# Dallas Independent School District

# 239 Arturo Salazar Elementary School

# 2022-2023 Campus Improvement Plan

# Mission Statement

To ensure an engaging, rigorous, and personalized learning environment that embraces the unique strengths and interests of all scholars and empowers them to graduate college & career strong.

# Vision

Innovative lifelong learners who lead in the global community.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

**Needs Assessment Overview Summary**

# Campus Needs Assessment

Evaluación de las necesidades del campus

Demographics   Student Learning   School Programs   Perception

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## Demographics / Demografía

| Strengths / Fortalezas | Needs / Necesidades |
|---|---|
| Homeowner's Partnership -Jimtown | Speeding within the neighborhoods |
| Funding -Studies for speeding | STEAM program? |
| Rotation/Specials- STEM (makerspace area) | Board Member Introduction -Ben Mackery |
| Parent -Student Family Activities - PTA, Green Team | Maintenance of School Park - potentially harmful objects |
| 100% Student Participation -non academic or academic club exposure | More patrolling of the school on non school days |
| | Career Related Partnership w/Corporate |

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## Student Learning / Aprendizaje De Los Estudiantes

| Strengths / Fortalezas | Needs / Necesidades |
|---|---|
| After School and Saturday Tutoring | Bring back Parent Workshops / or Teacher Led Workshops (Academic/SEL) to improve Student Learning Outcomes |
| Celebrating the Academic Growth of Students | Address Attendance/Tardies |
| Parents donating funds to give out academic incentives for Student Growth/Learning | Community Involved with all meetings |
| | IXL Math/Science , Read Naturally |
| | Science Materials for Classroom/ STEM |

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## School Programs / Programas Escolares

| Strengths / Fortalezas | Needs / Necesidades |
|---|---|
| Girl Scouts / Green Team - | Career Program w/Corporate Partnership |
| Career Programs- Campus Based | F/T to Colleges , bring Speakers from Colleges |
| Career Readiness- College & Career Focus during instructional day | After School Program Vendor - YMCA? City of Dallas? |
| Boy Scouts | |
| | |
| | |

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## Perceptions / Percepciones

| Strengths / Fortalezas | Needs / Necesidades |
|---|---|
| Community Park /Garden/Mural makes school welcoming | Canvas Pictures - Murals inside the building |
| Collazo as a Parent Instructor - parental support | Scholarship for Students to get uniforms |
| Principal communicates well with community | Uniforms will get a minor revamp- in order to lessen the cost of uniforms |
| Teachers also communicate with parents | Coat Drive/Holiday Drives/Toy Drives |
| Brighter Bites Boxes -every other Tues. (free produce given to all families) | |

# Demographics

**Demographics Summary**

Demographics Summary

Arturo Salazar is a neighborhood school serving nearly 465 students, grades Pre-K 4 years old through 5th grade. Arturo Salazar is located in the southwest area of Dallas. The school has a low student mobility rate, and some parents of current students attended the school while in elementary. We offer 1 – Way Dual Language with an opt-in program for non-LEP students. The campus is 99% Hispanic and -1% African American. 57.2% of our students are English Language Learners. Our economically disadvantaged student population is 91.4%. The campus has a stability rate of 93.4% and 85% of our teaching staff has 3 years of experience or greater. Most teaching staff has 3 or more years of experience in their current grade level and content. Due to the large Spanish-speaking parent group, we have a need for parent classes to assist Spanish-speaking parents/students with homework that is sent in English. We also have a need to provide parent training in ESL and literacy. In considering the STAAR data from 2021, and the areas of need, it is noted that our special education students are not achieving met standard scores at similar rates as our Hispanic students and our economically disadvantaged students. The campus student populationat risk is 57.2% . There is a campus need to increase reading mastery rates for these at-risk students. We have a need to develop an after-school program that includes academic tutoring and additional enrichment clubs and/or extra-curricular opportunities for our students to support them in academic achievement and close gaps due to learning loss during the pandemic

year. In addition, we have a need to provide parent training designed to help parents assist students academically.

Based on the District provided Data Packet and My Data Portal the demographics are as follows

Disciplinary Placements: 0 (TARP Data)

Low Suspension Rate: 1.0% (Data Portal)

Bilingual Education Students: 54.1% (TARP Data 21-22)

Talented And Gifted 22.3% (MY Portal School Profile 2021-22)

Special Education 12.1 % (My Data Portal School Profile 2021-22),

Attendance Rate:2018-2019: 98.5%, n/a (TEA MY Data Portal School Profile 2019-20), 98.5% (My Data Portal School Profile 2021-22)

Students absent fewer than 10 days: 97.61% (Data Portal School Profile 2021-22)

STAFF QUALITY:

Staff Demographics: African American -17.5%, Hispanic – 58.5%, White-20.5 (varied demographics)

Total minority staff: 76.0% (TAPR Data)

**Demographics Strengths**

Overall, the economically disadvantaged population met the STAAR approaching standard in reading in 2022 was 77.5%, in math 89.8%, and in writing 75%. These percentages
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exceed the percentage satisfaction of all other subgroups. Also, a strength of the campus is our 79.5% stability rate. 75% of our teaching staff has 3 years of experience or greater. During the 2021-22 school year, the campus offered many parent training in both English and Spanish.

Based on the District provided Data Packet and My Data Portal the demographics are as follows

Staff Retention: 79.5%

Student Mobility Rate: 6.6% well below the District: 19.1% (TEA 2021-22 School Report Card)

 Reading STAAR % Approaches increased (TEA 2021-22 School Report Card)

 **4th 67 80 69** Math STAAR % Masters (TEA 21-22 School Report Card)

**4th 21 31 26**

Student learning strengths

Salazar's Academic Growth Score shows that:

Salazar's 4th-5th Grade math scores increased from 75% in 2018 to 81% in 2022.

Salazar's 4th-5th Grade reading scores increased from 68% in 2018 to 80% in 2022.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** 3rd-5th grade STAAR reading did not meet the campus target of 50% of students reaching the Meets standards on STAAR. **Root Cause:** PLCs need to be revamped to allow for more teacher collaboration, resources need to be aligned and PD addressing problems of practice need to provided.

**Problem Statement 2 (Prioritized):** Our Special Education students in 3rd-5th grade are not reaching the Meets Target in Reading and Math. **Root Cause:** Students are not being taught or exposed to more rigorous, STAAR aligned resources because teachers are focused on IEP goals, which many times may be below grade level.

**Problem Statement 3 (Prioritized):** Only 59% of our 5th grade students met the Approaches Level on STAAR Science. **Root Cause:** Lack of rigorous, TEKS aligned hands on instruction in Science in the lower grades.

**Problem Statement 4 (Prioritized):** Not all students are performing at grade level in mathematics and are experiencing learning loss during the 2021-22 school year . **Root Cause:** Primary grade interventions and systematic math instruction and progress monitoring is needed.

**Problem Statement 5 (Prioritized):** Students are not prepared to be successful on the 3rd-5th grade writing portion of the STAAR and are still experiencing learning loss during the 2021-22 school year. **Root Cause:** Writing instruction in the lower grades lacks consistency to solidify writing success.

**Problem Statement 6 (Prioritized):** Students are not prepared in kindergarten-4th grade to be successful on the 5th grade science STAAR. **Root Cause:** Science instruction in grades kindergarten -4th grade is not vertically aligned to 5th grade curriculum.

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**Problem Statement 7 (Prioritized):** Need to provide extended learning and enrichment opportunities for students and parents to address learning loss. **Root Cause:** The design of opportunities has not met all needs and interests.

# Student Learning

**Student Learning Summary**

**Based on the District provided Data: SW Ramirez Salazar CA STAAR Simulations 20220527 Preliminary**

**STAAR / EOC PRELIMINARY**

DOMAIN 1: STUDENT ACHIEVEMENT

| | # APP | # MET | # MST | # TOTAL | % APP | %MET | %MST | D1 Scale | PEIMS % |
|---|---|---|---|---|---|---|---|---|---|
| 3rd Reading | 10 | 8 | 11 | 47 | 62% | 40% | 23% | 71 | 97.9% |
| 4th Reading | 16 | 12 | 21 | 68 | 72% | 49% | 31% | 77 | 100.0% |
| 5th Reading | 23 | 9 | 13 | 62 | 73% | 35% | 21% | 72 | 92.5% |
| 4th Writing | 0 | 0 | 0 | 0 | | | | | 0.0% |
| 3rd Math | 15 | 9 | 9 | 47 | 70% | 38% | 19% | 72 | 97.9% |
| 4th Math | 14 | 11 | 18 | 68 | 63% | 43% | 26% | 72 | 100.0% |
| 5th Math | 24 | 13 | 4 | 63 | 65% | 27% | 6% | 58 | 94.0% |
| 5th Science | 21 | 9 | 7 | 63 | 59% | 25% | 11% | 57 | 94.0% |
| TOTAL | 123 | 71 | 83 | 418 | 66% | 37% | 20% | 70 | |

Raw: 41 41 Letter Grade: C

DOMAIN 3: CLOSING THE GAPS (for available indicators)

SPED Former, Continuously Enrolled, and Non-Continuously Enrolled are not currently available

| | Reading at Meets+ | | Reading Growth Points | | Math at Meets+ Math | | Growth Points | | Domain 1 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Target | Campus | Target | Campus | Target | Campus | Target | Campus | Target | Campus |
| All | 44% | 42% | 66% | 81% | 46% | 36% | 71% | 69% | 47 | 41 |
| AA | 32% | - | 62% | - | 31% | - | 67% | - | 36 | - |
| H | 37% | 42% | 65% | 81% | 40% | 36% | 69% | 69% | 41 | 41 |
| Wh | 60% | - | 69% | - | 59% | - | 74% | - | 58 | - |
| As | 74% | - | 77% | - | 82% | - | 86% | - | 73 | - |
| ED | 33% | 40% | 64% | 82% | 36% | 36% | 68% | 71% | 38 | 40 |
| SPED (Curr) | 19% | 0% | 59% | 59% | 23% | 5% | 61% | 53% | 23 | 6 |
| ELL | 29% | 39% | 64% | 80% | 40% | 39% | 68% | 69% | 37 | 41 |

3 of 5 4 of 5 0 of 5 2 of 5 2 of 5

Domain 3 Points (with TELPAS):

53

Letter Grade: 71 C

DOMAIN 2A: STUDENT GROWTH

Points Points

Earned Possible % Earned

4th Reading 49 67 73% 5th Reading 51 56 91% All Reading 81%

4th Math 43.5 67 65% 5th Math 41.5 56 74% All Math 69%

Scaled Score: 80 B DOMAIN 2B: RELATIVE PERFORMANCE

Est. 2B Letter: 75 C

**Student Learning Strengths**

Math:

**Student Learning Strengths: Math**

1: Salazar's 5th Grade Math STAAR "Meets" is significantly higher (14%) than DISD

2: Salazar showed significant growth in the 2022 STAAR.

