can focus on the real job of impacting student learning. New staff is supported by the mentor program as applicable. They are also supported through grade level meetings held by the grade level head teacher. As each grade level works as a team, new teachers assimilate easily into the team. New teachers attest to the friendliness and helpfulness of all staff.
- The system in place to build capacity and support the notion of continuous improvement is The Texas Teacher Evaluation and Support System. The observable domains of this system focus on how students respond to their teacher's instructional practices. Appraisers and teachers focus on evidence-based feedback and professional development decisions based on that feedback through ongoing dialogue and collaboration. They system includes goal-setting and a professional development plan, an evaluation cycle, and a student growth measure.
- The principal has instituted a staff weekly updates newsletter on smore.com in which simple, effective teaching techniques and articles such as Using Aggressive Monitoring Active Monitoring to Maximize Student Learning, "The Heart of Teaching", and "What is Differentiated Instruction". Articles and techniques are discussed in staff meetings for clarification and to encourage implementation.
- \*The principal conducts regular PLC's with all grade levels to ensure teacher planning is based upon solid data, focused observations, student misconceptions, prior feedback and grade level goals.
- \*As the T-TESS process unfolds, teacher needs are constantly cared for. Based upon informal observations, self-reflection, student feedback, as well as test data, teacher needs are self-assessed as well as collectively assessed and addressed.
- \*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.
- Teachers, at times, schedule classroom observations of other teachers on the same campus of throughout the district. Teachers also seek out Region I trainings based upon topics of

interest and need. In addition, district strategists and directors look at objectives students are struggling with and are prescriptive in designing district staff-development opportunities.

- Staff have attended ELAR/SLAR Teks trainings, the 10th Annual Assessment Conference, Rockin Review Conference by Lead 4ward, Annual Assessment Conference Strategies for Readers, T-TESS training updates, and Independent Investigation Training.

- Implementation of information and skills gained from professional development is monitored in a variety of ways. First of all, teachers make plans on how to integrate and implement new skills and knowledge, set goals, then self-reflect through end of the year self-analysis. Teachers identify evidence of goal attainment and reflect upon the impact of professional development on student achievement as well as what they could have done differently.

- \*The impact it has had on performance is visible through data such as district benchmarks and assessments, Imagine Learning/Galileo, and Imagine Math reports. The follow-up is to monitor future scores for continued gains whether it be from local assessments and data since this 2020 year we will not have STAAR data to review.

- There is a campus-based Parental Involvement Program in place. Agendas and sign-in sheets are maintained virtually where parents and community members attend parent meetings.

- The activities are parent workshops, literacy sessions, Pre-K Parent Reading Workshops, math workshops, nutrition classes, parent and community meetings, and office equipment sessions.

- \*The parents involved are mostly parents of lower grades in PK-2nd. Community members are police officers, restaurant owners, fire fighters, doctors, engineers, dentists, bankers, business representatives, EMS, etc.

- \*The younger the students are, the more involved the parents are. When the students get older, the parents tend to shadow their children individually rather than attending the Parent Center.

- Parents and community members are invited to virtual decision making meetings(ex. ARD's, 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 family festivals, literacy classes, Workshops which include nutritional classes, diabetes awareness workshops, parenting skills education, health/hygiene classes, volunteering opportunities, building parent-teacher relationships, and agencies who offer their services)

- \*Communication to families include notes, letters, reminders in English and Spanish (Paper versions and through FB and Class Dojo). Home visits, flyers, newsletters, monthly calendars, teacher/parent contact logs, Class Dojo messages, office staff phone calls, Blackboard messages.

- We have available: Simultaneous Biliteracy Program for ELLs (PK-3rd), ACE Program, Migrant Tutor, Stem Scopes for Science, Reading Tutor, Math Tutor who helped Tier II and III students. Reading A to Z/RAZ Kids, Istation, Imagine Math, LRGV Learning Landscapes, Clever, Epic, Learning.com, Readworks, MackinVia (has all programs used for research, e.g. Brain Pop Programs, United Streaming, E Books, databases, School Tube) and Internet access for other educational programs. Students are provided with reinforcement and differentiated instruction that helps them be successful in their benchmarks and overall academics.

- Community agencies offer support for health and other information as needed through the Parent Center Workshops, Child-Abuse Prevention Class PK-1st, College-Readiness trips 3-5th, Partners in Print, Communities in Schools Social Worker, Literacy Nights integrated with Book Fairs and Festivals, Report Card Nights at school and at Peter Piper Pizza, Career Day, Showcase Parade, Literacy Nights-integrated with Book Fair Night and Festivals, Anti-Bullying presentations: Box-Out Bullying, Oscar Munoz, and Happy the Comedian, parent-teacher communication. Community volunteers get involved to educate parents and students.

## **School Processes & Programs Strengths**

- New staff is supported by the mentor program as applicable. They are also supported through grade level meetings held by the grade level lead teacher. As each grade level works

E.G. Salazar Elementary  
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as a team, new teachers assimilate easily into the team. New teachers attest to the friendliness and helpfulness of all staff.

•We have teachers at Salazar that have been here for over 10 years. One thing you can count on at Salazar every year is a plethora of familiar faces. Turnover rate is at less than 10%.

Administration supports teachers with instructional needs such as:

- \*Materials
- \*Staff development
- \*Instructional Academies
- \*Strategists for core subjects
- \*Instructional Coaches
- \*Readiness Assessments
- \*Instructional Planning Days
- \*Feedback and Coaching
- \*Resources for online learning

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** The parents involved are mostly parents of lower grades in elementary classes (PK-2nd). **Root Cause:** Campus activities and performances tend to target the lower grades

**Problem Statement 2:** There is a gap in student achievement between Reading and the Math teachers **Root Cause:** There was a new reading adoption and teachers and district personnel were trying to learn it together throughout the year

# Perceptions

## Perceptions Summary

Students feel respected by their teachers and believe their teachers care about their learning.

There is no difference in the staff's view on the climate of the school.

Our vision is continuously implemented by teachers and staff; they monitor student progress, reinforce student achievement, maintain a high level of responsibility for the student learning. Our Mission: At Salazar Elementary, we are "Recognizing the leader in students and staff".

The mission is evident in the staffs' continuous improvement of academic areas by providing students with tutorial programs, intervention software, and maintaining a high level achievement standards.

- There is a common understanding that both student and staff work together towards student academic success. The majority of the staff and students demonstrate respect for each other. The majority of students feel a strong sense of belonging.
- There's a few students that do show lack of respect and don't feel the need to take part in the schools pride or academic environment.
- Students responding in this manner seem to be across all grade levels.

There was a significant decrease of student discipline and teacher concerns of student discipline compared to past years. There was an decrease in student attendance from past years due to Virtual Learning.

- All visitors must buzz the office in order to enter the building then the procedure to check ID's is in place, visitors report to office and office staff ensure that visitors have the required identification and we should implement all procedures equally and faithfully to all visitors.
- Staff and students feel a physically safe in the school. A new electronic door security system was installed that requires all visitors, including teachers to use a card key to enter the building. Administrators and security have a two-way communication radio where important info is relayed immediately. All doors are locked and only front door is accessible for entering.
- P.E. and portables buildings are enclosed by a fence to prevent outside individuals from coming into the school. Staff should be given the chance to partake in emergency trainings such as CPR.

## Perceptions Strengths

Students and staff understand that everyone has a responsibility whether it is to teach or to learn. The staff reinforces student's grades, behavior, attendance, and good social skills and students partake in this belief by obtaining a high level of achievement. Students are recognized for their efforts during Monday assemblies, dances, free time for Benchmark and STAAR growth, Meets and Masters celebrations, iStation reading growth luncheons with students, AR gaming, Literacy Nights, drawings for perfect attendance prizes, pizza parties for classes with highest average in Imagine Math lessons, festival celebrations, Career Day, Food Can Drive and Elf Run.

All students with severe behavior problems are referred to the counselors or CIS social worker.

The majority of students are equally satisfied with the school's culture and climate. There is an increase in our attendance compared to previous years, continue current attendance incentives to maintain attendance rate. Behaviors issues declined over the past year.

The majority of the students participating in these activities are students that go beyond the scope of their learning; they are monolingual, bilingual, GT, LEP, etc. Extracurricular activities include cheerleading, UIL, spelling bee, The Book Club, Academic Week, Check Plus (garden project) Choir and technology.

Staff currently feel that technology is on the road to improving with the new laptops, ipads, and chromebooks. Students and staff feel safe overall in our campus. Attendance rate increased while student discipline issues declined.

Teachers and students feel that their learning is important.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** There needs to be follow through with the issues on student discipline on the bus and effective forms of discipline actions need to be in place to remedy the behavior. **Root Cause:** The same students who continuously misbehave as is evident in their profile on the discipline system of the school.

**Problem Statement 2:** Technology training needs to be in place in order to effectively implement the newly acquired devices **Root Cause:** The lack of technology devices in the district diminished the desire to learn and implement tech activities in the classroom

**Problem Statement 3:** Students are not able to use the entire playground system **Root Cause:** Playground has not been repaired or upgrade in years

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

## **Student Data: Assessments**

- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

## **Student Data: Student Groups**

- Dyslexia Data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

## **Parent/Community Data**

- Parent engagement rate

## **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation

- Budgets/entitlements and expenditures data
- Study of best practices



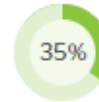

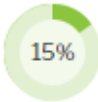



# Goals









**Goal 1:** E.G. Salazar Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The school will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.









