Donna Independent School District

Capt. D. Salinas Elementary

2023-2024 Campus Improvement Plan

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

1 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Mission Statement

The administration, staff and community will strive toward excellence in providing the highest quality of education for students through community and unity. The students should endeavor responsibly with the same ideal to attain academic success within a safe environment conducive to student achievement.

Vision

The vision of Salinas Elementary is for ALL students to reach the highest level of academic success through a rigorous and supportive learning environment that provides a quality education in accordance with state and national standards.

Motto

"Salinas Sailors Today, World Captains Tomorrow"

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

2 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Table of Contents

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

3 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Comprehensive Needs Assessment

Demographics

Demographics Summary

Campus Needs Assessment Demographics Report 2022-2023

1. What do enrollment numbers indicate?

   Population growth in our area is increasing. Multifamily housing and our district enrollment numbers have increased on trend to continue growing. As of today, 5/26/23 our school enrollment is now 423 students. That is higher than last year (413) now by 10 students. *Source TAPR report page 20 and Campus Enrollment History 5/22/23*

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

   There is a grand total of 422 Hispanic/Latino students, which makes a 99.76% of the school student population. From this population a total of 227 (53.79%) are female and a total of 195 (46.21%) are male students. There is only 1 white male student which makes the other 0.24% of the population.

   How has enrollment changed over the past three years?

Enrollment numbers have gone down overall in the past three years. In 2020-2021 we were at 428, last   year 413 and this year 423. We are down overall but we did see some growth this past year.

   What is the number of students in each special program? How do these program numbers look broken up by ethnicity, gender or another category? Are we over or under-represented in certain groups? Why?

GL	Gender		Ethnicity									
	Female	Male	Hispanic	Race	EB Emergent Bilingual	Econ. Dis.	At-Risk	Title 1	Sp.Ed.	GT	Imm.	Migrant
PK3	5	3	8	0	3	8	3	8	0	0	0	0
PK4	9	13	22	1	10	18	21	22	0	0	3	2
Kinder	32	25	57	1	25	52	54	57	2	1	2	1
1st	41	24	65	1	39	62	60	65	2	2	3	1
2nd	46	35	81	0	56	76	72	81	7	11	4	2
3rd	26	39	65	1	49	63	63	65	8	5	3	4

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

4 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

GL	Gender		Ethnicity									
4th	37	34	71	0	48	66	64	71	5	9	3	1
5th	40	25	65	0	45	63	58	65	7	9	0	1
Total	236	198	434	0 black	275	408	395	434	31	37	18	12

What is the data for the special programs over time?

Compared with last school year our special program populations have a slight decrease in Emergent Bilingual, G/T populations and Title 1 students. The most significant decrease was in Migrant students. We went from 12 the previous year to only 3 this year. Additionally, we have slight gains in recent immigrants, special education, and economic disadvantaged.

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

No students met the qualifications to be exited from any of our special programs. This is a typical trend   for students in the age range we serve. The students move on to continue in the program at the next   levels of their education.   These decisions are based on the parent choices, standardized test scores   (TELPAS) and Individual Education Plans. (IEP)

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

Our at-risk student population consists of multiple categories including emergent   bilingual, retained students, and economically disadvantaged students. This year, out of our population   of 423, 369 are at-risk, 404 are economically disadvantaged and 264 are emergent bilingual.

Who are our migrant students?

We have a total of 3 migrant students on campus this year ranging in grades 3-5.

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

The mobility rate for this school year is 18.2% The stability rate is 81.8%. The migrant population makes up very little of this number.

10. What area of the community do these students come from?

Our students come from a mix of rural and suburban areas of Donna and Alamo communities.

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

5 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

11. What are the staff demographics?

According to the TEA Texas schools profile for Captain D. Salinas Elementary our campus staff demographics are as follows: There are 31 full-time teaching staff. 96% are Hispanic and 4% are White. *Source: TAPR report page 24.*

12. What are the teacher-student ratios? How do the ratios compare to performance?

Classroom teacher to student ratios this school year are 27 classroom teachers to 423 students for a ratio of 15.6 per class. This number is lower than the state or district average.