3. 3rd Grade Math goal projections will need only a 2% increase in the 2021-22 STAAR to reach the assigned goal

Reading:

**Student Learning Strengths: Reading**

1: Salazar's Third Grade Reading STAAR "meets" is 12% higher than DISD

2: Salazar Fourth Grade Reading STAAR "meets" is 11% higher than DISD

3. Overall Campus Reading STAAR "meets" is 11% higher than DISD

4.3rd Grade Reading goal projections will need only a 2% increase in 2021-22 STAAR to reach the assigned goal

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Data indicates that the number of students in 4th grade scoring below basic on the NAEP Reading Exam is greater than 50% and also indicates that the number of African-American males students in 4th grade scoring below basic on the NAEP Reading Exam is greater than 50%. **Root Cause:** Culturally responsive curriculum and teaching practices in a positive and productive learning climate needs to improve.

**Problem Statement 2 (Prioritized):** 3rd-5th grade STAAR reading did not meet the campus target of 50% of students reaching the Meets standards on STAAR. **Root Cause:** PLCs need to be revamped to allow for more teacher collaboration, resources need to be aligned and PD addressing problems of practice need to provided.

**Problem Statement 3 (Prioritized):** Not all students are performing at grade level in mathematics and are experiencing learning loss during the 2021-22 school year . **Root Cause:** Primary grade interventions and systematic math instruction and progress monitoring is needed.

**Problem Statement 4 (Prioritized):** Students are not prepared to be successful on the 3rd-5th grade writing portion of the STAAR and are still experiencing learning loss during the 2021-22 school year. **Root Cause:** Writing instruction in the lower grades lacks consistency to solidify writing success.

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**Problem Statement 7 (Prioritized):** Only 59% of our 5th grade students met the Approaches Level on STAAR Science. **Root Cause:** Lack of rigorous, TEKS aligned hands on instruction in Science in the lower grades.

**Problem Statement 8 (Prioritized):** There is a lack of consistency with instructional best practices data analysis between teachers and grade levels. **Root Cause:** There is not an aligned and rigorous use of data practices and professional development around data usage and realignment of instructional best practices and priorities for our novice and least experienced teachers.

# School Processes & Programs

**School Processes & Programs Summary**

 **Based on the DISD adminsitered campus and culture survey, the student perceptions survey, the TEA provided data packet and teacher perception the following is perceived:**

Our school has active committees and organizations including Faculty/Staff Advisory Committee, Leadership Team, CILT, SBDM and PTA. We have monthly Coffee with the Principal gatherings and quarterly SBDM meetings. Many meetings are currently scheduled during the school day on Zoom. An opportunity will be created to expand the offerings, days and meetings, and times to be sure to include many parents and accommodate varying schedules with the goal of having in-person sessions as much as possible. Parent nights previously offered focused on academic expectations and results, social activities, and family fun will continue to be a part of our school processes. Our PTA is committed to continuing to contribute to the school through the Arts and Education funds to provide students with extended opportunities. The SBDM and PTA both operate effectively and each group provides input and support to the school. Our faculty/staff advisory committee meets monthly and contributes to a positive school climate and culture for staff and parents. Based on findings during school closure, we have a need for a uniform parent communication system used by all teachers throughout the campus. An effective coaching model and culture helps develop the teacher quality and encourages teachers to remain on the campus. Teacher recruitment is a team task, where teacher leaders and the administration provide input in interviews and at job fairs. Our school provides parents with learning opportunities in both English and Spanish. There is a need to continue offering training for parents including topics that will assist parents with knowledge of school curriculum. Parents were previously involved through volunteering and attendance at school events and this model will resume as much as possible in 2021-22. A variety of clubs and enrichment activities are made available to the students. During the 2021-2022 school year 100% of the students participated in an extracurricular or co-curricular experience. In 2022-2023 The campus identified a need to continue the extra-curricular opportunities for students as a means to increase attendance, student engage and enjoyment of the school experience. The professional development offered is primarily focused on school goals and priorities. Faculty and staff provide input on professional development plans and in many cases, faculty members present training. All teaching staff is highly qualified in the area to which they are assigned. Our campus identified that there is a need to increase professional development related to content knowledge and interventions. The PD will respond to the needs of the teachers in an effort to reach school, feeder, and district goals. A CILT team of teachers, experienced and successful in content instruction has been formed to support PD and instructional design and delivery. The teaching staff follows the district curriculum. Through grade level PLCs, teams develop curriculum calendars and instructional plans. In addition, once per nine weeks, the 3rd-6th grade teachers administer the district's common assessments. At grades kindergarten through 2nd grade, the teachers assess with school created common assessments that measure curriculum progress. Assessment data is analyzed and instructional calendars are revised as needed. The students take the district ACP and state STAAR exams as well as the MAP test 3 times per year.. This data is used to further inform instruction. In addition, the instructional program is also monitored through cloud based technology including I-Station and Education Galaxy. Funds are needed to purchase materials to support training, instructional supports and technology. Funding is also needed for instructional coaching and job-embedded professional development. All PreK- 5th grade have individual devices for use at school and at home. Technology upgrades are needed for teacher computers and presentation station add-ons to make in class learning and blended learning effectively.

**School Processes & Programs Strengths**

**Based on climate and culture survey. campus developed surveys. My Data Portal, Student Perception surveys, and the TEA data packets the following strengths and needs are perceived:**

School process and program strengths include a regular meeting calendar that identifies critical meetings such as PTA, SBDM, FSAC, and professional development opportunities. Opportunities for parents are numerous including training, academic nights, and family fun nights have been offered when in-person sessions were allowable. The leadership team, along with teacher leaders work to recruit teaching candidates the add value to our current quality and culture. Also, the school supports programs that support parents and students beyond academics including parent training and after-school clubs, and enrichment activities such as sports, music, and robotics have been offered in person previously. Professional

development on the campus is presented in a variety of ways to support teachers and is differentiated based on areas of need.

Teachers use station rotations in K-2 to focus on differentiated student learning levels, styles, and interests. Learning is personalized to meet each student's individual needs. **Teachers in 3rd-5th use choice boards, playlists, and ...**

Teachers and students use technology based programs to assess and analyze data in real time using; Education Galaxy, STEMscopes, All In Learning, MAP and MIZ(ST MATH)

Teachers consistently use data to track common assessments and district assessments utilized during vertical meetings every 9 weeks data talks.  Staff collaborates and contributes

to campus calendar and events, committees, and overall school decision making and developing school policies. Students and teachers set smart goals to track progress every 9

weeks and Mid Check points.

Staff receives Personalized Professional Development.

**Overall Areas of Improvement:**

- Celebrations in announcements to highlight student and teacher achievement (Academic and SEL)

- Student Ownership of SEL Practices (Morning Greeter)

-Celebrations/ Rewards for Teacher Attendance

-Consistency with Teacher of the Month and TA of the Month

-Celebratory Committee

-Increased opportunities for teacher-led professional development.

-K-2 vertical alignment meetings and 3-5 vertical alignment meetings.

-schedule vertical planning days

- Implementing student agency within classrooms

- 3-5 Teacher-made student assessments do not align with lesson or STAARreadiness standards

-Implementation of a consistent system to provide daily feedback


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

**Problem Statement 1 (Prioritized):** 60% of teacher have a lack of Clear expectations and support for implementation of new processes and programs. **Root Cause:** Implement processes and programs/routines with fidelity and with the correct level of rigor.

**Problem Statement 2 (Prioritized):** Need to provide extended learning and enrichment opportunities for students and parents to address learning loss. **Root Cause:** The design of

opportunities has not met all needs and interests.

**Problem Statement 3 (Prioritized):** 29% of the staff members perceive that the climate and culture initiatives were not implemented with consistency based on a campus survey. **Root Cause:** Initiatives were not placed on a calendar and an accountability system was not developed.

**Problem Statement 4 (Prioritized):** Post the COVID-19 Pandemic, we have seen a 70% decline in parent and community engagement based on parent sign in sheets. **Root Cause:** Parent engagement policy with COVID-19 protocols has prevented many parent from engaging in school and community events.

**Problem Statement 5 (Prioritized):** 16% Staff does not have sufficient opportunities to develop leadership potential. **Root Cause:** Staff is not aware that the committee opportunities are ways to develop leadership.

**Problem Statement 6 (Prioritized):** There is a lack of consistency with instructional best practices data analysis between teachers and grade levels. **Root Cause:** There is not an aligned and rigorous use of data practices and professional development around data usage and realignment of instructional best practices and priorities for our novice and least experienced teachers.

# Perceptions

**Perceptions Summary**

**Based on teacher perceptions and the climate and culture survey administered by Dallas ISD, the following is perceived:**

Our campus mission and plan of action support excellence in all our campus does. We have a strong commitment to student achievement and see our role as primary in establishing a culture where high achievement is standard. Teacher excellence and the development of high-quality instruction is key to this achievement, and we are committed to continuing to grow through professional development and coaching.

Based on the 2022 parent survey, more than 94% of parents surveyed are satisfied with the direction of the campus. The staff morale and perception that the school is heading in the

right direction has increased based on campus surveys. Administrators ensure lesson plan and observation feedback is calibrated so that it is useful to teachers. We collaboratively develop the campus improvement plan and professional development calendar with input from teachers, staff, parents and other stakeholders. We revisit our vision, goals, and plan at least once a nine weeks to ensure our staff has congruency on what our priorities are and what they should be, increasing a positive culture and increasing campus morale. We continually keep parents informed of curriculum through parent meetings, conferences, and training so that they are more academically and socially-emotionally involved in their students' education. In addition, we offer more social events for families that promote a positive school culture.

**School: Arturo Salazar ES TEA: 239**

**Survey Category/Item Responses Campus**

**Percent Positive (S2022)**

***Beliefs and Priorities*** 82.3

The key actions my school is working on this year are focused on what is best for students.   55 83.6

I understand my role in implementing the school's key actions. 55 92.7 I have the support I need from campus leadership to do my job well. 55 76.4

My campus leadership helps me understand recent changes in the school's focus.