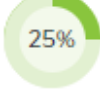



**Performance Objective 1:** E.G. Salazar Elementary will focus on instructional improvement resulting in at least 90% students meeting goals for all accountability measures. Applies to all content instructional areas-Reading/ELA, Writing, Mathematics, Science, and Social Studies. Applies to District, State (STAAR, TELPAS, ISTATON, PBMAS) and Federal /ESSA (AYP)



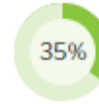













**Evaluation Data Sources:** STAAR, TELPAS, ISTATON, PBMAS,














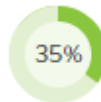
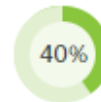

**Summative Evaluation:** Significant progress made toward meeting Objective














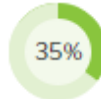






Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will use the district curriculum and instruction guide as their primary source of instructional direction for all subject areas. The curricula is vertically and horizontally aligned and integrates TEKS, ELPS and CCRS. <b>Strategy's Expected Result/Impact:</b> Increased number of students meeting or exceeding STAAR standards per core content area. <b>Staff Responsible for Monitoring:</b> Campus Principal, Curriculum Specialist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - Comprehensive Support Strategy <b>Funding Sources:</b> - Title I (211) - \$14,430	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught daily with the allocated minutes and that lesson plans for Reading, ELA, Writing, Math, Science and Social Studies are being implemented and monitored. <b>Strategy's Expected Result/Impact:</b> Increased student performance as measured by District and State assessments. <b>Staff Responsible for Monitoring:</b> Campus Principal, Curriculum Specialist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Obtain and provide program manipulatives, models, consumables, non-consumable materials, textbooks, instructional software, library books/materials, computers/printers and any other classroom /teacher instructional/office materials or resources for all core content and all student populations. <b>Strategy's Expected Result/Impact:</b> Inventory aligned to core curriculum materials and purchase orders. Increased percentage of all students meeting District, State and Federal Standards (STAAR, TELPAS, Think Through Math, Istation and PBMAS) <b>Staff Responsible for Monitoring:</b> Campus Administration, Executive Directors, Core Content Directors Librarian  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> - Title I (211) - \$14,430, - Local (199) - \$40,050, - Title III (263) - \$2,547, - State Comp. (164) - \$1,732, - Teacher/Principal (255) - \$3,132, - Library Account (898) - \$1,773.10, - Migrant (212) - \$320, - Student Activity 865 - \$2,000		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Provide staff with research based professional development aligned to performance data measured by District, State, and Federal accountability indicators to include Response to Intervention, data utilization, technology, core state adopted textbooks, supplemental programs, research based instructional strategies for ELLs and CCRS, classroom management, discipline (teaching) for appropriate behavior, Media specialist training and professional development, Counselor's State Conference and PE Coach professional development attendance at the TAHPED Conference. <b>Strategy's Expected Result/Impact:</b> Training Agendas Sign In Sheets Increased instructional effectiveness and student performance as measured by grades and state assessment outcomes, decreased at risk learners, decrease in the number of referrals, and decrease in behavior referrals. Increased student participation in AR and other learning center initiatives. <b>Staff Responsible for Monitoring:</b> Core Content Director, Technology Director, Bilingual Director, District Level Administration, Grade Level Head Teachers, Campus Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>Comprehensive Support Strategy</b> <b>Funding Sources:</b> - Title I (211) - \$14,430, - Local (199) - \$40,050, - Teacher/Principal (255) - \$3,132, - State Comp.(164) - \$1,732, - Title IV 289 - \$1,500		Formative			Summative
		Sept	Dec	Mar	June
					

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Improve supports to struggling learners by improving interventions, resources, and training, and articulate those interventions in meetings, lessons, parent contacts, team meetings, data analysis, and revolving follow up. <b>Strategy's Expected Result/Impact:</b> Decreasing number of struggling students requiring tutoring and/or interventions. <b>Staff Responsible for Monitoring:</b> Campus Administration, Classroom Teachers, Support Staff, Program Directors, Core Content Directors, and Bilingual Director  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>Comprehensive Support Strategy</b> <b>Funding Sources:</b> - Title I (211) - \$14,430	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Implement District initiatives such as Guided Reading, 5E Model, anchor charts, Bloom's Taxonomy, Kagan strategies, word walls, vocabulary development, interactive notebooks, literacy stations, technology, journals, software, Accelerated Reading, sheltered instruction and Simultaneous Biliteracy. <b>Strategy's Expected Result/Impact:</b> Walk Throughs Increased student performance as measured by district and state assessments. <b>Staff Responsible for Monitoring:</b> Campus Administration, Classroom Teachers, Core Content Directors, Executive Directors  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> The campus will implement a standard based grading system. All teachers will identify the standard associated with the posted grade. Reteach/retest guidelines will be reviewed/implemented with all teachers and will be monitored by Campus Administration. <b>Strategy's Expected Result/Impact:</b> Gradebook <b>Staff Responsible for Monitoring:</b> Campus Administration, PEIMS Clerk, Classroom Teachers, Content Directors  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Develop, implement, and monitor a literacy plan where every student is provided the support, personalized instruction, and resources to guarantee reading on level or make a 1 years growth in reading level if student is below grade level. <b>Strategy's Expected Result/Impact:</b> Reading Levels STAAR academic outcomes <b>Staff Responsible for Monitoring:</b> Campus Principal, Curriculum Specialist, Content Directors  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - Local (199) - \$40,050, - Title I (211) - \$14,430	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Develop a campaign to encourage students to come to school regularly and stay in school through enhanced attendance. <b>Strategy's Expected Result/Impact:</b> Texas Academic Performance Report: Attendance and Six Weeks District Attendance reports <b>Staff Responsible for Monitoring:</b> Campus Principals, Attendance Helpers, Teachers, Counselors  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Ensure the district's Simultaneous Biliteracy program for English Learners is research based, responsive to the needs of students, designed, implemented, supported, and monitored for impact on student learning. <b>Strategy's Expected Result/Impact:</b> Increased student performance as measured by District and State assessments and TELPAS. <b>Staff Responsible for Monitoring:</b> Campus Administration, Bilingual Director, and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - Comprehensive Support Strategy	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Create more opportunities for students to participate in enrichment programs such as Choir, Cheerleading and Dance Team, UIL, Student Council, Spelling Bee, Battle of the Books, Campus Garden, Book Club, Book It, Library Helpers, Read to Succeed Six Flags Program, Jump Rope for Heart, Pennies for Patients, Elf Run, etc. <b>Strategy's Expected Result/Impact:</b> Increased enrollment in programs <b>Staff Responsible for Monitoring:</b> Campus Administration, Choir Teacher, UIL Coordinator, Spelling Bee Coaches, Cheerleading and Dance Sponsors  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Determine and use student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs. <b>Strategy's Expected Result/Impact:</b> Assessment Reports <b>Staff Responsible for Monitoring:</b> Campus Administration, Classroom Teachers, Core Content Directors  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - Title I (211) - \$14,430	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Provide light snacks for staff on staff development days, staff grade level meetings, CLPAC and department meetings.  <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Secretary  <b>Funding Sources:</b> - Local (199) - \$720	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> The school will implement a teacher mentor program and provide mentors to new teachers, teachers new to the campus and teachers new to the grade level.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 15 Details	Reviews			
<b>Strategy 15:</b> Content leaders of Reading, Writing, Math, Science and Social Studies will engage in vertical and horizontal planning.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 16 Details	Reviews			
<b>Strategy 16:</b> All PK-5th grade teachers are encouraged to attend trainings offered during the summer and throughout the school year in the areas of ELA, Writing, Math, Science, Social Studies, and Technology. (Bill McDonald, Abydos, RGV Math Conference, RGV Science Conference, Technology Conferences, and other supplemental trainings offered by the District or Region 1  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 <b>Funding Sources:</b> - Title I (211) - \$14,430, - Teacher/Principal (255) - \$3,132, - State Comp.(164) - \$1,732	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 17 Details	Reviews			
<b>Strategy 17:</b> Campus Administration have T-TESS certification valid for the next 2 years. <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 18 Details	Reviews			
<b>Strategy 18:</b> Campus Administration are certified through FEMA on safety. <b>Staff Responsible for Monitoring:</b> Safety and Risk Management Director Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 19 Details	Reviews			
<b>Strategy 19:</b> Campus Administration completed the hoonuit technology training.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

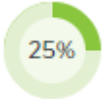
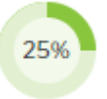
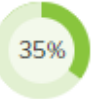











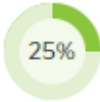

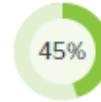









**Goal 1:** E.G. Salazar Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The school will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.



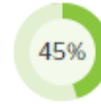



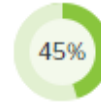





**Performance Objective 2:** Bilingual/ESL: E.G. Salazar Elementary will increase the percentage of ELLs progressing one performance level to 51%, increase the percentage of ELLs reaching Advanced High within the first 4 years of enrollment in US schools to 16% and increase the percentage of ELLs at Advanced High after the fifth year of enrollment in US schools to 30%.