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

According to page 23 of the 2021-22 TAPR report professional and teaching staff with Bachelors degree make up 85.2% , staff with a Masters 14.8% and the paraprofessionals are highly qualified, some even with degrees preparing them to be future teachers.

14. What does the general data reflect regarding teacher quality on campus?

Our staff is both highly qualified and has primarily veteran teaching staff with more than 14 years of teaching experience. The district provides annual continuing professional development and monitors certification of all staff. *TAPR report page 24

Possible Strengths:

Our student population and teacher population ethnicity demographics are matching. This is a strength because our staff can relate to students and our students can learn from the experiences of our staff. This is good for campus moral and school to community relations.

Our staff is highly qualified and has more experience than the state and district average. This can help with student achievement and with support for our newer staff. Incoming staff have multiple people they can go to in order to get help and be more productive.

Our student population encompasses two communities Donna and Alamo, therefore we can draw on resources from both municipalities to benefit our students and programs.

Weaknesses:

-Although we have an overall student to teacher ratio of 15 to 1, the actual classroom numbers do not reflect this. Some staff members have 22-24 students while others have 16-18. This can mean a teacher may have less one to one time with the students because they have so many more. This is especially a problem in the lower grades PK-1st where students need more assistance in general. The extra TA program Pk-2nd has been a help and it is our recommendation that it continues.

-We get a lot of new to district kids that enroll but then they leave or transfer out, some even to PSJA. This is often due to the misconception that Salinas is a part of PSJA. Our district could do a better job of the benefits of staying in Donna ISD in order to boost our numbers and increase the stability rate and

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

6 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

enrollment.

-When considering overall staff qualifications metrics, we recommend including additional information such as medical certifications, CPR certifications and other services that assist our students and staff.

Demographics Strengths

1. The number of students are good and the attendance is fantastic compared to the district and state
2. Our student population and teacher population ethnicity demographics are matching. This is a strength because our staff can relate to students and our students can learn from the experiences of our staff. This is good for campus moral and school to community relations.

3. Our staff is highly qualified and has more experience than the state and district average. This can help with student achievement and with support for our newer staff. Incoming staff have multiple people they can go to in order to get help and be more productive.

4. Our student population encompasses two communities Donna and Alamo, therefore we can draw on resources from both municipalities to benefit our students and programs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Although we have an overall student to teacher ratio of 15 to 1, the actual classroom numbers do not reflect this. Some staff members have 22-24 students while others have 16-18. This can mean a teacher may have less one to one time with the students because they have so many more. This is especially a problem in the lower grades PK-1st where students need more assistance in general. **Root Cause:** Uneven class sizes due to program that segregate students by language or other special populations.

Problem Statement 2 (Prioritized): We get a lot of new to district kids that enroll but then they leave or transfer out, some even to PSJA. This is often due to the misconception that Salinas is a part of PSJA. Our district could do a better job of the benefits of staying in Donna ISD in order to boost our numbers and increase the stability rate and enrollment. **Root Cause:** Perceptions of our district based on media, reputation and our ability to promote the benefits of our campus.

Problem Statement 3 (Prioritized): When considering overall staff qualifications metrics, we recommend including additional information such as medical certifications, CPR certifications and other services that assist our students and staff. **Root Cause:** State does not look at this data as beneficial for the running of a campus.

Problem Statement 4 (Prioritized): Most students are economically disadvantaged which means that families struggle to obtain school supplies or other school necessities. **Root Cause:** Community wages are lower than the national and state average especially if the parents do not have a skilled job

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

7 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

School Processes & Programs

School Processes & Programs Summary

<mark>62</mark>. What is the process for recruiting and retaining high quality staff? Explain the recruitment, hiring, placement, development, evaluation, and advancement of high quality staff, including highly qualified paraprofessionals.

Salinas Elementary recruits and hires highly qualified teachers and staff. In order to recruit highly qualified staff, Salinas Elementary uses the Donna ISD website to advertise new positions. The district posts job assignments and their respective duties. Prospective employees apply using the website. If they are qualified for the position, they are later interviewed by an interview panel. Teachers at Salinas Elementary are both bilingually and GT certified, as well as certified for the grade level in which they are placed. Staff is assigned to work with the highest-need students according to the teacher's area of strength. Teacher's years of experience is also a determining factor in their assignment.