Dallas ISD Student Achievement Goals. 55 85.5 55 92.7

My campus currently bases its actions on the

The Student Achievement Goals will lead to success. 55 85.5

How similar are your school's priorities to what you think they should be?*   55 69.1

Overall, my campus is headed in the right direction. 55 72.7

Overall, the District is headed in the right direction.** 55 74.5

***Positive Culture and Environment*** 71.5

I would recommend this school to others to work here. 55 63.6

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I usually look forward to working each day at this school. 55 67.3 I believe I work in an environment of support and respect. 55 80.0 Discipline is enforced consistently and effectively at my campus. 55 58.2 Unruly students are not permitted to disrupt the learning environment. 55 65.5 The campus I work in is clean, safe and free of physical hazards. 55 92.7

If I were offered a comparable position with          similar pay and benefits at another district, I

would stay with Dallas ISD.                          55 69.1

I am satisfied with the recognition I receive for doing a good job. 55 78.2 Morale at my school has
improved this year. 55 69.1

I would recommend this school to parents        55 70.9
seeking a place for their child.

*Culture of Feedback and Support* 79.6 My campus leadership helps me improve the quality of

my instruction. 31 74.2

The instructional feedback I get helps me       potential.
improve the quality of my instruction.          31 80.6 31 83.9

I have sufficient opportunities and
encouragement to develop my leadership

The PD sessions at my school this year helped me improve instruction. 31 67.7

My team experiences with colleagues this year   31 93.5
helped me improve instruction.

My school has an effective instructional leadership team. 31 77.4 *College-Going Culture* 90.2

Teachers expect most students in this school to go to college. 41 87.8

Instruction in this school is focused on helping     Teachers at this school do not let students give
students get ready for college.                      up when their class work becomes challenging.

Teachers in this school feel that it is a part of    Teachers at this school give students feedback to
their job to prepare students to succeed in          help them understand how to improve.
college.                                             41 82.9 41 90.2 41 90.2 41 95.1 41 95.1

Teachers at this school accept nothing less from
students than their full effort.

*Teacher-Teacher Trust* 91.1

**School: Arturo Salazar ES TEA: 239**

Teachers in this school trust each other 31 90.3

It's OK in this school to discuss feelings, worries, Teachers at this school respect those colleagues
and frustrations with other teachers.               who are experts at their craft.

Teachers respect other teachers who take the lead 31 83.9 31 96.8 31 93.5
in school improvement efforts.

*Teacher-Principal Trust* 81.6 The principal has confidence in the expertise of the teachers. 31

87.1 I trust the principal at his or her word. 31 74.2

It's OK in this school to discuss feelings, worries, and frustrations with the principal.

professional development of teachers. 31 87.1 31 80.6

The principal takes a personal interest in the

The principal looks out for the personal welfare of the faculty members. 31 80.6

The principal places the needs of children ahead of personal and political interests.

manager who makes the school run smoothly 31 87.1 31 74.2

The principal at this school is an effective

STUDENT ENGAGEMENT: Data Source: Climate Survey, Parent Survey, Student Experience Survey

School: Students

8 Club Days

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STEM Day

STEM Showcase

Girls/Boy Scouts

Easter Egg Hunt

Field Day

tutoring

Safety drills

Dances

STAAR pep rallies

Music performance

Art Galleries

Counseling services

SEL: Greetings, Mood Meters, Calming Spaces, Closing Circle

Student: Student

Mixed classes in specials

Peer Mediation

SEL: Morning Meeting


PARENT/COMMUNITY ENGAGEMENT:

School: Parent

Meet the Teacher Night

Neighborhood Walk

Open House Night

Parent-Teacher Conference Nights

PTA Meetings with Student Performances

Pan dulce with the Principal

Parent Workshops

Academic Nights

Trunk or Treat

Fit Fun with Parents

Home Visit Project

Parent Room

Room Parents

Family Engagement Leadership Team

Monthly Newsletter

Social Media: Dojo, Facebook

Book Buddies

School: Community

Movie Nights

PK - 2 & 3-5 Career Days

Prep U Saturday

High Schools coming; Sunset & Molina

Mountain View College

Fun Run

5k City of Dallas Mayor's Race

Girl Scouts

Texas Legends basketball games

SBDM

Texas Trees Foundation

Hope City Dallas

Social Media: Twitter

Dia De Los Muertos

STAFF ENGAGEMENT:

Admin: Staff

Luncheons

Staff appreciation days (lead with appreciation activities)

Professional Development

Open door policy

Employee of the month

PLCs

monthly birthday celebration

Staff: Staff

Sunshine Committee

Secret Pals (celebrate secret pals the week following payday)

Team building events/activities ("painting with a twist"-like activities)

New teacher mentor program

Staff Potlucks

Verticals

Team Planning

Deck the halls

**Perceptions Strengths**

**Based on teacher perceptions and the climate and culture survey administered by Dallas ISD, the following is perceived:**

Our strength in the area of perception is in making it a priority to develop a school climate and culture that facilitates quality instruction and high morale. We will continue to make PD sessions more relevant to teachers. The administrators calibrate to provide feedback that is consistent and assists teachers in improving instruction. We also prioritize our communication with parents, keeping them informed about curriculum and expectations. In addition, we plan and hold family events to promote a positive school climate and excellent perception of the school.

**Teacher-Teacher Trust 91.1**

Teachers in this school trust each other 31 90.3

It's OK in this school to discuss feelings, worries, and frustrations with other teachers. 31 83.9

Teachers respect other teachers who take the lead in school improvement efforts. 31 96.8

Teachers at this school respect those colleagues who are experts at their craft. 31 93.5

**Based on Panorama Student Survey by Dallas ISD, the following is perceived:**

**STUDENT ENGAGEMENT** *(Panorama Student Survey - Grades 3-5 Spring 2022)*

*School:Student*

77% Classroom Environment

77% Expectations and Rigor

83% Pedagogical Effectiveness

65% Student Engagement

79% Supportive Relationships


<mark>**PARENT/COMMUNITY ENGAGEMENT** *(2021-22 School Profile: WAITING Parent Survey Results)*</mark>

***School:Parent***

*Category-Academic Orientation*

77% My child learns

90% Promotes college

91% Satisfied direction


*Category- School Communication*

95% Informs on progress

87% Responds to concerns

93% Comfortable interacting


*Category- School Environment*

95% Respectful Environment

93% Safe environment

90% Welcome environment

*Admin:Staff*

65.5% I have sufficient opportunities and encouragement to develop my leadership potential.

72.4% The principal takes a personal interest in the professional development of teachers.

72% The principal looks out for the personal welfare of the faculty members.

*Staff:Staff*

96.6% My team experiences with colleagues this year helped me improve instruction.

82.8% Teachers in this school trust each other

86.2% It's OK in this school to discuss feelings, worries, and frustrations with other teachers.

89.7% Teachers respect other teachers who take the lead in school improvement efforts.

86.2% Teachers at this school respect those colleagues who are experts at their craft.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** 29% of the staff members perceive that the climate and culture initiatives were not implemented with consistency based on a campus survey.
**Root Cause:** Initiatives were not placed on a calendar and an accountability system was not developed.

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**Problem Statement 6 (Prioritized):** Need to provide extended learning and enrichment opportunities for students and parents to address learning loss. **Root Cause:** The design of opportunities has not met all needs and interests.

# Priority Problem Statements

**Problem Statement 1**: Students are not prepared in kindergarten-4th grade to be successful on the 5th grade science STAAR.

**Root Cause 1**: Science instruction in grades kindergarten -4th grade is not vertically aligned to 5th grade curriculum.

**Problem Statement 1 Areas**: Demographics - Student Learning

**Problem Statement 2**: 3rd-5th grade STAAR reading did not meet the campus target of 50% of students reaching the Meets standards on STAAR. **Root Cause 2**: PLCs need to be revamped to allow for more teacher collaboration, resources need to be aligned and PD addressing problems of practice need to provided. **Problem Statement 2 Areas**: Demographics - Student Learning

**Problem Statement 3**: Our Special Education students in 3rd-5th grade are not reaching the Meets Target in Reading and Math.

**Root Cause 3**: Students are not being taught or exposed to more rigorous, STAAR aligned resources because teachers are focused on IEP goals, which many times may be below grade level.

**Problem Statement 3 Areas**: Demographics - Student Learning

**Problem Statement 4**: Only 59% of our 5th grade students met the Approaches Level on STAAR Science.

**Root Cause 4**: Lack of rigorous, TEKS aligned hands on instruction in Science in the lower grades.

**Problem Statement 4 Areas**: Demographics - Student Learning

**Problem Statement 5**: There is a lack of consistency with instructional best practices data analysis between teachers and grade levels.

**Root Cause 5**: There is not an aligned and rigorous use of data practices and professional development around data usage and realignment of instructional best practices and priorities for our novice and least experienced teachers.

**Problem Statement 5 Areas**: Student Learning - School Processes & Programs - Perceptions

**Problem Statement 6**: Not all students are performing at grade level in mathematics and are experiencing learning loss during the 2021-22 school year .

**Root Cause 6**: Primary grade interventions and systematic math instruction and progress monitoring is needed.

**Problem Statement 6 Areas**: Demographics - Student Learning

**Problem Statement 7**: Students are not prepared to be successful on the 3rd-5th grade writing portion of the STAAR and are still experiencing learning loss during the 2021-22 school year.

**Root Cause 7**: Writing instruction in the lower grades lacks consistency to solidify writing success.

**Problem Statement 7 Areas**: Demographics - Student Learning

**Problem Statement 8**: 60% of teacher have a lack of Clear expectations and support for implementation of new processes and programs.

**Root Cause 8**: Implement processes and programs/routines with fidelity and with the correct level of rigor.

**Problem Statement 8 Areas**: School Processes & Programs - Perceptions

**Problem Statement 9**: Need to provide extended learning and enrichment opportunities for students and parents to address learning loss.

**Root Cause 9**: The design of opportunities has not met all needs and interests.

**Problem Statement 9 Areas**: Demographics - School Processes & Programs - Perceptions

**Problem Statement 10**: 29% of the staff members perceive that the climate and culture initiatives were not implemented with consistency based on a campus survey.

**Root Cause 10**: Initiatives were not placed on a calendar and an accountability system was not developed.

**Problem Statement 10 Areas**: School Processes & Programs - Perceptions

**Problem Statement 11**: Post the COVID-19 Pandemic, we have seen a 70% decline in parent and community engagement based on parent sign in sheets.