**Evaluation Data Sources:** Istation, Eduphoria (Workshop and AWARE), Master Schedules, TELPAS, PBMAS

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Train teachers on pedagogy (sheltered instruction, inter al.)that addresses the needs of the LEP population, and acquire resources to assist teachers in providing linguistically accommodated instruction to ELLs (Pearson, Houghton Mifflin, Scholastic, grammar books, etc.) <b>Strategy's Expected Result/Impact:</b> Requisitions, use in classrooms, inclusion in lesson plans <b>Staff Responsible for Monitoring:</b> Campus Administration ELA Directors  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - Comprehensive Support Strategy <b>Funding Sources:</b> - Title III (263) - \$2,547	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Maintain up-to-date instructional technology in ELD classrooms to serve students more effectively. <b>Strategy's Expected Result/Impact:</b> Use of technology instruction, enhanced TELPAS and STAAR scores for students utilizing technology <b>Staff Responsible for Monitoring:</b> Technology Department, Campus Administration, Classroom Teacher  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - Comprehensive Support Strategy <b>Funding Sources:</b> - Title III (263) - \$2,547	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> ELD and Guided Reading teachers will be trained to ensure they have the materials and time necessary to adequately plan and implement linguistic accommodations and to improve linguistic development of the English Learners they serve. <b>Strategy's Expected Result/Impact:</b> Enhanced student performance, joint planning with teach of record; lesson plans with integrated sheltered instruction. <b>Staff Responsible for Monitoring:</b> Bilingual Director, ELA Director, ELA strategists, and ELL strategists. <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>Comprehensive Support Strategy</b>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Enhance teacher quality by providing opportunities for teachers to attend local and state conferences (TABE) and training sessions specializing in strategies and methodologies of Simultaneous Biliteracy, for ELL students. <b>Strategy's Expected Result/Impact:</b> Walk Throughs, lesson plan reviews, student scores n TELPAS and STAAR. <b>Staff Responsible for Monitoring:</b> Bilingual Director Campus Administration <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - <b>Comprehensive Support Strategy</b> <b>Funding Sources:</b> - Title III (263) - \$2,547, - Teacher/Principal (255) - \$3,132, - Title I (211) - \$14,430	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Support the Parent Educator by providing opportunities for her to attend local and state parent conferences to learn strategies for student support that they will then convey in regular parent meetings as well as informing parents about the district's bilingual model. <b>Strategy's Expected Result/Impact:</b> Meeting minutes, agendas, and sign-sheets. <b>Staff Responsible for Monitoring:</b> Campus Administration Parental Involvement Director <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6, 3.2 - <b>Comprehensive Support Strategy</b> <b>Funding Sources:</b> - Title III (263) - \$2,547	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Dr. Lloyd will serve as a simultaneous biliteracy coach for our teachers. She will conduct observations and provide feedback and support to the teachers. Dr. Lloyd will also model lessons for teachers as needed. <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				





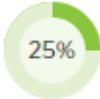
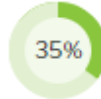






Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Allow the teachers with Master's degrees to collaborate with other teachers. <b>Staff Responsible for Monitoring:</b> Teachers Adminstration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Encourage highly effective teachers to engage in District Curriculum Writing.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







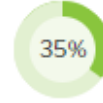









**Goal 1:** E.G. Salazar Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The school will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.









**Performance Objective 3:** Special Education: E.G. Salazar Special Education program will improve its overall rating in the Texas Education Agency's Local Education Agency Determination Report from a 3 to a 2 with a focus on student discipline and academic performance.

**Evaluation Data Sources:** STAAR ALT, TELPAS ALT, PBMAS

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide needed support to meet all required timelines as outlined by the ARD Committees on IEPs <b>Strategy's Expected Result/Impact:</b> ARD minutes <b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide opportunities for counselors and administrators to attend training in the area of assessment, IEPS, autism to address student behavior. <b>Strategy's Expected Result/Impact:</b> Reduction in student referrals, reduction in ISS placements, reduction in OSS placements, reduction DAEP placements, increase in academic performance <b>Staff Responsible for Monitoring:</b> Campus Administration Special Education Director  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide opportunities for staff to attend district, regional, and campus trainings in the area of accommodations, new state testing information, state and legal requirements, student behavior, and effective learning strategies. <b>Strategy's Expected Result/Impact:</b> Increase in academic state performance, increase in alternative accommodations <b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers, Special Education Teacher  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> - Teacher/Principal (255) - \$3,132, - State Comp.(164) - \$1,732, - Title IV 289 - \$1,106	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide supplemental reading programs to assist students with reading difficulties (Lexia, Istation, Prodigy, Imagine Math, RaveO) and Herman Method for students with dyslexia. <b>Strategy's Expected Result/Impact:</b> Increase in reading performance on District and State assessments. <b>Staff Responsible for Monitoring:</b> Campus Admin., Teachers, Special Ed. Teacher/Teacher Assistant  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide staff development in screening, identification, and dyslexia services. <b>Strategy's Expected Result/Impact:</b> Sign Ins Agendas <b>Staff Responsible for Monitoring:</b> Campus Administration, Special Education Staff  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide special transportation for educational field trips for life skills students. <b>Strategy's Expected Result/Impact:</b> Increase in state alternative assessment performance <b>Staff Responsible for Monitoring:</b> Special Education Director  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Recognize student academic performance (Honor Roll, Principal's List, Shout Outs, Good Citizen, etc.) <b>Strategy's Expected Result/Impact:</b> Increase in student academic performance <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Teachers, and Special Education  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - Local (199) - \$4,000, - Student Activity 865 - \$8,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Provide academic support to students through co-teaching in the classroom and in a small group. <b>Strategy's Expected Result/Impact:</b> Increase in academic performance <b>Staff Responsible for Monitoring:</b> Special Education Director	Formative			Summative
	Sept	Dec	Mar	June

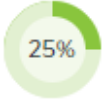







<b>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</b>				
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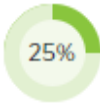
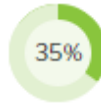



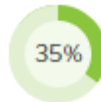
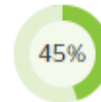





**Goal 1:** E.G. Salazar Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The school will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

**Performance Objective 4:** Migrant students will receive enhanced instruction through various modes of instruction and instructional resources. They will pass all areas of the STAAR tests. At least 75% of the students will meet the state standard on the section of the English/Spanish STAAR test by the end of the school year. In Grades PreK - 2nd, 95% or more of the students will be promoted by the end of the school year.





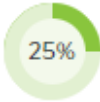







**Evaluation Data Sources:** STAAR, TELPAS, Report Cards

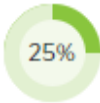







**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identify migrant students and their needs. <b>Strategy's Expected Result/Impact:</b> Special Pops Report <b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Schedule students into appropriate programs. (GT, Bilingual) <b>Strategy's Expected Result/Impact:</b> Teacher Rosters <b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide supplemental instruction to migrant students by offering: Extended day tutoring in core content areas, supplemental instructional support by teachers for migrant first grade students who are performing below the expected level of development and collaborate with parents on ways to support students' skill development at home. Instructional support will be provided outside the regular instructional time individually or small groups at least 1-2 times per week and will include engaging, age appropriate activities to target school readiness. <b>Strategy's Expected Result/Impact:</b> Tutorial Logs, Progress reports, benchmark and campus assessments, proposals for tutoring, Guided reading, ELD,OLD, Istation Reading, Imagine Math, and Think Central. (observations during instructional day) <b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers ACE Program  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Prioritize educational and support services for targeted Priority For Services students first before regular migrant students by: tracking their academic progress to ensure that their needs are being met and to make contact by phone or home visits for those that are failing in the core subject areas. <b>Strategy's Expected Result/Impact:</b> Progress reports, benchmark and campus assessments, proposals for tutoring <b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, Counselors  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide clothing (uniforms, undergarments, shoes, and jackets when necessary) <b>Strategy's Expected Result/Impact:</b> Vouchers <b>Staff Responsible for Monitoring:</b> Counselors  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - Title I (211) - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
				



Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide teacher planned classroom activities and projects, to include parents and provide opportunities for parental involvement in the classroom. <b>Strategy's Expected Result/Impact:</b> Sign Ins <b>Staff Responsible for Monitoring:</b> Curriculum Spec. Teachers Campus Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6, 3.1, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide support services to migrant students in all grade levels by having a migrant tutor work with students in the classroom. <b>Strategy's Expected Result/Impact:</b> Title 1 Funds  <b>Staff Responsible for Monitoring:</b> Campus Administration, Classroom Teachers, Migrant Director  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Provide certificates, prizes, plaques, ribbons and small trophies to celebrate migrant student participation and success/recognition during the school year and end of the year (Accelerated Reader points. Recognize top 10 A.R. Readers at end of year awards assembly, Honor Roll, Principal's List) <b>Strategy's Expected Result/Impact:</b> AR Report <b>Staff Responsible for Monitoring:</b> Librarian, Teachers, Campus Admin., Counselor  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> - Local (199) - \$400, - Faculty Account 897 - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Provide opportunities for parents to attend campus meetings, trainings, and conferences and provide light snacks for parent participants. <b>Strategy's Expected Result/Impact:</b> Meeting agendas, sign-ins	Formative			Summative
	Sept	Dec	Mar	June



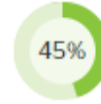









<p><b>Staff Responsible for Monitoring:</b> Parent Educator</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2</p> <p><b>Funding Sources:</b> - Title I (211) - \$100</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				


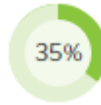
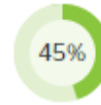






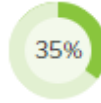


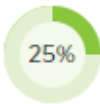
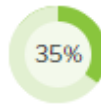
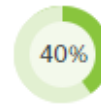





**Goal 1:** E.G. Salazar Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The school will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

**Performance Objective 5:** Physical Education: E.G. Salazar Elementary will require the FitnessGram physical fitness assessment to be administered to 90% of all students in grades 3 - 5 and 95% of all students enrolled in P.E. or course substituting for P.E.