Salinas Elementary is the only STEAM campus in the district, and the only campus with its own minitropolis known as Salinasville. This attracts prospective teachers because these programs and activities offer teachers an opportunity to teach and implement real-life skills such as financial literacy, citizenship, job skills, and career readiness. Furthermore, STEAM gives students an opportunity to experience science, technology, engineering, art, and science in a different setting. STEAM is an educational approach to learning guiding students to become critical thinkers. All teachers benefit from understanding the fundamentals of STEAM education.

Once hired, new teachers are supported through our mentor teacher program. New staff is assigned an experienced teacher who helps them learn the curriculum along with other District-mandated programs such as Eduphoria, TEAMS, I-Station, Stemscopes, Imagine Math, Amplify, IDEL, and CLI for Pre-K4. New teachers are also supported by ILT (Instructional Leader Team), administration, and the new-teacher orientation at the beginning of the school year.

In order for staff members to continue to grow professionally, professional development is ongoing throughout the school year including summers. Teacher development and improvement is supported through teacher-led training, Teacher formal and informal evaluations are also designed for developing teacher growth. Teachers receive feedback through walkthroughs, staff meetings, formal evaluations, and informal constructive feedback. A dyslexia teacher, GT teacher, migrant teacher, CIS (Community In-School Counselor) as well as special education support (speech therapists and diagnostician) have been added.

Professional Practices

<mark>63.</mark> What is planned for professional development? Describe how professional development is planned and the current impact it provides?

Data from STAAR, IStation, Imagine Math, TELPAS, DIBELS (English K-2), MAZE (English 2nd) and IDEL (Spanish K-2) are used to determine

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

8 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

staff professional development. Professional development is also determined by SLO's, formal and informal observations, teacher-request, and grade-level needs based on student demographics. The information learned from these professional developments better prepares teachers to read, disaggregate the data from the results, and target-teach to better serve the student. As a result, teachers are more familiar with their students' needs and students are more successful. In order to better equip teachers to help students adapt to the social-emotional demands of returning to in-person instruction after over a year of virtual learning, teachers will be sent to the Capturing Kids Hearts training in July. Teachers will also attend the Mental Health First Aid Training.

The following are professional developments teachers have attended:

Clarification of TEKS for math, reading, writing, science, and social studies

G.T. updates

Dual Language

Dyslexia

SAFE Schools Trainings: Sexual Harassment, Youth Sucicide: Awareness and Prevention, Active Shooter, Bloodborne Pathogen Exposure Prevention, Bullying: Prevention & Response, Coronavirus Awareness, FERPA: Confidentiality of Records, HIPAA Overview, Human Trafficking Awareness, Sexual Misconduct: Staff-to-Student, Texas Cybersecurity Awareness for Employees Program

Guided Reading

Capturing Kids' Hearts

CPI

Lumens Notice of Action

Texas Reading Academy

ILT/PLC weekly trainings

Implementation is monitored through:

Walkthroughs

Collaborative Walkthroughs

ILT Walkthroughs

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

9 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Data Results

Formal and Informal Observations

Google Classroom

Apple and Google Level 1 Certification

The following are the impacts on performance:

3-Star campus

"A" rating from the State

Renewal of contract

Teacher growth

TIA (Teacher Incentive Allotment)

64. How are decisions made in our district? Describe how PLCs or other leadership groups participate in decision making.

Decisions in our district are made by members of the school board. The board implements state legislative policies, creates local policies, provides important administrative oversight, and provides leadership. Schools will then make campus based decisions based on these policies and campus data. Student data is gathered and analyzed. District and campus goals are established. Grade levels form ILT PLCs to analyze data regularly, in order to plan and adjust instruction as needed.

Other decisions are made by different committees. Some committees including the District Level Planning and Advisory Committee (DLPAC), CLPAC (Campus level, staff meetings, ILT/PLC meetings, and Capturing Kids' Hearts committees have been established and trained to be part of the decision making committee. ILT are the leaders of campus PLC's with the recommendations and discussions based on ILT meetings with Principal.

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

10 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

65. Do we include teachers and other staff in decision making? Discuss methods used for seeking meaningful consultation from teachers and others on how best to improve student achievement.