**Root Cause 11**: Parent engagement policy with COVID-19 protocols has prevented many parent from engaging in school and community events.

**Problem Statement 11 Areas**: School Processes & Programs - Perceptions

**Problem Statement 12**: 16% Staff does not have sufficient opportunities to develop leadership potential.

**Root Cause 12**: Staff is not aware that the committee opportunities are ways to develop leadership.

**Problem Statement 12 Areas**: School Processes & Programs - Perceptions

**Problem Statement 13**: Data indicates that the number of students in 4th grade scoring below basic on the NAEP Reading Exam is greater than 50% and also indicates that the number of African-American males students in 4th grade scoring below basic on the NAEP Reading Exam is greater than 50%.

**Root Cause 13**: Culturally responsive curriculum and teaching practices in a positive and productive learning climate needs to improve.

**Problem Statement 13 Areas**: Student Learning

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

> District goals
> Campus goals
> HB3 Reading and math goals for PreK-3
> HB3 CCMR goals
> Performance Objectives with summative review (prior year)
> Campus/District improvement plans (current and prior years)
> Planning and decision making committee(s) meeting data
> State and federal planning requirements

**Accountability Data**

> Texas Academic Performance Report (TAPR) data
> Student Achievement Domain
> Student Progress Domain
> Closing the Gaps Domain
> Effective Schools Framework data
> Comprehensive, Targeted, and/or Additional Targeted Support Identification data
> Accountability Distinction Designations
> Local Accountability Systems (LAS) data

**Student Data: Assessments**

> State and federally required assessment information
> STAAR current and longitudinal results, including all versions
> STAAR released test questions
> Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
> Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
> SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
> Student failure and/or retention rates
> Local diagnostic reading assessment data
> Local benchmark or common assessments data
> Running Records results
> Observation Survey results
> Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
> Prekindergarten Self-Assessment Tool
> Texas approved PreK - 2nd grade assessment data
> Texas approved Prekindergarten and Kindergarten assessment data
> Other PreK - 2nd grade assessment data
> State-developed online interim assessments

Grades that measure student performance based on the TEKS

## Student Data: Student Groups

Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
Economically disadvantaged / Non-economically disadvantaged performance and participation data
Male / Female performance, progress, and participation data
Special education/non-special education population including discipline, progress and participation data
Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
Dyslexia data
Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

Attendance data
Mobility rate, including longitudinal data
Student surveys and/or other feedback
Class size averages by grade and subject
School safety data
Enrollment trends

## Employee Data

Professional learning communities (PLC) data
Staff surveys and/or other feedback
Teacher/Student Ratio
Campus leadership data
Professional development needs assessment data
Evaluation(s) of professional development implementation and impact

## Parent/Community Data

Parent surveys and/or other feedback
Parent engagement rate
Community surveys and/or other feedback

## Support Systems and Other Data

Organizational structure data
Processes and procedures for teaching and learning, including program implementation
Communications data
Budgets/entitlements and expenditures data
Study of best practices
Action research results

# Goals

**Goal 1:** DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46 to 58 by June 2024.

CAMPUS GOAL FOR DOMAIN 1, ALL SUBJECTS:
Salazar student achievement on state assessments in all subjects in Domain 1 will increase from 41.0% in 2022 to 52.0% on the Spring 2023 STAAR.

**Performance Objective/Campus Goal 1:** Overall Student Achievement on all ACP tested content will increase to 75% passing in 3rd-5th grade, 80% passing in 2nd grade, and 90% passing in K-1st grade by Dec 2022.

> **HB3 Goal**
>
> **Evaluation Data Sources:** Common Assessments, ACPs, Look Forward/Look Back PLCs, vertical teaming and programs purchased by the district and the campus.
>
> **Summative Evaluation:** Significant progress made toward meeting Performance Objective/Campus Goal
>
> **Next Year's Recommendation:** Pre-made Eagle of the Month Area with a designated person to take their picture, and a premade form with a set of questions for student bio. A collaborative approach to goal setting with teacher/counselor for those low/medium/and high students.

|  | **Strategy 1 Details Reviews** |
|---|---|
| **Strategy 1:** Grade Level Teams will set goals based on grade level data per subject during PLC. In meeting set goals for mitigating learning loss students will receive awarded recognition with student awards every 9 weeks. We will celebrate Eagle of the Month during monthly PTA meetings.<br>**Strategy's Expected Result/Impact:** students will meet their growth goal every 9 weeks<br>**Staff Responsible for Monitoring:** Teachers, CIC, AP<br><br>**Title I:**<br>2.4, 2.5<br> - **TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college<br> - **ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported | Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction<br>**Problem Statements:** Demographics 4 - Student Learning 3<br>**Funding Sources:** - 282 - ESSER III (ARP) - $9,999<br><br><br><br><br><br>239 Arturo Salazar Elementary School<br>**Formative Summative Nov Jan Mar June** |

**Strategy 2:** Teachers will provide extended learning opportunities, including Saturday school and tutoring for students reading below grade level to help mitigate learning loss.

**Strategy's Expected Result/Impact:** Closing student achieving gap while increasing student/learner independence. Increase domain 1 from 40% to 53%.

**Staff Responsible for Monitoring:** Teachers, CIC and admin.

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

 - **ESF Levers:**

**Strategy 2 Details Reviews**

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements:** Demographics 1 - Student Learning 2

**Funding Sources:** Tutoring/Intervention materials. - 211 - Title I, Part A - $6,000, After School Tutoring and Saturday School & Intervention materials. - 282 - ESSER III (ARP) - $4,000

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**Strategy 3:** Administrators will provide teachers with instructional resources to support personalized learning through whole group instruction, small group instruction, and intervention aligned with the Base Calendar to support mitigating learning loss. **Strategy's Expected Result/Impact:** Increased student performance including increases in the % meets and masters standard on 9 weeks progress checks 1st, 2nd, and 3rd 9 weeks
% meets and masters standard on ACP in December and
3-5 STAAR data % meets standard and masters standards
**Staff Responsible for Monitoring:** Admin & CIC

**Title I:**
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy**
**Problem Statements:** Demographics 4, 5 - Student Learning 3, 4
**Funding Sources:** Resources, Mitigate Learning Loss - 282 - ESSER III (ARP) - $18,874 239 Arturo Salazar Elementary School

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**Strategy 4 Details Reviews**

**Strategy 4:** Administrators will provide students with a flexible learning environment that aligns with personalized learning model. This will foster a sense of belonging which will provide more personalized learning experiences to help mitigate learning loss through classroom collaboration.

**Strategy's Expected Result/Impact:** Increased student performance including increases in the % meeting and mastering standard on 9 weeks progress checks 1st, 2nd, and 3rd 9 weeks

% meets and masters standard on ACP in December and

3-5 STAAR data % meets standard and masters standards

**Staff Responsible for Monitoring:** Admin, Teacher, CIC

**Title I:**
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
**Problem Statements:** Demographics 7 - School Processes & Programs 2 - Perceptions 6
**Funding Sources:** mitigate learning loss through classroom collaboration with modular seating - 282 - ESSER III (ARP) - $10,000
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**Strategy 5:** The campus administration will support reading, math, writing and science instruction, grades K-5, by providing technology such as devices, printers, software and training to increase student engagement, blended learning opportunities and monitoring of progress.

**Strategy's Expected Result/Impact:** Increased student performance including increases in the % meets and masters standard on 9 weeks progress checks in the 1st, 2nd, and 3rd 9 weeks

% meets and masters standard on ACP in December and

3-5 STAAR data % meeting standard and mastering standards

**Staff Responsible for Monitoring:** Admin, CIC.

**TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**Strategy 5 Details Reviews**

**- ESF Levers:**
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements:** Demographics 4 - Student Learning 3

**Funding Sources:** providing technology such as devices, printers, software and training to increase student engagement - 282 - ESSER III (ARP) - $3,000

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**Strategy 6 Details Reviews**

**Strategy 6:** The campus leadership team along with the CIP committee will review Campus Improvement Plan throughout the year at minimum every quarter.

**Strategy's Expected Result/Impact:** reinforce your plan, make sure staff understand their roles and responsibilities, and solicit feedback and status updates from them regarding their progress and any complications that are standing in their way.

**Staff Responsible for Monitoring:** Campus Leadership Team and CIP Committee (Prek-5th Grade Staff)

**TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction

**Problem Statements:** Demographics 4 - Student Learning 3
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**Strategy 7 Details Reviews**

**Strategy 7:** Teachers will use AiL to disaggregate CA and DOL data to monitor student progress and MAP data to provide intentional strategies (in order to meet individualized student needs). CICs will develop a calendar to progress monitor the fidelity of program usage for data analysis.

**Strategy's Expected Result/Impact:** Increase student achievement in all content
**Staff Responsible for Monitoring:** Admin, CICs, Teachers

**TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction
**Problem Statements:** Student Learning 8 - School Processes & Programs 6 - Perceptions 5
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No Progress    Accomplished    Continue/Modify    Discontinue

## Performance Objective/Campus Goal 1 Problem Statements:

### Demographics

**Problem Statement 1**: 3rd-5th grade STAAR reading did not meet the campus target of 50% of students reaching the Meets standards on STAAR. **Root Cause**: PLCs need to be revamped to allow for more teacher collaboration, resources need to be aligned and PD addressing problems of practice need to provided.

**Problem Statement 4**: Not all students are performing at grade level in mathematics and are experiencing learning loss during the 2021-22 school year . **Root Cause**: Primary grade interventions and systematic math instruction and progress monitoring is needed.

**Problem Statement 5**: Students are not prepared to be successful on the 3rd-5th grade writing portion of the STAAR and are still experiencing learning loss during the 2021-22 school year. **Root Cause**: Writing instruction in the lower grades lacks consistency to solidify writing success.

### Demographics

**Problem Statement 7**: Need to provide extended learning and enrichment opportunities for students and parents to address learning loss. **Root Cause**: The design of opportunities has not met all needs and interests.

### Student Learning

**Problem Statement 2**: 3rd-5th grade STAAR reading did not meet the campus target of 50% of students reaching the Meets standards on STAAR. **Root Cause**: PLCs need to be revamped to allow for more teacher collaboration, resources need to be aligned and PD addressing problems of practice need to provided.

**Problem Statement 3**: Not all students are performing at grade level in mathematics and are experiencing learning loss during the 2021-22 school year . **Root Cause**: Primary grade interventions and systematic math instruction and progress monitoring is needed.