**Evaluation Data Sources:** MyHealthyZone-FitnessGram-Cooper Institute website

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Collect fitness data for all students at all campus enrolled in PE/Health using FITNESSGRAM <b>Strategy's Expected Result/Impact:</b> Fitnessgram data (annual) in grades 3-5. <b>Staff Responsible for Monitoring:</b> Campus PE/Health Teacher Campus Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue implementation of CATCH curriculum for PE/Healthy on campus. <b>Strategy's Expected Result/Impact:</b> Lesson Plans, Online Curriculum, Fitnessgram data (annual) in grades 3-5 <b>Staff Responsible for Monitoring:</b> Campus PE/Health Teacher Campus Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Maintain a 45:1 ration in PE/Health courses to ensure safety and monitoring of the students. <b>Strategy's Expected Result/Impact:</b> Campus grade-level rosters <b>Staff Responsible for Monitoring:</b> Human Resources Department Campus Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				



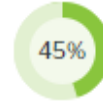









Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Maintain up-to-date PE/Health timelines in online Curriculum Collaborative aligning state standards and district-adopted curricula. <b>Staff Responsible for Monitoring:</b> Director for Physical Education  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Maintain a Coordinated School Health program through annual SHAC (Student Health Advisory Committee) meetings that include multiple departments and community members. The committee will consider various data sources (fitness, attendance, academic performance, health, safety, nutrition) in order to set objectives and goals to promote and improve the overall health of our students. <b>Staff Responsible for Monitoring:</b> Directors of the following departments: -Federal Programs -Food Services/Nutrition -Nursing -Physical Education -Safety -Student Support Services -Parental Involvement  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> 6) Provide opportunities for staff members and parents to support in the Relay for Life annually. <b>Staff Responsible for Monitoring:</b> Volunteer staff members	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide nutritious snacks to students before or after class.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





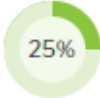

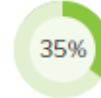









**Goal 1:** E.G. Salazar Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The school will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.


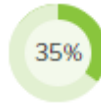














**Performance Objective 6:** To target the at-risk population, the attendance rate will increase from 95.1 to 97 for all students.


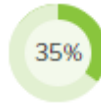
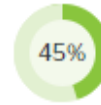











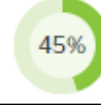

**Evaluation Data Sources:** District Percentage of Attendance by Campus Report, Texas Academic Performance Report (TAPR), District Weekly/Six Weeks Attendance Percentage Campus Standing Reports

**Summative Evaluation:** Met Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identify at risk students. Provide accelerated instruction for students who are academically deficient in Reading, and Writing. <b>Strategy's Expected Result/Impact:</b> Tutorial Logs <b>Staff Responsible for Monitoring:</b> Principal, Teachers Curriculum Specialist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide certified teachers and support staff to meet all needs for at-risk students including homebound students. <b>Staff Responsible for Monitoring:</b> Principal, Personnel Director Curriculum Specialist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - Local (199) - \$4,000, - State Special Ed. (165) - \$3,000, - State Comp.(164) - \$2,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Emphasize fluency, phonics, and comprehension at all grade levels, targeting all students in grade K- 2nd. <b>Strategy's Expected Result/Impact:</b> Istation/ ISIP Espanol Reading A to Z Sing Spell Read and Write McMillan McGraw Hill resources TEKS <b>Staff Responsible for Monitoring:</b> Principal, Curriculum Specialist, Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Monitor student progress by administering District Six Weeks Tests and conference with students about their progress. <b>Strategy's Expected Result/Impact:</b> Aware Reports <b>Staff Responsible for Monitoring:</b> Principal, Curriculum Specialist, Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide opportunities for students experiencing difficulties mastering concepts to attend the intervention period and be tutored by the campus tutor/ attend Saturday Intervention Camp <b>Strategy's Expected Result/Impact:</b> Lesson Plans, Walk-throughs <b>Staff Responsible for Monitoring:</b> Principal, Curriculum Specialist, Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - Title I (211) - \$9,503, - Local (199) - \$4,000, - Migrant (212) - \$3,315, - Title III (263) - \$3,800, - ESSER III (282) - \$56,511	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Create a vocabulary word wall for every unit of study and utilize as a continuous review of concepts. <b>Strategy's Expected Result/Impact:</b> Lesson Plans, Walk-throughs <b>Staff Responsible for Monitoring:</b> Principal, Curriculum Specialist, Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Establish and implement intervention strategies for students at risk of not passing the Reading and Writing STAAR assessment. <b>Strategy's Expected Result/Impact:</b> Lesson Plans, Walk-throughs <b>Staff Responsible for Monitoring:</b> Principal, Curriculum Specialist, Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Provide training time to identify and align curriculum and instructional resources to TEKS during Instructional Planning Days. Review STAAR TEKS in all content areas. <b>Strategy's Expected Result/Impact:</b> Sign Ins Agendas <b>Staff Responsible for Monitoring:</b> Principal, Curriculum Specialist, Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Provide educational field trips for students as well as bring authors into the library to speak to students. <b>Strategy's Expected Result/Impact:</b> Lesson Plans <b>Staff Responsible for Monitoring:</b> Principal, Curriculum Specialist, Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - State Comp.(164) - \$1,732	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Provide teacher planned classroom activities, projects, and student performances/assemblies/programs to include parents and provide opportunities for parental involvement. <b>Strategy's Expected Result/Impact:</b> Sign Ins Parent Logs <b>Staff Responsible for Monitoring:</b> Curriculum Spec. Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.2 <b>Funding Sources:</b> - Teacher/Principal (255) - \$3,132, - Student Activity 865 - \$2,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Implement Family Literacy Night <b>Strategy's Expected Result/Impact:</b> Sign In Sheets <b>Staff Responsible for Monitoring:</b> Librarian, Teachers, Admin.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Maintain open access to library to provide opportunities for research and independent learning. Also, extend morning and afternoon hours. <b>Strategy's Expected Result/Impact:</b> Circulation Report/Sign in sheet for students <b>Staff Responsible for Monitoring:</b> Librarian and Librarian Clerk  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Highlight students every six weeks those who earn top Accelerated Reader points with AR Gaming and The Top AR Reader Luncheon. Recognize top 10 A.R. Readers, Distinguished Readers and 100 points Club. <b>Strategy's Expected Result/Impact:</b> AR Report <b>Staff Responsible for Monitoring:</b> Librarian, Teachers, Campus Admin.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Provide teachers with websites and resources through Education Galaxy, Destiny, MackinVIA, Panorama, Learning.com, Think Central, Readworks.org, Stemscores, Istation, Imagine Math, Prodigy, and Myon. <b>Strategy's Expected Result/Impact:</b> Emails <b>Staff Responsible for Monitoring:</b> Librarian Teachers Campus Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 <b>Funding Sources:</b> - Local (199) - \$40,050, - State Comp.(164) - \$25,992, - Title I (211) - \$65,897, - Teacher/Principal (255) - \$4,599	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 15 Details	Reviews			
<b>Strategy 15:</b> Provide low teacher/ student ratio to ensure academic success. <b>Staff Responsible for Monitoring:</b> Teachers Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				















Strategy 16 Details	Reviews			
<b>Strategy 16:</b> Ensure that all students are invited and attend the DISD Academic Week. <b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



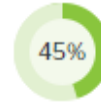


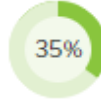




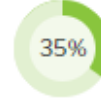









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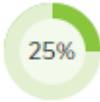
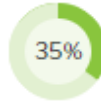


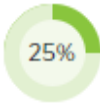
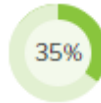


**Performance Objective 7:** Advanced Academics: 97% of Gifted/Talented students will meet the state standards on all areas of STAAR.

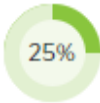
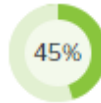




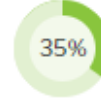





**Evaluation Data Sources:** Texas Academic Performance Report (TAPR)

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide differentiated instruction to all G.T. students. Implement TEKS at high order thinking level. <b>Strategy's Expected Result/Impact:</b> Lesson Plans Walk-throughs <b>Staff Responsible for Monitoring:</b> Campus Administration, G. T. Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Allow opportunities for extracurricular activities such as UIL, Spelling Bee, and Battle of the Books. <b>Strategy's Expected Result/Impact:</b> Practice Log <b>Staff Responsible for Monitoring:</b> G.T. Coordinator, G T Teacher Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Ensure that all student populations are tested for G.T. <b>Strategy's Expected Result/Impact:</b> Special Pops. Testing Roster <b>Staff Responsible for Monitoring:</b> Teacher, Counselors  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide G.T. resources to supplement the instructional programs. (robotic kits, coding kits, Nooks/Kindle Fires and Ipads for research, Derby ramps, art supplies, STEM kits, etc. <b>Strategy's Expected Result/Impact:</b> Lesson Plans <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Incorporate research strategies in lesson planning. <b>Strategy's Expected Result/Impact:</b> Lesson Plans <b>Staff Responsible for Monitoring:</b> Campus Admin Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Implement District curriculum utilizing DOK Levels 3/4 <b>Strategy's Expected Result/Impact:</b> Lesson Plan <b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Allow ample opportunities for students to work on cooperative projects. <b>Strategy's Expected Result/Impact:</b> Lesson Plan <b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers,  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Provide gifted/talented instructional strategies, workshops, and trainings. <b>Strategy's Expected Result/Impact:</b> Agendas Sign Ins <b>Staff Responsible for Monitoring:</b> Teachers, G.T. Coordinator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Provide research based and effective teaching practices that impact G.T. student learning with adequate/effective basic and maintenance training. <b>Strategy's Expected Result/Impact:</b> Agendas Sign Ins <b>Staff Responsible for Monitoring:</b> Teachers, G.T. Coordinator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Provide G.T. certification (30 hour training for new teachers or the 6 hour update training for those that have already received their 30 hours.) <b>Strategy's Expected Result/Impact:</b> Agendas Sign Ins <b>Staff Responsible for Monitoring:</b> Teachers, G.T. Coord. Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Provide teacher planned classroom activities, projects to include parents and provide opportunities for parental involvement in the classroom. <b>Strategy's Expected Result/Impact:</b> Sign Ins <b>Staff Responsible for Monitoring:</b> Curriculum Teachers Administration Parent Educator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				









Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Contact and involve parents in classroom projects, activities, and assignments. <b>Strategy's Expected Result/Impact:</b> Parent Logs <b>Staff Responsible for Monitoring:</b> Campus Admin. Teachers, Parent Ed.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> . Provide campus recognition for student achievement. <b>Strategy's Expected Result/Impact:</b> Benchmark Stars <b>Staff Responsible for Monitoring:</b> Teachers Admin. Counselors, Librarian  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				







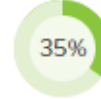



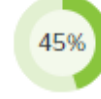

**Goal 2:** E.G. Salazar Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance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


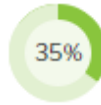
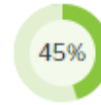





**Performance Objective 1:** The percentage of students in grades 3-5 who achieve meets and/or masters performance level on the STAAR exam will increase from 26% to 33%.

**Evaluation Data Sources:** STAAR

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The district will implement a standards based grading system. All teachers will identify the standard associated with the posted grade. Reteach/recovery guidelines will be reviewed/implemented with all teachers and will be monitored by administrators. <b>Strategy's Expected Result/Impact:</b> Gradebook <b>Staff Responsible for Monitoring:</b> Asst. Supt. for Curriculum and Instruction, Content Directors, Campus Administrations, and Teachers. <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop, implement, and monitor a literacy plan where every student is provided the support, personalized instruction, and resources to guarantee reading on level or make a years growth in reading level if student is below grade level. <b>Strategy's Expected Result/Impact:</b> Reading Levels and STAAR academic outcomes. <b>Staff Responsible for Monitoring:</b> Asst. Supt. for Curriculum and Instruction, ELAR, Bilingual, & Library Services Directors, Campus Principal, Curriculum Specialist, Classroom Teachers Librarian <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will use the district curriculum and instruction guide as their primary source of instructional direction for all subject areas. <b>Strategy's Expected Result/Impact:</b> Increased number of students meeting or exceeding STAAR standards per core content area. <b>Staff Responsible for Monitoring:</b> Campus Principals, Deans, Curriculum Specialists, Campus Administration. <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught every day the appropriate allocated minutes and implement and monitor required lesson plans for Reading, ELA, Writing, Math, Science, and Social Studies <b>Strategy's Expected Result/Impact:</b> Increased student performance as measured by District and State assessments. <b>Staff Responsible for Monitoring:</b> Campus Principals, Deans, Curriculum Specialists, Campus Administration <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Obtain and provide program manipulatives, models, consumable, non-consumable materials and any other classroom instructional materials or resources for all core content areas and all student populations. <b>Strategy's Expected Result/Impact:</b> Inventory aligned to core curriculum materials and purchase orders. Increased percentage of all students meeting District, State, and Federal Standards (STAAR, TELPAS, & PBMAS.) <b>Staff Responsible for Monitoring:</b> Campus Administration, Asst. Supt. for Curriculum and Instruction, and Core Content Directors. <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide research based staff development aligned to performance data (Reading, Math, Science, Writing) as measured by District, State, and Federal accountability indicators to include: job embedded training, response to intervention (RTI), data utilization, technology, core state adopted textbooks, supplemental programs, research based strategies for ELL's, research based instructional strategies for CCRS, classroom management, and discipline (teaching) for appropriate behavior. <b>Strategy's Expected Result/Impact:</b> Professional Development District Plan, training agendas, and sign-ins. Increased instructional effectiveness and student performance as measured by grades and state assessment outcomes, decreased at risk learners, decrease in referrals, and decrease in behavior referrals. <b>Staff Responsible for Monitoring:</b> Asst. Supt. for Curriculum and Instruction, Core Content Directors, District Staff Development Coordinator, Campus Administration, Department Chairs, Head Teachers, Technology Director, and Bilingual Director.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - Teacher/Principal (255)	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Improve supports to struggling learners by improving interventions, resources, and training, and articulate those interventions in documented meetings, lessons, parent contacts, team meetings, data analysis, and revolving follow up. <b>Strategy's Expected Result/Impact:</b> Decreasing number of struggling students requiring tutoring and or intervention. <b>Staff Responsible for Monitoring:</b> Campus Administrations, Teachers, Support Staff, Program Directors, Core Content Directors, District Strategists, RTI Coordinators, Bilingual Director, Asst. Supt. of District Operations, and Asst. Supt. for Curriculum and Instruction.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Implement district initiatives such as Guided Reading, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks/Journal, Student Portfolios, Best-Practices Strategies, Sheltered Instruction, College Readiness Activities, Literacy Stations, Technology, Software including but not limited to: Accelerated Reading, myON,	Formative			Summative
	Sept	Dec	Mar	June

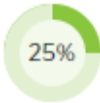


STEMScopes, Edusmart, I-Station, Abydos, DLM kits, Circle Curriculum, Sing, Spell Read & Write, Simultaneous Biliteracy, Imagine Math and Reasoning Mind Blueprint.

**Strategy's Expected Result/Impact:** Walkthroughs and Increased student performance as measured by district and state assessments.

**Staff Responsible for Monitoring:** Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administration, and Teachers

**Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6



No Progress



Accomplished



Continue/Modify





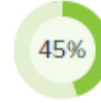









Discontinue

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

**Performance Objective 2:** Advanced Academics: Goal/Objective for GT students achieving the MEETS (at least 80%) and MASTERS (at least 80%) grade level standard on STAAR.

**Evaluation Data Sources:** Report Cards, District BMs, STAAR Results

**Summative Evaluation:** Significant progress made toward meeting Objective

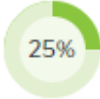



Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Differentiated instruction, resources, materials, tutorials, counseling, focused teacher training on differentiating for GT students, and training on social/emotional needs of GT students will be used to provide targeted differentiated learning for the GT population. <b>Strategy's Expected Result/Impact:</b> Increased student performance <b>Staff Responsible for Monitoring:</b> Campus administrators, district strategists and interventionists, and district director.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide opportunities during the school day and outside of the school day for GT students to participate in individual/group projects in Science Technology Engineering and Math which will strengthen GT student's core areas in Reading, Writing, Research, Science, Social Studies, Math, and technology. <b>Strategy's Expected Result/Impact:</b> Increased student performance <b>Staff Responsible for Monitoring:</b> Campus administrators, district strategists and interventionists, and district director.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

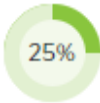



**Goal 2:** E.G. Salazar Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance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





**Performance Objective 3:** Special Education: Goal/Objective for Special Education students achieving the MEETS and MASTERS grade level standard on STAAR by at least 70% of students.







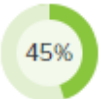

**Evaluation Data Sources:** STAAR ALT scores  
STAAR scores


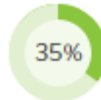


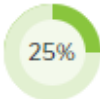



**Summative Evaluation:** Some progress made toward meeting Objective







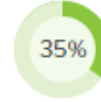





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide district and campus trainings in the area of accommodations, designated supports, and progress monitoring.  <b>Strategy's Expected Result/Impact:</b> -increase teacher awareness of accommodations -increase accommodation implementation and effectiveness -increase academic state performance -increase academic classroom performance <b>Staff Responsible for Monitoring:</b> Director -Supervisor -Educational Diagnosticians -Special Education Teachers -General Education Teachers -Campus administrators -504 campus coordinators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide campus reviews with teachers and campus administrators on student academic performance.  <b>Strategy's Expected Result/Impact:</b> -increase communication between campus administrators and teachers -increase monitoring of student progress -increase academic state performance -increase academic classroom performance <b>Staff Responsible for Monitoring:</b> -Director -Supervisor -Educational Diagnosticians Campus administration <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
	 25%	 35%	 35%	 100%

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Coordinate with ELA department and provide trainings to ELA teachers and special education teachers on targeted instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> -increase communication and teacher planning between ELA general education teachers and special education teachers</p> <p>-increase monitoring of student progress</p> <p>-increase academic state performance</p> <p>-increase academic classroom performance</p> <p>-increase IStation progress monitoring</p> <p>-increase lexile progress monitoring</p> <p><b>Staff Responsible for Monitoring:</b> -Special Education Director</p> <p>-Special Education Supervisor</p> <p>-ELA Director</p> <p>-ELA strategists</p> <p>-ELA instructional coaches</p> <p>-Campus administrators</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide campus support in the implementation of team teaching approaches in the elementary schools to maximize quality of instruction and student learning.  <b>Strategy's Expected Result/Impact:</b> -decrease in one-teach-one assist co-teaching approach -decrease in one-teach-one observe co-teaching approach -increase in teaming co-teaching approach -increase in station co-teaching approach -increase in academic state performance -increase in classroom performance <b>Staff Responsible for Monitoring:</b> -Director -Supervisors -Campus Administrators -Educational Diagnosticians  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide supplemental reading programs to assist students with reading difficulties (Lexia, Rave-O) including dyslexia.  <b>Strategy's Expected Result/Impact:</b> -increase student reading performance <b>Staff Responsible for Monitoring:</b> -Director -Supervisor -Educational Diagnosticians -Campus Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide online assessment resources to students in preparation of online state assessments.  <b>Strategy's Expected Result/Impact:</b> -increase student preparation in navigating online assessment resources -increase online state assessment performance <b>Staff Responsible for Monitoring:</b> -Director  -Supervisor  -Campus administrators  -Special education teachers  -Campus technicians  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Recognize student academic performance.  <b>Strategy's Expected Result/Impact:</b> -increase teacher communication between general education teachers and special education teachers -increase student academic performance <b>Staff Responsible for Monitoring:</b> -Director  -Special education teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Provide academic support through supplemental resources to campus teachers.  <b>Strategy's Expected Result/Impact:</b> -increase student academic performance <b>Staff Responsible for Monitoring:</b> -Director  -special education teachers  -campus administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Provide campus support by conducting classroom walkthroughs and monitoring the provision of student services in the classroom.  <b>Strategy's Expected Result/Impact:</b> -increase in academic state performance -increase in classroom performance <b>Staff Responsible for Monitoring:</b> -Director  -Supervisor  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				











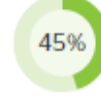







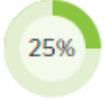



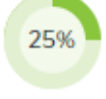



**Goal 2:** E.G. Salazar Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance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









**Performance Objective 4:** Bilingual/ESL Education: Increase the number of students identified as LEP students achieve the MEETS and MASTERS grade level standard on STAAR by at least 10%.