**Problem Statement 4**: Students are not prepared to be successful on the 3rd-5th grade writing portion of the STAAR and are still experiencing learning loss during the 2021-22 school year. **Root Cause**: Writing instruction in the lower grades lacks consistency to solidify writing success.

**Problem Statement 8**: There is a lack of consistency with instructional best practices data analysis between teachers and grade levels. **Root Cause**: There is not an aligned and rigorous use of data practices and professional development around data usage and realignment of instructional best practices and priorities for our novice and least experienced teachers.

## School Processes & Programs

**Problem Statement 2**: Need to provide extended learning and enrichment opportunities for students and parents to address learning loss. **Root Cause**: The design of opportunities has not met all needs and interests.

**Problem Statement 6**: There is a lack of consistency with instructional best practices data analysis between teachers and grade levels. **Root Cause**: There is not an aligned and rigorous use of data practices and professional development around data usage and realignment of instructional best practices and priorities for our novice and least experienced teachers.

## Perceptions

**Problem Statement 5**: There is a lack of consistency with instructional best practices data analysis between teachers and grade levels. **Root Cause**: There is not an aligned and rigorous use of data practices and professional development around data usage and realignment of instructional best practices and priorities for our novice and least experienced teachers.

**Problem Statement 6**: Need to provide extended learning and enrichment opportunities for students and parents to address learning loss. **Root Cause**: The design of opportunities has not met all needs and interests.

**Goal 1:** DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46 to 58 by June 2024.

CAMPUS GOAL FOR DOMAIN 1, ALL SUBJECTS:
Salazar student achievement on state assessments in all subjects in Domain 1 will increase from 41.0% in 2022 to 52.0% on the Spring 2023 STAAR.

**Performance Objective/Campus Goal 2:** African-American student achievement on TEKS-aligned District assessments in all state-assessed subjects using Domain 1 calculation will increase from 37 to 54 by January 2025.

**High Priority**

**Evaluation Data Sources:** Common Assessments, ACPs, Look Forward/Look Back PLCs, vertical teaming and programs purchased by the district and the campus.

**Summative Evaluation:** Some progress made toward meeting Performance Objective/Campus Goal

| | Strategy 1 Details | | Reviews | | | |
|---|---|---|---|---|---|---|
| | | Formative | | | | Summative |
| | | Nov | Jan | Mar | | June |

**Strategy 1:** Salazar teachers and admin will develop instructional support plans and weekly assessments to specifically address the achievement gaps of African -American students.
**Strategy's Expected Result/Impact:** Increase overall African American student achievement and growth in all contents.
**Staff Responsible for Monitoring:** All

**TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 3: Positive School Culture
**Problem Statements:** Student Learning 1

**Strategy 2 Details Reviews**

**Strategy 2:** Dallas ISD has established the Racial Equity Office, which is responsible for the management, execution and facilitation of the Racial, Socio-Economic and Educational Equity resolution. The Racial Equity Office will provide academic supports, student advocacy, and other support services for campus staff and students. The program will focus on a strategic approach to address factors that may be attributed to the achievement gap in Reading and Math.

**Strategy's Expected Result/Impact:** Ensures quality and access to resources, programs, events, and other additional opportunities for all students, specifically African-American.

**Staff Responsible for Monitoring:** Racial Equity Office

**TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

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No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue

**Performance Objective/Campus Goal 2 Problem Statements:**

## Student Learning

**Problem Statement 1**: Data indicates that the number of students in 4th grade scoring below basic on the NAEP Reading Exam is greater than 50% and also indicates that the number of African-American males students in 4th grade scoring below basic on the NAEP Reading Exam is greater than 50%. **Root Cause**: Culturally responsive curriculum and teaching practices in a positive and productive learning climate needs to improve.

**Goal 2:** DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above shall increase from 40.0% to 56.0% by June 2024.

CAMPUS GOAL FOR READING:

Salazar's achievement on the third-grade state assessment in reading at the Meets performance level or above shall increase from 37.0% in 2022 to 45.0% in spring of 2023.

**Performance Objective/Campus Goal 1:** Third Grade students will increase the Reading STAAR "meets" indicator from 40% to 53% during the 2022-2023 Academic Year

**HB3 Goal**

**Evaluation Data Sources:** Data from MAP Testing, Common Assessments, ACPs, and Vertical Teaming will be used to help track growth and adjust lessons.

**Summative Evaluation:** Some progress made toward meeting Performance Objective/Campus Goal

**Next Year's Recommendation:** Next year we will change to Amplify curriculum and focus more explicitly on fluency, in addition to using decodables from the start of the school year.

**Strategy 1 Details Reviews**

**Strategy 1:** Building Fluency using Guided Reading, HMH readers, Fountas and Pinnell Word Study, and BAS as well as La Estrellitas. Programs and supplies purchased for Title 1 Interventions including but not limited to: Education Galaxy, Reading A to Z, iRead, Read Naturally, iStation, Fundations/Wilson Reading, and ETA Hand2Mind should be utilized in mini-lessons and station rotations.

**Strategy's Expected Result/Impact:** Strategies to include are systematic phonics instruction, vocabulary instruction, whole and small group instruction, and regular data collection from both computer resources and teacher resources including anecdotal notes. These strategies will be reinforced within classrooms as well as intervention classrooms and tutoring. K-3 teachers will complete and implement Reading Academy strategies starting Fall 2022. **Staff Responsible for Monitoring:** Teachers, Interventionists (Dyslexia, SPED), CIC, CCR, and administration

**TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements:** Demographics 5 - Student Learning 4
**Funding Sources:** Reading Instructional Materials including software - 211 - Title I, Part A - $5,000 239 Arturo Salazar Elementary School

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**Strategy 2:** Campus Instructional Coach will provide teachers the opportunity to view modeled lessons in reading and math as determined by observation and data. CIC will also provide training for teachers in content areas of need. Teachers will receive PD and workshops for reading and participate in vertical PLC meetings per grading period.

**Strategy's Expected Result/Impact:** Common Assessments, ACPs, provide staff professional development **Staff Responsible for Monitoring:** Campus Instructional Coach

**TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math,

**Strategy 2 Details Reviews**

Improve low-performing schools
**- ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
**- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements:** Demographics 1 - Student Learning 2

**Funding Sources:** Professional development and coaching - 211 - Title I, Part A - $87,996

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No Progress ☐    Accomplished ☐    Continue/Modify ☐    Discontinue ☐

**Performance Objective/Campus Goal 1 Problem Statements:**

### Demographics

**Problem Statement 1**: 3rd-5th grade STAAR reading did not meet the campus target of 50% of students reaching the Meets standards on STAAR. **Root Cause**: PLCs need to be revamped to allow for more teacher collaboration, resources need to be aligned and PD addressing problems of practice need to provided.

**Problem Statement 5**: Students are not prepared to be successful on the 3rd-5th grade writing portion of the STAAR and are still experiencing learning loss during the 2021-22 school year. **Root Cause**: Writing instruction in the lower grades lacks consistency to solidify writing success.

### Student Learning

**Problem Statement 2**: 3rd-5th grade STAAR reading did not meet the campus target of 50% of students reaching the Meets standards on STAAR. **Root Cause**: PLCs need to be revamped to allow for more teacher collaboration, resources need to be aligned and PD addressing problems of practice need to provided.

**Problem Statement 4**: Students are not prepared to be successful on the 3rd-5th grade writing portion of the STAAR and are still experiencing learning loss during the 2021-22 school year. **Root Cause**: Writing instruction in the lower grades lacks consistency to solidify writing success.

**Goal 3:** DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above shall increase from 42.3% to 56.0% by June 2024.

CAMPUS GOAL: Salazar's achievement in 3rd-grade state assessment in math at the Meets performance level or above shall increase from 38.0% to 45.0% by spring of 2023.

**Performance Objective/Campus Goal 1:** As evidenced by Fall Math ACP data, 75% of students in 3rd-5th grade will reach the Approaches standard by December 2022.

**HB3 Goal**

**Evaluation Data Sources:** Six Weeks Common Assessment, MAP (BYO/MYO/EYO), and ACP, Unit tests

**Summative Evaluation:** Met Performance Objective/Campus Goal

**Next Year's Recommendation:** Offer training for teachers to do A-sync over our math programs.

**Strategy 1 Details Reviews**

**Strategy 1:** All PK-5th grade Math teachers will be trained in effective math routines and best practices focused on number sense using the book "Number Talks."
**Strategy's Expected Result/Impact:** increase overall student achievement and growth in Math **Staff Responsible for Monitoring:** Administration, CICs, Math teachers

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math
**Problem Statements:** Demographics 4 - Student Learning 3
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**Strategy 2 Details Reviews**

**Strategy 2:** Without exception, teachers will begin implementing guided math instruction in K-5th grade by mid-Sept 2022 and have posted visible, student-friendly rotation schedules in their classrooms
**Strategy's Expected Result/Impact:** increase overall student achievement and growth in Math **Staff Responsible for Monitoring:** Administration, CICs, Math teachers

**TEA Priorities:**

Build a foundation of reading and math
 - ESF Levers:
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 6
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No Progress ☐ Accomplished ☐ Continue/Modify ☐ Discontinue

**Performance Objective/Campus Goal 1 Problem Statements:**

### Demographics

**Problem Statement 2**: Our Special Education students in 3rd-5th grade are not reaching the Meets Target in Reading and Math. **Root Cause**: Students are not being taught or exposed to more rigorous, STAAR aligned resources because teachers are focused on IEP goals, which many times may be below grade level.

**Problem Statement 4**: Not all students are performing at grade level in mathematics and are experiencing learning loss during the 2021-22 school year . **Root Cause**: Primary grade interventions and systematic math instruction and progress monitoring is needed.

### Student Learning

**Problem Statement 3**: Not all students are performing at grade level in mathematics and are experiencing learning loss during the 2021-22 school year . **Root Cause**: Primary grade interventions and systematic math instruction and progress monitoring is needed.

**Problem Statement 6**: Our Special Education students in 3rd-5th grade are not reaching the Meets Target in Reading and Math. **Root Cause**: Students are not being taught or exposed to more rigorous, STAAR aligned resources because teachers are focused on IEP goals, which many times may be below grade level.

**Goal 3:** DISTRICT GOAL: Student achievement on the third-grade state assessment in mathematics at the Meets performance level or above shall increase from 42.3% to 56.0% by June 2024.