**Evaluation Data Sources:** STAAR, TELPAS, Student Schedules

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement programs such as Duo Lingo, Brain Pop Jr.-ESL component so that recent immigrants can draw upon their schooling in other countries and, via tutoring and software, continue to learn content in a comprehensible format while simultaneously developing their linguistic ability in English. <b>Strategy's Expected Result/Impact:</b> Increased student performance (District, EOC, TELPAS) <b>Staff Responsible for Monitoring:</b> Bilingual/ESL Director; ELL strategists, Campus Administration <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Coordination between Bilingual Department and Core Subject Departments (Curriculum, Strategists, and/or Directors) to ensure district-wide alignment of sheltered instruction, lesson planning, instructional resources/materials, instructional frameworks ,and/or curriculum. <b>Strategy's Expected Result/Impact:</b> Increased student performance (District, STAAR/EOC, TELPAS) <b>Staff Responsible for Monitoring:</b> Bilingual/ESL Director and Core Area Directors and strategists. <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Inclusion of ELD/SLD classes in campus master schedule for ELL students. ELD/SLD is according to the group placement and language of instruction the students receive in language arts. <b>Strategy's Expected Result/Impact:</b> Increase L1/L2 literacy development of identified LEP students. <b>Staff Responsible for Monitoring:</b> Bilingual/ESL Department and Campus Administration <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement Simultaneous Biliteracy in campuses willing to implement the model. <b>Strategy's Expected Result/Impact:</b> Increase student performance (District, STAAR/EOC, TELPAS, literacy levels in both L1 and L2) <b>Staff Responsible for Monitoring:</b> Bilingual/ESL Department Director and Strategists, Core Directors, Chief Academic Officers, and LA coaches and strategists.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Train teachers on pedagogy (sheltered instruction, language acquisition methodologies.) that addresses the needs of the LEP population, and acquire resources to assist teachers in providing linguistically accommodated instruction and assessment to ELLs (Pearson, National Geographic, Houghton Mifflin, Scholastic grammar books, Learning A-Z, Brilliant Education, Lupe Lloyd and Associates, Teacher Created Materials, etc.).  <b>Strategy's Expected Result/Impact:</b> Increase student performance (District, STAAR/EOC, TELPAS) <b>Staff Responsible for Monitoring:</b> Bilingual/ESL Department, Core Directors, Campus Department, Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Maintain up-to-date instructional technology, resources, materials, and/or supplies in bilingual, ESL, SLD, ELD, update administrative technology/materials/resources/supplies and/or fixed assets (shelving, desks, tables) as needed to facilitate bilingual program management. (Gateway, Mid Valley Supply, Barnes & Noble, Lakeshore, DISD Warehouse, etc...) Renew Reading A-Z annually as part of this initiative. <b>Strategy's Expected Result/Impact:</b> Increase Student Performance (District, STAAR/EOC, TELPAS) <b>Staff Responsible for Monitoring:</b> Bilingual/ESL Department, Campus Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> - Title III (263) - \$2,800, - ESSER I (266) - \$4,000	Formative			Summative
	Sept	Dec	Mar	June
				









Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Facilitate the bilingual/ESL education director, ELL strategists, Core Content Directors, Core Content Strategists, Campus Administrators, and Teachers' attendance of training sessions, school visits, and conferences (such as Title III, TABE, School Improvement, Testing, Administrator, Region One, ABYDOS, Assessment Conference, Texas Assessment Conference, ACET etc...) in order to keep up-to-date on latest state and federal accountability changes as well as best practices for the department in order to provide cutting-edge training and support.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Student Performance (District, STAAR/EOC, TELPAS)</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual/ESL Department, Campus Administration, Teachers, Core Directors</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

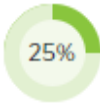
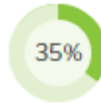






**Goal 2:** E.G. Salazar Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance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

**Performance Objective 5:** Fine Arts: Will identify the Fine Art students in need of academic improvement and offer tutorial opportunities in order to increase by 5% the amount of Fine Arts students achieving meets and/or masters standard on the STAAR exam

**Evaluation Data Sources:** Eduphoria; Aware-reports, STAAR , Tutorial logs

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identify Fine Arts students in need of academic improvement by conferencing with grade level teachers, AWARE reports, Isation Reading Reports, and Imagine Math Reports <b>Strategy's Expected Result/Impact:</b> The strategy will gather data to help teachers improve instructional approaches that will help students grow in both fine arts and core content. <b>Staff Responsible for Monitoring:</b> Fine Arts Director, Campus Music Teacher, Fine Art teachers. <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Music Teacher will provide entertainment for Parental Involvement Meetings, School Functions and any other school/district sponsored event at the request of Campus Administrators. <b>Strategy's Expected Result/Impact:</b> Meeting Agendas Performances at different events <b>Staff Responsible for Monitoring:</b> Campus Administration Fine Arts Director Music Teacher <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6, 3.1, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Music teacher promote the campus choir group as well as the District Choir group.  <b>Strategy's Expected Result/Impact:</b> Meeting Agendas Performances at different events <b>Staff Responsible for Monitoring:</b> Campus Administration Fine Arts Director Music Teacher  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** E.G. Salazar Elementary will create an instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.













**Performance Objective 1:** E.G.Salazar staff will ensure our students will be psychologically and emotionally served to enhance the learning and academic performance of 100% of students by increasing college and career awareness.



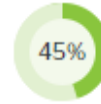





**Evaluation Data Sources:** Plan4Learning Evaluation

Field Trip Request Forms

Career Day Schedule

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Counselors will provide Career Day for all students and invite members of the surrounding community to participate <b>Strategy's Expected Result/Impact:</b> Sign Ins Agendas <b>Staff Responsible for Monitoring:</b> Campus Administration Counselor Teachers/Staff  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Allow Elementary students to tour college campuses to familiarize themselves with college readiness. (TSTI, South Texas College, UTRGV) <b>Staff Responsible for Monitoring:</b> Counselor Teachers Campus Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will participate in the recognition of former Salazar students during the Senior Walk. <b>Staff Responsible for Monitoring:</b> Campus Administration Counselor Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				


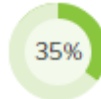
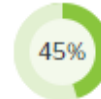






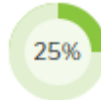


Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Allow Elementary students to tour the middle school campuses and to familiarize themselves with teachers/classrooms, and course requirements. <b>Strategy's Expected Result/Impact:</b> Permission slips <b>Staff Responsible for Monitoring:</b> Administrators Counselor  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 4:** E.G. Salazar Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.






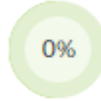






**Performance Objective 1:** District and Campus Expenses- 100% of all allocated funds will be allocated to expenditures based on a Comprehensive Needs Assessment developed by its various leadership teams.

**Evaluation Data Sources:** Campus Budget

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> On-going incentives (luncheons, t-shirts, jean passes, motivational materials/signs, etc.) for Teacher and Staff Recognition to maintain and continue to boost campus morale and overall climate. <b>Staff Responsible for Monitoring:</b> Campus Administration and Teachers & Staff  <b>Funding Sources:</b> - Local (199) - \$2,400, - Faculty Account 897 - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Purchase classroom fans for classrooms with air conditioning units in need of repair, <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Secretary  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Purchase materials and supplies for the Kindergarten Graduation Ceremonies. <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Secretary Kindergarten Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Sept	Dec	Mar	June
				




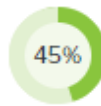
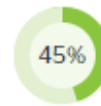


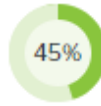




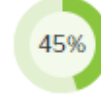

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Purchase surveillance cameras, equipment and licenses to maintain the safety of the campus. <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Secretary  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 <b>Funding Sources:</b> - Local (199) - \$40,050	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Purchase a freezer to store incentives for students such as ice cream, popsicles, etc. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Secretary  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 <b>Funding Sources:</b> - Student Activity 865 - \$3,000	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				










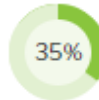


**Goal 4:** E.G. Salazar Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.


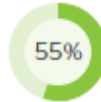






**Performance Objective 2:** Human Resources- The Campus will maintain a 100% highly qualified status for the staffing requirements of the ESSA.