CAMPUS GOAL: Salazar's achievement in 3rd-grade state assessment in math at the Meets performance level or above shall increase from 38.0% to 45.0% by spring of 2023.

**Performance Objective/Campus Goal 2:** By using targeted interventions including Feedback For Learning with underperforming TEKS students will make

necessary gains to reach the "meets" performance goal.

**Evaluation Data Sources:** Common Assessments, ACPs, anecdotal records and district or campus based interventions,including but not limited to: ST Math, small group intervention, Education Galaxy, and others as needed.

**Summative Evaluation:** Some progress made toward meeting Performance Objective/Campus Goal

<table>
<tr><td></td><td>**Strategy 1 Details Reviews**</td></tr>
<tr><td>**Strategy 1:** We will plan specific content training to ensure to implementation across grade levels of instructional strategies to promote mastery of theof the TEKS. Teachers will plan lessons during PLC meetings and create MTSS plans to provide interventions necessary to narrow the gaps.<br><br>**Strategy's Expected Result/Impact:** The "meets" percentages in math will show the growth needed for our students. **Staff Responsible for Monitoring:** Classroom Teachers and CIC, and administrative leaders.<br><br>**TEA Priorities:**</td><td>Build a foundation of reading and math<br> - **ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction<br><br>**Problem Statements:** School Processes & Programs 1 - Perceptions 4<br>**Formative Summative Nov Jan Mar June**</td></tr>
</table>

No Progress    Accomplished    Continue/Modify    Discontinue

## Performance Objective/Campus Goal 2 Problem Statements:

### School Processes & Programs

**Problem Statement 1**: 60% of teacher have a lack of Clear expectations and support for implementation of new processes and programs. **Root Cause**: Implement processes and programs/routines with fidelity and with the correct level of rigor.

### Perceptions

**Problem Statement 4**: 60% of teacher have a lack of Clear expectations and support for implementation of new processes and programs. **Root Cause**: Implement processes and programs/routines with fidelity and with the correct level of rigor.

**Goal 4:** DISTRICT GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42.0% to 54.0% by June 2024.

CAMPUS GOAL FOR PREPARING STUDENTS TO BE CCMR:
The percent of 5th grade students at the Meets performance level or above on STAAR Reading(35%) and Math(27%) will increase by 10% byJune 2023.

**Performance Objective/Campus Goal 1:** By December 2022, 100% of teachers will effectively use individualized academic and non-academic student data to drive
instruction.

    **HB3 Goal**

    **Evaluation Data Sources:** 9 Weeks Common Assessment, MAP (BYO/MYO/EYO), and ACP / data sheets, classroom walk throughs

    **Summative Evaluation:** Some progress made toward meeting Performance Objective/Campus Goal

| | |
|---|---|
| | **Strategy 1 Details Reviews** |
| **Strategy 1:** Students will keep academic and non-academic data binders with Goals, Action Plans, and Personalized data in all classrooms. | Effective Instruction **Problem Statements:** Student Learning 8 - School Processes & Programs 6 - Perceptions 5 |
| **Strategy's Expected Result/Impact:** Using Learning Profiles, Reading Running Records, Individual Personalized Learning Plans Kinder to 2nd grade will track and support student mastery and use activities such as Design Thinking, PBL, Interdisciplinary Lessons to support college ready (mastery) results. | |
| Impacts should be noticed at each check points prior to the STAAR 2023: Common Assessment , Map Assessments, and ACP | |
| **Staff Responsible for Monitoring:** Kinder-5th grade, CIC, Admin. | |
| **TEA Priorities:** | |
| Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college | 239 Arturo Salazar Elementary School |
| - **ESF Levers:** | **Formative Summative Nov Jan Mar June** |
| Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: | |

**Strategy 2:** All students will participate in goal-setting conferences led by each of their content teachers at least once a six weeks.

**Strategy's Expected Result/Impact:** Increase student achievement and student advocacy

**Staff Responsible for Monitoring:** Kinder-5th grade, CIC, Admin.

**TEA Priorities:**
Build a foundation of reading and math

**Strategy 2 Details Reviews**

**- ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 8 - School Processes & Programs 6 - Perceptions 5

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No Progress    Accomplished    Continue/Modify    Discontinue

**Performance Objective/Campus Goal 1 Problem Statements:**

### Student Learning

**Problem Statement 8**: There is a lack of consistency with instructional best practices data analysis between teachers and grade levels. **Root Cause**: There is not an aligned and rigorous use of data practices and professional development around data usage and realignment of instructional best practices and priorities for our novice and least experienced teachers.

### School Processes & Programs

**Problem Statement 6**: There is a lack of consistency with instructional best practices data analysis between teachers and grade levels. **Root Cause**: There is not an aligned and rigorous use of data practices and professional development around data usage and realignment of instructional best practices and priorities for our novice and least experienced teachers.

### Perceptions

**Problem Statement 5**: There is a lack of consistency with instructional best practices data analysis between teachers and grade levels. **Root Cause**: There is not an aligned and rigorous use of data practices and professional development around data usage and realignment of instructional best practices and priorities for our novice and least experienced teachers.

**Goal 5:** DISTRICT GOAL: Middle-grade (grades 6-8) student achievement on state assessments in all subjects will increase from 40-50 by June 2024

CAMPUS GOAL FOR DOMAIN 1, ALL SUBJECTS:
Salazar student achievement on state assessments in all subjects in Domain 1 will increase from 41.0% in 2022 to 52.0% on the Spring 2023 STAAR. (aligns with Goal 1)

**Performance Objective/Campus Goal 1:** Targeted intervention using components of feedback for learning supported in Personalized Learning and Blended Learning methods will be used to meet the 5% growth for our students in all contents.

**High Priority**

**Evaluation Data Sources:** Data from MAP Testing, Common Assessments, ACPs, Education Galaxy and Vertical Teaming Data Meetings will be used to help track growth and adjust lessons during the academic year as indicated in the program.

**Summative Evaluation:** Met Performance Objective/Campus Goal

**Next Year's Recommendation:** Start power hour after the first nine weeks.

**Strategy 1:** Provide small group instruction, plan for spiral and intervention during PLCs, and provide tutoring and saturday school.

**Strategy's Expected Result/Impact:** Increase in student growth in all contents Contents.

**Staff Responsible for Monitoring:** Admin, CIC, Teachers

**TEA Priorities:**

**Strategy 1 Details Reviews**

Build a foundation of reading and math
 **- ESF Levers:**
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 2

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No Progress    Accomplished    Continue/Modify    Discontinue

## Performance Objective/Campus Goal 1 Problem Statements:

### Demographics

**Problem Statement 1**: 3rd-5th grade STAAR reading did not meet the campus target of 50% of students reaching the Meets standards on STAAR. **Root Cause**: PLCs need to be revamped to allow for more teacher collaboration, resources need to be aligned and PD addressing problems of practice need to provided.

### Student Learning

**Problem Statement 2**: 3rd-5th grade STAAR reading did not meet the campus target of 50% of students reaching the Meets standards on STAAR. **Root Cause**: PLCs need to be revamped to allow for more teacher collaboration, resources need to be aligned and PD addressing problems of practice need to provided.

**Goal 6:** District Goal: Student participation in extracurricular or co-curricular activities will increase from 59.0 percent to 78.0 percent by 2023.

Camus Goal: Student and teacher participation in co-curricular activities to remain at 100% by the Spring of 2023.

**Performance Objective/Campus Goal 1:** STEM Program special rotation, students from pk-5th will participate in engineering using design thinking/novel engineering practices.

    **Evaluation Data Sources:** Student Activity Dashboard

    **Summative Evaluation:** Met Performance Objective/Campus Goal

    **Next Year's Recommendation:** Keep the same number of showcases.

**Strategy 1:** STEM Program, will impact math and science performance
**Strategy's Expected Result/Impact:** With this strategy students from pk-5 will increase the critical thinking and problem solving strategies involving math and science with a real life connection.
**Staff Responsible for Monitoring:** STEM Teacher

**TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college,

**Strategy 1 Details Reviews**
Improve low-performing schools  - **ESF Levers:**
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 3, 7 - Student Learning 7 - School Processes & Programs 2 - Perceptions 6 **Funding Sources:** Classroom Resources and materials for students - 211 - Title I, Part A - $2,500
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| | No Progress | | Accomplished | | Continue/Modify | | Discontinue |
|---|---|---|---|---|---|---|---|

**Performance Objective/Campus Goal 1 Problem Statements:**

### Demographics

**Problem Statement 3**: Only 59% of our 5th grade students met the Approaches Level on STAAR Science. **Root Cause**: Lack of rigorous, TEKS aligned hands on instruction in Science in the lower grades.

**Problem Statement 7**: Need to provide extended learning and enrichment opportunities for students and parents to address learning loss. **Root Cause**: The design of opportunities has not met all needs and interests.

## Student Learning

**Problem Statement 7**: Only 59% of our 5th grade students met the Approaches Level on STAAR Science. **Root Cause**: Lack of rigorous, TEKS aligned hands on instruction in Science in the lower grades.

## School Processes & Programs

**Problem Statement 2**: Need to provide extended learning and enrichment opportunities for students and parents to address learning loss. **Root Cause**: The design of opportunities has not met all needs and interests.

## Perceptions

**Problem Statement 6**: Need to provide extended learning and enrichment opportunities for students and parents to address learning loss. **Root Cause**: The design of opportunities has not met all needs and interests.

**Goal 6:** District Goal: Student participation in extracurricular or co-curricular activities will increase from 59.0 percent to 78.0 percent by 2023.

Camus Goal: Student and teacher participation in co-curricular activities to remain at 100% by the Spring of 2023.

**Performance Objective/Campus Goal 2:** At least 25% will provide after-school activities including but not limited to Girl Scouts, Green Team, Boy Scouts,

UIL, possibly adding Destination Imagination, debate team as well as others such as Pitch For Good.

**Evaluation Data Sources:** SEl data, UIL/Destination Imagination Ratings, Girls Scouts/Boys Scouts badges.

**Summative Evaluation:** Exceeded Performance Objective/Campus Goal

**Strategy 1:** Promote and expose students to a variety of extracurricular learning activities like clubs. **Strategy's Expected Result/Impact:** Improve student Leadership skills, College and Career Ready Skills, Decision Making, and Problem solving
**Staff Responsible for Monitoring:** CIC, Teachers, and leaders, student activity coordinator

**TEA Priorities:**

**Strategy 1 Details Reviews**

Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
**Problem Statements:** Demographics 7 - School Processes & Programs 2 - Perceptions 6
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No Progress      Accomplished      Continue/Modify      Discontinue

## Performance Objective/Campus Goal 2 Problem Statements:

### Demographics

**Problem Statement 7**: Need to provide extended learning and enrichment opportunities for students and parents to address learning loss. **Root Cause**: The design of opportunities has not met all needs and interests.