**Evaluation Data Sources:** Copies of Certificates for all Certified Teachers

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue upgrading stipend system in teacher shortage areas, i.e., bilingual education, math and science in order to place endorsed staff in the classroom. <b>Strategy's Expected Result/Impact:</b> Stipend district form <b>Staff Responsible for Monitoring:</b> Human Resource Assistant Superintendent  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement appraisal system with campus staff according to establish procedures and policy and follow through with improvement needs. <b>Strategy's Expected Result/Impact:</b> PDAS forms <b>Staff Responsible for Monitoring:</b> Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Administrators will attend District and out of District trainings to become well versed on the upcoming STAAR assessment and to stay abreast of all educational needs and changes by attending conferences such as the State Assessment Conference and TEPSA <b>Strategy's Expected Result/Impact:</b> P.D. Agendas and/or certificates of participation, Climate Survey <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 <b>Funding Sources:</b> - Teacher/Principal (255) - \$3,132	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Campus office staff and teachers will utilize fax machine, copy machine, printers and have adequate furniture to complete job responsibilities . * ink cartridges: * parent letters * staff meeting agendas * staff meeting handouts *attendance sign-in sheets *student reports/classwork *biometric clock * phone lines * etc. <b>Strategy's Expected Result/Impact:</b> Copy Machine usage reports, other equipment usage reports, plastic chair mats <b>Staff Responsible for Monitoring:</b> Campus Admin, Secretaries  <b>Funding Sources:</b> - State Comp.(164) - \$18,517	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Increase staff (paraprofessional and professionals) moral for 100% staff retention by providing incentives (e.x. leave early pass. extended lunch, perfect attendance, student fund raising participation activities, teacher with highest percentage, paraprofessional with highest attendance percentage)  <b>Strategy's Expected Result/Impact:</b> Attendance records <b>Staff Responsible for Monitoring:</b> Campus Administration, Secretaries	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide Teacher assistants with behavior management training, training on writing referrals, and clarification on job duties and job expectations. <b>Strategy's Expected Result/Impact:</b> Agendas from meetings <b>Staff Responsible for Monitoring:</b> Campus Administration, Secretaries  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Sept	Dec	Mar	June
				









Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide trainings and updates at the beginning of the year for teachers on new district/state initiatives. Continue with these updates and trainings for teachers throughout the school year as needed. <b>Staff Responsible for Monitoring:</b> Campus Administration Counselor  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** E.G. Salazar Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

**Performance Objective 3:** Technology- The campus will allocate at least 10% of funds to purchase instructional equipment for both student and teacher use to increase student achievement.

**Evaluation Data Sources:** Campus Budget  
Purchase Orders

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Purchase cameras, video cameras, kindles, Ipads, laptops for instructional use by both teacher and students to increase student achievement. <b>Strategy's Expected Result/Impact:</b> Technology will increase student achievement in all academic areas. <b>Staff Responsible for Monitoring:</b> Campus Administration Librarian Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






**Goal 4:** E.G. Salazar Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

**Performance Objective 4:** Support Services (Maintenance, Custodial, Transportation, and Warehouse)

Maintenance Department will provide students, staff and visitors with a safe and comfortable learning environment by maintaining well kept facilities by 100% of campus work orders will be completed in a reasonable amount of time.

**Evaluation Data Sources:** Work Order Ticket  
Emails

**Summative Evaluation:** Met Objective



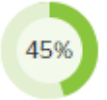









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Purchase wax and other supplies to maintain the facility <b>Strategy's Expected Result/Impact:</b> Purchase order copies <b>Staff Responsible for Monitoring:</b> Principal Campus Secretary Head Custodian  <b>Funding Sources:</b> - Local (199) - \$40,050, - \$4,035.84	Formative			Summative
	Sept	Dec	Mar	June
				
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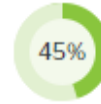


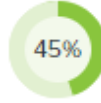



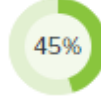


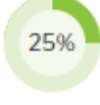



**Goal 5:** E.G. Salazar Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

**Performance Objective 1:** E.G.Salazar staff will ensure our students will be psychologically and emotionally served to decrease the frequency of inappropriate and disruptive behavior by 20%.






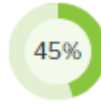










**Evaluation Data Sources:** TEAMS Discipline Report  
Referrals on Aware


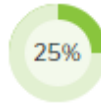






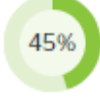



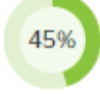



**Summative Evaluation:** Met Objective


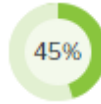



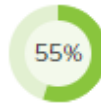




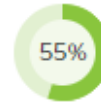



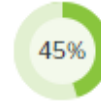

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Counselors will provide classroom presentations and teacher reference materials/books/manipulatives on the pillars of character education, as well as campus presenters to promote drug awareness (Law Enforcement) and curtail bullying (presenter- Oscar Munoz)("Happy" Efrain Guerrero. Light snacks will be provided to presenters/speakers. <b>Strategy's Expected Result/Impact:</b> number of student referrals <b>Staff Responsible for Monitoring:</b> Counselors, Administration, Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 <b>Funding Sources:</b> - Title IV 289 - \$3,000, - Faculty Account 897 - \$500	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will integrate character education into other content areas. <b>Strategy's Expected Result/Impact:</b> number of student referrals <b>Staff Responsible for Monitoring:</b> Counselors, Admin, Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Parental Involvement meetings for parents focusing on student success. <b>Strategy's Expected Result/Impact:</b> number of student referrals <b>Staff Responsible for Monitoring:</b> Counselors, Admin, Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				


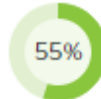



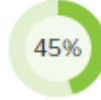



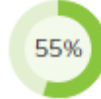






Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The teachers will provide opportunities for students to improve their academic achievements and behavior by rewarding them at end of each six weeks. <b>Strategy's Expected Result/Impact:</b> Progress Reports, Report Cards, Discipline Referral Report <b>Staff Responsible for Monitoring:</b> Counselors, Admin, Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide staff development to all on basic drug and violence prevention techniques and provide follow up throughout the year. <b>Strategy's Expected Result/Impact:</b> Sign ins Agendas <b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Train selected campus personnel in Crisis Prevention Intervention strategies, solutions, character building, and other proactive measures. Ensure that sufficient campus staff are trained in crisis prevention intervention. <b>Strategy's Expected Result/Impact:</b> Sign Ins Agendas <b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors and Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide parental support/training on violence prevention. <b>Strategy's Expected Result/Impact:</b> Sign Ins Agendas <b>Staff Responsible for Monitoring:</b> Counselor  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				



















Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Enforce policies of adopted Student Code of Conduct. <b>Strategy's Expected Result/Impact:</b> Discipline Report <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Carry out disciplinary techniques by maintaining consistent contact with Campus personnel through portable radios. <b>Strategy's Expected Result/Impact:</b> Discipline Report <b>Staff Responsible for Monitoring:</b> Campus Administration, Security, Support Staff  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Review/update the Student Code of Conduct and inform the parents about the SCC. <b>Strategy's Expected Result/Impact:</b> Agendas Sign Ins Campus website <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Allow Elementary students to tour the middle school campuses and to familiarize themselves with teachers/classrooms, and course requirements. <b>Strategy's Expected Result/Impact:</b> Permission Slips <b>Staff Responsible for Monitoring:</b> Administration, Counselor  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Implement Coordinated School Health Fitness <b>Strategy's Expected Result/Impact:</b> Lesson Plans Surveys Fitnessgram data (annual) in grades 3-5. <b>Staff Responsible for Monitoring:</b> Coach and SHAC  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Counselors will provide Career Day for all students and invite members of the surrounding community to participate. <b>Strategy's Expected Result/Impact:</b> Sign Ins Agendas <b>Staff Responsible for Monitoring:</b> Campus Admin. Staff/Counselor  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> The Attendance Committee examine attendance records and follow up on student absences and truancy to promote student attendance and academic growth through parental contacts/meetings. <b>Strategy's Expected Result/Impact:</b> Attendance from gradebook <b>Staff Responsible for Monitoring:</b> Principal , Counselor Teacher  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 15 Details	Reviews			
<b>Strategy 15:</b> Accurately record all student absences and tardies and generate reports <b>Strategy's Expected Result/Impact:</b> Attendance from gradebook <b>Staff Responsible for Monitoring:</b> Attendance Clerk, Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 16 Details	Reviews			
<b>Strategy 16:</b> Orient staff on how to constructively deal with parents of students with excessive absences/tardies, failing grades and disciplinary concerns. <b>Strategy's Expected Result/Impact:</b> Sign-Ins Agendas <b>Staff Responsible for Monitoring:</b> Counselor Teacher Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 17 Details	Reviews			
<b>Strategy 17:</b> Provide testing materials for continuous monitoring of student progress. (LAS, PreLas, LAS Links) <b>Strategy's Expected Result/Impact:</b> Diagnostic Reports <b>Staff Responsible for Monitoring:</b> Principal, Teachers, Curriculum Specialist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 18 Details	Reviews			
<b>Strategy 18:</b> Parental involvement meetings to provide awareness on retention policy. <b>Strategy's Expected Result/Impact:</b> Sign-Ins Agendas <b>Staff Responsible for Monitoring:</b> Principal, Teachers, Curr.Specialist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 19 Details	Reviews			
<b>Strategy 19:</b> Promotion/Retention meetings with Principal, Curriculum Specialist, Counselors, teacher, and parents. <b>Strategy's Expected Result/Impact:</b> Meeting Minutes <b>Staff Responsible for Monitoring:</b> Principal, Curriculum Specialist, Counselor Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 20 Details	Reviews			
<b>Strategy 20:</b> Provide campus/student recognition for attendance and academic excellence and improvement on weekly campus and District Six Weeks Test. Kinder graduates will be recognized at the end of the year in their own ceremony. <b>Strategy's Expected Result/Impact:</b> Test Specific Reports <b>Staff Responsible for Monitoring:</b> Principal, Counselor Curriculum Specialist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 21 Details	Reviews			
<b>Strategy 21:</b> Provide school supplies and clothing (uniforms, undergarments, shoes, and jackets when necessary) Counselors Vouchers <b>Strategy's Expected Result/Impact:</b> Counselor Vouchers <b>Staff Responsible for Monitoring:</b> Teachers and Counselor Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - Title I (211) - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 22 Details	Reviews			
<b>Strategy 22:</b> Provide incentives to students to promote drug awareness (Red Ribbon Week, Say No Campaign) <b>Staff Responsible for Monitoring:</b> Counselor  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 <b>Funding Sources:</b> - Title IV 289 - \$2,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 23 Details	Reviews			
<b>Strategy 23:</b> Allow Elementary students to tour college campuses to familiarize themselves with college readiness. (TSTI, South Texas College, UTRGV) <b>Staff Responsible for Monitoring:</b> Counselor, Teachers, Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				


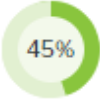


Strategy 24 Details	Reviews			
<b>Strategy 24:</b> Students will participate in the recognition of former Salazar students during the Senior Walk. <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers Counselor  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 25 Details	Reviews			
<b>Strategy 25:</b> Provide incentives to students to promote pride in themselves, their school and increase school climate. (t-shirts, pencils, bags, etc.) <b>Staff Responsible for Monitoring:</b> Administration Campus Secretary Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - Title I (211) - \$2,000, - Student Activity 865 - \$14,058, - Title IV 289 - \$2,000, - Local (199) - \$2,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 26 Details	Reviews			
<b>Strategy 26:</b> Install keyless door entry systems with cameras where visitors will have to be buzzed in. <b>Staff Responsible for Monitoring:</b> District Personnel  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - ESF Levers: Lever 3: Positive School Culture <b>Funding Sources:</b> - Title IV 289 - \$9,800	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				


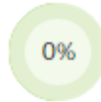






**Goal 5:** E.G. Salazar Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

**Performance Objective 2:** Nursing/Health-Nursing/Health Services: The campus nurse will ensure that 100% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 100% of all student's immunizations are up to date before submitting Annual Immunization report in October.