### School Processes & Programs

**Problem Statement 2**: Need to provide extended learning and enrichment opportunities for students and parents to address learning loss. **Root Cause**: The design of opportunities has not met all needs and interests.

### Perceptions

**Problem Statement 6**: Need to provide extended learning and enrichment opportunities for students and parents to address learning loss. **Root Cause**: The design of opportunities has not met all needs and interests.

**Goal 6:** District Goal: Student participation in extracurricular or co-curricular activities will increase from 59.0 percent to 78.0 percent by 2023.

Camus Goal: Student and teacher participation in co-curricular activities to remain at 100% by the Spring of 2023.

**Performance Objective/Campus Goal 3:** Provide in school hour clubs such as DI, Spelling Bee, Science Fair, UIL Scholastic Competition, Chess, Poetry Slam, MLK Oratory Contest Dance, Art,., Robotics, Coding, Sport, Lonestar Challenge, and others as created, approved, or led by Salazar Teachers.

    **Evaluation Data Sources:** End of the club project or performance, student survey about club participation, and club activities district report.

    **Summative Evaluation:** Exceeded Performance Objective/Campus Goal

| | **Strategy 1 Details Reviews** |
|---|---|
| **Strategy 1:** Promote and expose students to a variety of learning systems and competitions | Connect high school to career and college<br> - **ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction |
| **Strategy's Expected Result/Impact:** Improve student Leadership skills, College and Career Ready Skills, Decision Making, and Problem solving | |
| **Staff Responsible for Monitoring:** CCR, CIC, Teachers | **Problem Statements:** Demographics 7 - School Processes & Programs 2 - Perceptions 6 |
| | **Formative Summative Nov Jan Mar June** |
| **TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, | |

☐ No Progress   ☐ Accomplished   ☐ Continue/Modify   ☐ Discontinue

**Performance Objective/Campus Goal 3 Problem Statements:**

### Demographics

**Problem Statement 7**: Need to provide extended learning and enrichment opportunities for students and parents to address learning loss. **Root Cause**: The design of opportunities has not met all needs and interests.

### School Processes & Programs

**Problem Statement 2**: Need to provide extended learning and enrichment opportunities for students and parents to address learning loss. **Root Cause**: The design of opportunities

has not met all needs and interests.

<h2 style="text-align:center">Perceptions</h2>

**Problem Statement 6**: Need to provide extended learning and enrichment opportunities for students and parents to address learning loss. **Root Cause**: The design of opportunities has not met all needs and interests.

**Goal 7:** District Goal: Ensure active parent and family engagement strategies are in place to foster meaningful participation, feedback, and collaboration with parents and families.

Campus Goal: We will foster a collaborative partnership between the school and the community by giving families and the school community opportunities to participate in meaningful campus activities focused on improving the overall school experience for each child.

**Performance Objective/Campus Goal 1:** Staff/Parent collaboration increase through workshops, campus events, volunteer hours and overall community involvement.

> **Evaluation Data Sources:** Parent Surveys
> Feedback forms from parent meetings
>
> **Summative Evaluation:** Met Performance Objective/Campus Goal
>
> **Next Year's Recommendation:** Keep updating website and translate as much as possible.

**Strategy 1 Details Reviews**

Part A - $3,000

**Strategy 1:** Organize volunteer groups to maximize student achievement through extracurricular and Co-curricular activities. We will monitor and track parent participation per grade level through visitor logs and sign in sheets every 9 weeks.

**Strategy's Expected Result/Impact:** Student achievement, Student Motivation, Magnet School applications, College Readiness

College Readiness and Student achievement

**Staff Responsible for Monitoring:** Parent Engagement Committee , Teachers

**TEA Priorities:**
Connect high school to career and college
 - **ESF Levers:**
Lever 3: Positive School Culture

**Problem Statements:** Demographics 7 - School Processes & Programs 2, 4 - Perceptions 2, 6 **Funding Sources:** Parent and teacher workshops, school marketing - 211 - Title I,

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**Strategy 2:** Staff will actively participate in PTA with parents and community volunteers by providing training for helping students during "Meet the Teacher," parent conferences, parent workshops, home visits, and academic nights. **Strategy's Expected Result/Impact:** Meet the Teacher Night

Parent Conferences

Home Visits

Academic Nights (Math/Science Night and Reading/Social Studies Night)

Parent Workshops

**Staff Responsible for Monitoring:** Parent Engagement Committee, Counselor, Media

**Strategy 2 Details Reviews**

Specialists, Campus Coordinator, Students

**TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 3: Positive School Culture

**Funding Sources:** Supplemental Pay Teacher (off Contract Hours) - 211 - Title I, Part A - $2,000

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**Strategy 3:** All stakeholders promote student leadership, goal setting, college readiness, 7 Habits of Highly Effective People, and parent/community involvement.
**Strategy's Expected Result/Impact:** Student self-management of learning, Student leadership

College Readiness and Student Agency
**Staff Responsible for Monitoring:** Staff, College & Career Coordinator

**TEA Priorities:**

**Strategy 3 Details Reviews**

Connect high school to career and college
**Problem Statements:** Demographics 7 - School Processes & Programs 2, 4 - Perceptions 2, 6 **Funding Sources:** Teacher Book Study (Professional Development - 211 - Title I, Part A - $600
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**Strategy 4 Details Reviews**

**Strategy 4:** To garner school support, campus administration will make CIP and Parent Involvement Policy available to parents and community in an understandable and uniform format in English and Spanish by August 2022. **Strategy's Expected Result/Impact:** Parent and community understanding of campus goals

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**Staff Responsible for Monitoring:** Principal, Website Administrator

**ESF Levers:**
Lever 3: Positive School Culture
**Problem Statements:** School Processes & Programs 4 - Perceptions 2

No Progress ☐ Accomplished ☐ Continue/Modify ☐ Discontinue

## Performance Objective/Campus Goal 1 Problem Statements:

### Demographics

**Problem Statement 7**: Need to provide extended learning and enrichment opportunities for students and parents to address learning loss. **Root Cause**: The design of opportunities has not met all needs and interests.

### School Processes & Programs

**Problem Statement 2**: Need to provide extended learning and enrichment opportunities for students and parents to address learning loss. **Root Cause**: The design of opportunities has not met all needs and interests.

**Problem Statement 4**: Post the COVID-19 Pandemic, we have seen a 70% decline in parent and community engagement based on parent sign in sheets. **Root Cause**: Parent engagement policy with COVID-19 protocols has prevented many parent from engaging in school and community events.

### Perceptions

**Problem Statement 2**: Post the COVID-19 Pandemic, we have seen a 70% decline in parent and community engagement based on parent sign in sheets. **Root Cause**: Parent engagement policy with COVID-19 protocols has prevented many parent from engaging in school and community events.

**Problem Statement 6**: Need to provide extended learning and enrichment opportunities for students and parents to address learning loss. **Root Cause**: The design of opportunities has not met all needs and interests.

**Goal 8:** The campus will have a positive climate as reflected in an increase in the area of positive culture and the environment from 72.8% positive to 80.0% positive by the spring of 2023.

**Performance Objective/Campus Goal 1:** The climate survey will reflect an increase in the area of moral improvement from 72.8 in the fall of 2021 and to 80% in the
spring of 2023.

> **High Priority**
>
> **Evaluation Data Sources:** Campus Created Survey
>
> **Summative Evaluation:** Significant progress made toward meeting Performance Objective/Campus Goal
>
> **Next Year's Recommendation:** Make New teachers more visible on Campus.

**Strategy 1 Details Reviews**

**Strategy 1:** Leadership will demonstrate and provide a safe and open communication
style, creating a positive work environment.

**Strategy's Expected Result/Impact:** One-to-one meetings, PLC meetings, emails, google
hangouts, pre and post teacher observation, teacher plan and goal setting for the school
year, and consistent reinforcement of goals and objectives that all stakeholders need to
achieve.

**Staff Responsible for Monitoring:** CIC, Team Leads, Principal, and Assistant Principal

**TEA Priorities:**
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported
Teachers, Lever 3: Positive School Culture

**Problem Statements:** School Processes & Programs 1 - Perceptions 4

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**Strategy 2 Details Reviews**

**Strategy 2:** Increase opportunities to provide teacher recognition such as teacher of the year and teacher of the month. **Strategy's Expected Result/Impact:** One-to-one meetings, PLC meetings, emails, google hangouts, pre and post teacher observation, teacher plan and goal setting for the school year, and consistent reinforcement of goals and objectives that all stakeholders need to achieve.

**Staff Responsible for Monitoring:** CIC, Team Leads, Principal, and Assistant Principal

**TEA Priorities:**

Recruit, support, retain teachers and principals
 **- ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

**Problem Statements:** School Processes & Programs 3 - Perceptions 1

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**Strategy 3:** Increase staff morale by providing teacher opportunities to share their ideas and opinions. **Strategy's Expected Result/Impact:** Increase the Positive Cultural Environment section data on the Teacher Climate survey Fall and Spring, FSAC and each 9 weeks survey and Wellness Tuesday Survey. **Staff Responsible for Monitoring:** CIC, Team Leads, Principal, and Assistant Principal, FSAC

**TEA Priorities:**

**Strategy 3 Details Reviews**

Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

**Problem Statements:** School Processes & Programs 3, 5 - Perceptions 1, 3
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**Strategy 4:** Teachers will receive differentiated PD based on their individual needs on a monthly basis, including a New Teacher Committee designed to support and mentor those new to the profession or campus. **Strategy's Expected Result/Impact:** Support new teachers to impact student growth

**Staff Responsible for Monitoring:** CIC, Team Leads, A-Team, mentor teachers

**TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**

**Strategy 4 Details Reviews**

Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 5 - Perceptions 3

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**Strategy 5:** By December 2022, all teachers will participate in PL PD by either being PD facilitators to build staff capacity or selecting PL Pathways to enhance their knowledge of model PL practices.

**Strategy's Expected Result/Impact:** Implementation of an effective Personalized Learning program. **Staff Responsible for Monitoring:** Personalized Learning Team, Ms. Clay

**TEA Priorities:**

**Strategy 5 Details Reviews**

Recruit, support, retain teachers and principals
 **- ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
**Problem Statements:** School Processes & Programs 1, 5 - Perceptions 3, 4
**Formative Summative Nov Jan Mar June**

No Progress    Accomplished    Continue/Modify    Discontinue

**Performance Objective/Campus Goal 1 Problem Statements:**

### School Processes & Programs

**Problem Statement 1**: 60% of teacher have a lack of Clear expectations and support for implementation of new processes and programs. **Root Cause**: Implement processes and programs/routines with fidelity and with the correct level of rigor.

**Problem Statement 3**: 29% of the staff members perceive that the climate and culture initiatives were not implemented with consistency based on a campus survey. **Root Cause**: Initiatives were not placed on a calendar and an accountability system was not developed.

**Problem Statement 5**: 16% Staff does not have sufficient opportunities to develop leadership potential. **Root Cause**: Staff is not aware that the committee opportunities are

ways to develop leadership.

## Perceptions

**Problem Statement 1**: 29% of the staff members perceive that the climate and culture initiatives were not implemented with consistency based on a campus survey. **Root Cause**: Initiatives were not placed on a calendar and an accountability system was not developed.

**Problem Statement 3**: 16% Staff does not have sufficient opportunities to develop leadership potential. **Root Cause**: Staff is not aware that the committee opportunities are ways to develop leadership.

**Problem Statement 4**: 60% of teacher have a lack of Clear expectations and support for implementation of new processes and programs. **Root Cause**: Implement processes and programs/routines with fidelity and with the correct level of rigor.

# RDA Strategies

| Goal | Performance Objective/ Campus Goal | Strategy Description |
|---|---|---|
| 1 1 2 | | Teachers will provide extended learning opportunities, including Saturday school and tutoring for students reading below grade level to help mitigate learning loss. |
| 1 1 5 2 1 1 2 1 2 | | The campus administration will support reading, math, writing and science instruction, grades K-5, by providing technology |

such as devices, printers, software and training to increase student engagement, blended learning opportunities and monitoring of progress.

Building Fluency using Guided Reading, HMH readers, Fountas and Pinnell Word Study, and BAS as well as La Estrellitas. Programs and supplies purchased for Title 1 Interventions including but not limited to: Education Galaxy, Reading A to Z, iRead, Read Naturally, iStation, Fundations/Wilson Reading, and ETA Hand2Mind should be utilized in mini-lessons and station rotations.

Campus Instructional Coach will provide teachers the opportunity to view modeled lessons in reading and math as determined by observation and data. CIC will also provide training for teachers in content areas of need. Teachers will receive PD and workshops for reading and participate in vertical PLC meetings per grading period.

# Targeted Support Strategies

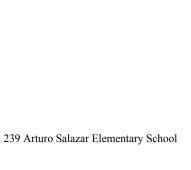| Goal | Performance Objective/ Campus Goal | Strategy Description |
|---|---|---|
| 1 | 1 2 | Teachers will provide extended learning opportunities, including Saturday school and tutoring for students reading below grade level to help mitigate learning loss. |
| 1 | 1 3 | Administrators will provide teachers with instructional resources to support personalized learning through whole group instruction, small group instruction, and intervention aligned with the Base Calendar to support mitigating learning loss. |
| 1 1 5 2 1 1 2 1 2 | | The campus administration will support reading, math, writing and science instruction, grades K-5, by providing technology |

such as devices, printers, software and training to increase student engagement, blended learning opportunities and monitoring of progress.

Building Fluency using Guided Reading, HMH readers, Fountas and Pinnell Word Study, and BAS as well as La Estrellitas. Programs and supplies purchased for Title 1 Interventions including but not limited to: Education Galaxy, Reading A to Z, iRead, Read Naturally, iStation, Fundations/Wilson Reading, and ETA Hand2Mind should be utilized in mini-lessons and station rotations.

Campus Instructional Coach will provide teachers the opportunity to view modeled lessons in reading and math as determined by observation and data. CIC will also provide training for teachers in content areas of need. Teachers will receive PD and workshops for reading and participate in vertical PLC meetings per grading period.

# Additional Targeted Support Strategies

|  | Performance | |
| --- | --- | --- |
| Goal | Objective/ Campus Goal | Strategy Description |
| 1 1 2 | | Teachers will provide extended learning opportunities, including Saturday school and tutoring for students reading below grade level to help mitigate learning loss. |
| 1 1 3 | | Administrators will provide teachers with instructional resources to support personalized learning through whole group instruction, small group instruction, and intervention aligned with the Base Calendar to support mitigating learning loss. |
| 1 1 5 2 1 1 2 1 2 | | The campus administration will support reading, math, writing and science instruction, grades K-5, by providing technology |

such as devices, printers, software and training to increase student engagement, blended learning opportunities and monitoring of progress.

Building Fluency using Guided Reading, HMH readers, Fountas and Pinnell Word Study, and BAS as well as La Estrellitas. Programs and supplies purchased for Title 1 Interventions including but not limited to: Education Galaxy, Reading A to Z, iRead, Read Naturally, iStation, Fundations/Wilson Reading, and ETA Hand2Mind should be utilized in mini-lessons and station rotations.

Campus Instructional Coach will provide teachers the opportunity to view modeled lessons in reading and math as determined by observation and data. CIC will also provide training for teachers in content areas of need. Teachers will receive PD and workshops for reading and participate in vertical PLC meetings per grading period.

# State Compensatory

## Budget for 239 Arturo Salazar Elementary School

**Total SCE Funds:** $0.00
**Total FTEs Funded by SCE:** 2
**Brief Description of SCE Services and/or Programs**

## Personnel for 239 Arturo Salazar Elementary School

| Name | Position | FTE |
|------|----------|-----|
| Cermeno, Lorena | 5715.TEACHER ASSISTANT.TITLE I.AIDE | 1 |
| Deharo, Maribel | 6777.COACH CAMPUS BASED.INSTRUCTIONAL.IN | 1 |

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| COLLAZO RIVERA, TAINA | 5983.PARENT INSTRUCTOR.N/A.PARA | Title I - Part A | CAMPUS 1 |
| Lorena Cermeno | 5945.PARAPROFESSIONAL.CAI - TITLE I.AIDE | Title I - Part A | CAMPUS 1 |
| Maribel Deharo | 6777.CAMPUS INSTRUCTIONAL COACH.N/A.INSS | Title I - Part A | CAMPUS 0.91 |

# Campus Funding Summary

### 199 - General Operating

**Goal Performance Objective/Campus Goal Strategy Resources Needed Account Code Amount** $0.00

**Sub-Total** $0.00

<div align="right"><strong>Budgeted Fund Source Amount</strong> $2,065,163.00</div>

<div align="right"><strong>+/- Difference</strong> <span style="color:green">$2,065,163.00</span></div>

## 211 - Title I, Part A

**Goal Performance Objective/Campus Goal Strategy Resources Needed Account Code Amount** 1 1 2 Tutoring/Intervention materials. $6,000.00 2 1 1 Reading Instructional Materials including software $5,000.00 2 1 2 Professional development and coaching $87,996.00 6 1 1 Classroom Resources and materials for students $2,500.00 7 1 1 Parent and teacher workshops, school marketing $3,000.00 7 1 2 Supplemental Pay Teacher (off Contract Hours) $2,000.00 7 1 3 Teacher Book Study (Professional Development $600.00

<div align="right"><strong>Sub-Total</strong> $107,096.00</div>

<div align="right"><strong>Budgeted Fund Source Amount</strong> $194,120.00</div>

<div align="right"><strong>+/- Difference</strong> <span style="color:green">$87,024.00</span></div>

## 282 - ESSER III (ARP)

**Goal Performance Objective/Campus Goal Strategy Resources Needed Account Code Amount** 1 1 1 $9,999.00 1 1 2 After School Tutoring and Saturday School & Intervention materials. $4,000.00 1 1 3 Resources, Mitigate Learning Loss $18,874.00 1 1 4 mitigate learning loss through classroom collaboration with modular seating $10,000.00 1 1 5 providing technology such as devices, printers, software and training to increase student engagement $3,000.00

<div align="right"><strong>Sub-Total</strong> $45,873.00</div>

<div align="right"><strong>Budgeted Fund Source Amount</strong> $30,000.00</div>

<div align="right"><strong>+/- Difference</strong> <span style="color:red">-$15,873.00</span></div>

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## 199 - PIC 21 State Gifted and Talented (G/T)

**Goal Performance Objective/Campus Goal Strategy Resources Needed Account Code Amount** $0.00

<div align="right"><strong>Sub-Total</strong> $0.00</div>

<div align="right"><strong>Budgeted Fund Source Amount</strong> $176.00</div>

<div align="right"><strong>+/- Difference</strong> <span style="color:green">$176.00</span></div>

## 199 - PIC 23 State Special Ed (SpEd)

**Goal Performance Objective/Campus Goal Strategy Resources Needed Account Code Amount** $0.00

<div align="right"><strong>Sub-Total</strong> $0.00</div>

<div align="right"><strong>Budgeted Fund Source Amount</strong> $506.00</div>

<div align="right"><strong>+/- Difference</strong> <span style="color:green">$506.00</span></div>

## 199 - PIC 24 State Compensatory Ed (SCE) Accelerat

**Goal Performance Objective/Campus Goal Strategy Resources Needed Account Code Amount** $0.00

<div align="right">

**Sub-Total** $0.00

**Budgeted Fund Source Amount** $633,968.00

**+/- Difference** $633,968.00

</div>

<div align="center">

**199 - PIC 25 State Bilingual/ESL**

</div>

**Goal Performance Objective/Campus Goal Strategy Resources Needed Account Code Amount** $0.00

<div align="right">

**Sub-Total** $0.00

**Budgeted Fund Source Amount** $3,326.00

**+/- Difference** $3,326.00

</div>

<div align="center">

**199 - PIC 34 State SCE PreKindergarten**

</div>

**Goal Performance Objective/Campus Goal Strategy Resources Needed Account Code Amount** $0.00

<div align="right">

**Sub-Total** $0.00

**Budgeted Fund Source Amount** $240.00

**+/- Difference** $240.00

**Grand Total Budgeted** $2,927,499.00

**Grand Total Spent** $152,969.00

</div>

239 Arturo Salazar Elementary School

<div align="center">

**199 - PIC 34 State SCE PreKindergarten**

</div>

**Goal Performance Objective/Campus Goal Strategy Resources Needed Account Code Amount +/- Difference** $2,774,530.00