**Evaluation Data Sources:** Nurse records  
Nurse documentation

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The school will partner with the University of Texas Rio Grande Border Health Office to be a part of Creating Healthy Eating Choices for Kids (CHECK) Plus Grant at the elementary level. 4th grade students will be involved in promoting initiatives which will focus on a nutritional balanced diet for school-age children and their parents. With the (CHECK), each campus will need to purchase seeds, seedlings, dirt, landscape items, and other gardening supplies needed. To culminate the project the district will hold an end of project community garden celebration to include a fruit and vegetable feast with the students and parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Campuses will take pictures of the gardens as they progress.</p> <p>A log of student participation will be kept.</p> <p>School will maintain a sign in sheet of students participating.</p> <p>At the end of the year, students will be expected to inherit healthy eating habits over their life time.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Curriculum Specialist Mrs. Carrizales</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.2</p> <p><b>Funding Sources:</b> - Student Activity 865 - \$2,000, - Local (199) - \$4,000</p>	Formative			Summative
	Sept	Dec	Mar	June
				





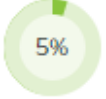

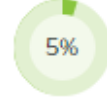




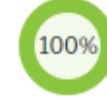
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The nursing department will purchase equipment needed to conduct screenings for blood pressure, vision, hearing, and temperature. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> School Nurse  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 <b>Funding Sources:</b> - Title I (211) - \$100	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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


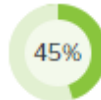



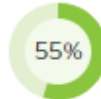


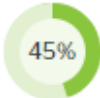
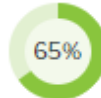






**Performance Objective 1:** The Campus will maintain the CLPAC Committee to oversee all improvement activities required by local, state, and federal guidelines by having at least 5 meetings per school year.

**Evaluation Data Sources:** Plan4Learning  
CLPAC meetings sign ins  
Agendas

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue campus level planning according to district policy to ensure student achievement. <b>Strategy's Expected Result/Impact:</b> Campus Improv. Plan <b>Staff Responsible for Monitoring:</b> Principal/Campus Administration, CLPAC  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Have students provide input on student issues. (Student Council team) <b>Strategy's Expected Result/Impact:</b> Agendas Sign Ins <b>Staff Responsible for Monitoring:</b> CLPAC  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Keep open lines of communication between the CLPAC and staff through sharing sessions. <b>Strategy's Expected Result/Impact:</b> CLPAC Minutes <b>Staff Responsible for Monitoring:</b> CLPAC Members	Formative			Summative
	Sept	Dec	Mar	June
				











Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Review, recommend, and implement policies, and regulations impacting student achievement. <b>Strategy's Expected Result/Impact:</b> CLPAC Minutes <b>Staff Responsible for Monitoring:</b> CLPAC  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Evaluate CLPAC to determine effectiveness on student performance and planning improvement. <b>Strategy's Expected Result/Impact:</b> Needs Assessment <b>Staff Responsible for Monitoring:</b> Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Keep staff informed of the decisions and recommendations of the CLPAC. <b>Strategy's Expected Result/Impact:</b> Sign In Agendas <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

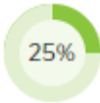







**Goal 6:** E.G. Salazar Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

**Performance Objective 2:** Donna I.S.D. Parental Involvement Department will increase the number of parent/community volunteers by 5% and increase the parent attendance by 5% at district meetings/events.

**Evaluation Data Sources:** Parent sign ins, agendas, parent contact logs

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Parent Resource Center will continue providing literacy and parent training <b>Strategy's Expected Result/Impact:</b> Sign In Sheets Agenda Program Evaluation <b>Staff Responsible for Monitoring:</b> Principal/Campus Administration Parent Educator Parent Ed. Dir.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6, 3.1, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Present Campus Improvement Plan to parents and inform them of the responsibilities of the CLPAC, <b>Strategy's Expected Result/Impact:</b> Campus Improv. Plan <b>Staff Responsible for Monitoring:</b> Principal/campus administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6, 3.1, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The campus will provide ongoing parent volunteer recognition to maintain and continue to boost overall parent participation. <b>Strategy's Expected Result/Impact:</b> Purchase order receipts Certificates <b>Staff Responsible for Monitoring:</b> Administration Teachers Parent Educator Parental Involvement Department  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 <b>Funding Sources:</b> - Title I (211) - \$100	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

# Campus Funding Summary

State Comp.(164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$1,732.00
1	1	4			\$1,732.00
1	1	16			\$1,732.00
1	3	3			\$1,732.00
1	6	2			\$2,000.00
1	6	9			\$1,732.00
1	6	14			\$25,992.00
4	2	4			\$18,517.00
Sub-Total					\$55,169.00
Budgeted Fund Source Amount					\$1,732.00
+/- Difference					-\$53,437.00
State Special Ed. (165)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2			\$3,000.00
Sub-Total					\$3,000.00
Budgeted Fund Source Amount					\$3,000.00
+/- Difference					\$0.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$40,050.00
1	1	4			\$40,050.00
1	1	8			\$40,050.00
1	1	13			\$720.00
1	3	7			\$4,000.00
1	4	8			\$400.00
1	6	2			\$4,000.00
1	6	5			\$4,000.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	14			\$40,050.00
4	1	1			\$2,400.00
4	1	4			\$40,050.00
4	4	1			\$40,050.00
5	1	25			\$2,000.00
5	2	1			\$4,000.00
Sub-Total					\$261,820.00
Budgeted Fund Source Amount					\$40,050.00
+/- Difference					<b>-\$221,770.00</b>
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$14,430.00
1	1	3			\$14,430.00
1	1	4			\$14,430.00
1	1	5			\$14,430.00
1	1	8			\$14,430.00
1	1	12			\$14,430.00
1	1	16			\$14,430.00
1	2	4			\$14,430.00
1	4	5			\$1,000.00
1	4	9			\$100.00
1	6	5			\$9,503.00
1	6	14			\$65,897.00
5	1	21			\$1,000.00
5	1	25			\$2,000.00
5	2	2			\$100.00
6	2	3			\$100.00
Sub-Total					\$195,140.00
Budgeted Fund Source Amount					\$14,430.00
+/- Difference					<b>-\$180,710.00</b>

Migrant (212)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$320.00
1	6	5			\$3,315.00
Sub-Total					\$3,635.00
Budgeted Fund Source Amount					\$3,315.00
+/- Difference					<b>-\$320.00</b>
Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$3,132.00
1	1	4			\$3,132.00
1	1	16			\$3,132.00
1	2	4			\$3,132.00
1	3	3			\$3,132.00
1	6	10			\$3,132.00
1	6	14			\$4,599.00
2	1	6			\$0.00
4	2	3			\$3,132.00
Sub-Total					\$26,523.00
Budgeted Fund Source Amount					\$3,132.00
+/- Difference					<b>-\$23,391.00</b>
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$2,547.00
1	2	1			\$2,547.00
1	2	2			\$2,547.00
1	2	4			\$2,547.00
1	2	5			\$2,547.00
1	6	5			\$3,800.00
2	4	6			\$2,800.00
Sub-Total					\$19,335.00
Budgeted Fund Source Amount					\$2,547.00

Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					<b>-\$16,788.00</b>
Student Activity 865					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$2,000.00
1	3	7			\$8,000.00
1	6	10			\$2,000.00
4	1	5			\$3,000.00
5	1	25			\$14,058.00
5	2	1			\$2,000.00
Sub-Total					\$31,058.00
Budgeted Fund Source Amount					\$8,000.00
+/- Difference					<b>-\$23,058.00</b>
Faculty Account 897					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	8			\$1,000.00
4	1	1			\$1,000.00
5	1	1			\$500.00
Sub-Total					\$2,500.00
Budgeted Fund Source Amount					\$500.00
+/- Difference					<b>-\$2,000.00</b>
Library Account (898)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$1,773.10
Sub-Total					\$1,773.10
Budgeted Fund Source Amount					\$1,773.10
+/- Difference					\$0.00
Title IV 289					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$1,500.00
1	3	3			\$1,106.00

Title IV 289					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			\$3,000.00
5	1	22			\$2,000.00
5	1	25			\$2,000.00
5	1	26			\$9,800.00
Sub-Total					\$19,406.00
Budgeted Fund Source Amount					\$1,106.00
+/- Difference					-\$18,300.00
ESSER III (282)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	5			\$56,511.00
Sub-Total					\$56,511.00
Budgeted Fund Source Amount					\$56,511.00
+/- Difference					\$0.00
ESSER I (266)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	6			\$4,000.00
Sub-Total					\$4,000.00
Budgeted Fund Source Amount					\$4,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$140,096.10
Grand Total Spent					\$679,870.10
+/- Difference					-\$539,774.00



# Addendums