Teachers and staff are included in the decision making process by being part of the LPAC, CNA, CLPAC, DLPAC, CKH, ILT meetings, and monthly staff meetings.

Methods used for seeking meaningful consultation from teachers to improve student achievement is by open dialog in LPAC, ILT meetings, staff meetings, and RTI meetings. Teachers know their student data and academic performance, thus, language placement decisions are made, also decisions such as retention, or placement for RtI (Response to Intervention).

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

11 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

66. What are the goals for the campus and the district? What are the target areas and how will they be stated as measurable performance objectives? What data sources will be used throughout the year to monitor progress? How often?

Board Goals HB3 - **Updated for 2023**

Goal 1: Math

     3rd grade: STAAR performance at MEETS level and above

Goal 1: Percentage of 3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase from 35% to 45% by 2025.

GPM 1.1: Percentage of 2nd grade students that Meets grade level quantile score based on computer adaptive program will increase from 12% to 50% by 2025.

GPM 1.2: Percentage of 1st grade students that Meets grade level quantile score based on computer adaptive program will increase from 11% to 55% by 2025.

GPM 1.3: Percentage of Kindergarten students that Meets grade level quantile score based on computer adaptive program will increase from 10% to 60% by 2025.

Goal 2: Reading

     3rd grade: STAAR performance at MEETS level and above

Goal 2: Percentage of 3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 32% to 41% by 2025.

GPM 2.1: Percentage of 2nd grade students reading at or above grade level based on computer adaptive program will increase from 40% to 70% by 2025.

GPM 2.3: Percentage of Kindergarten students reading at or above grade level based on computer adaptive program will increase from 69% to

80% by 2025.

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

12 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

CAMPUS GOALS FOR MATH

Kinder - 2023 **Imagine Math** EOY Goal: As per goal 1.3, **27% of students will be at Meets or Exceeds.**

1st - 2023 **Imagine Math** EOY Goal: As per goal 1.2, **27% of students will be at Meets or Exceeds.**

2nd - 2023 **Imagine Math** EOY Goal: As per goal 1.1, **29% of students will be at Meets or Exceeds.**

Percentage of 3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase 35%.

Percentage of 4th grade students that meet or exceed grade level proficiency on STAAR Math will increase 40%.

Percentage of 5th grade students that meet or exceed grade level proficiency on STAAR Math will increase 42%.

CAMPUS GOALS FOR READING

Kinder - 2023 **Amplify** EOY Goal: As per goal 2.3, **58% of students will be at Meets or Exceeds.**

1st - 2023 **Amplify** EOY Goal: As per goal 2.2, **48% of students will be at Meets or Exceeds.**

2nd - 2023 **Amplify** EOY Goal: As per goal 2.1, **46% of students will be at Meets or Exceeds.**

Percentage of 3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase 25%. Percentage of 4th grade students that meet or exceed grade level proficiency on STAAR Reading will increase 37%. Percentage of 5th grade students that meet or exceed grade level proficiency on STAAR Reading will increase 41%.

DONNA ISD GOALS FOR MATH

Kinder - 2023 **Imagine Math** EOY Goal: As per goal 1.3, **27% of students will be at Meets or Exceeds.**

1st - 2023 **Imagine Math** EOY Goal: As per goal 1.2, **27% of students will be at Meets or Exceeds.**

2nd - 2023 **Imagine Math** EOY Goal: As per goal 1.1, **29% of students will be at Meets or Exceeds.**

Percentage of 3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase 35%.

Percentage of 4th grade students that meet or exceed grade level proficiency on STAAR Math will increase 40%.

Percentage of 5th grade students that meet or exceed grade level proficiency on STAAR Math will increase 42%.

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

13 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

DONNA ISD GOALS FOR READING

Kinder - 2023 **Amplify** EOY Goal: As per goal 2.3, **58% of students will be at Meets or Exceeds.**

1st - 2023 **Amplify** EOY Goal: As per goal 2.2, **48% of students will be at Meets or Exceeds.**

2nd - 2023 **Amplify** EOY Goal: As per goal 2.1, **46% of students will be at Meets or Exceeds.**

Percentage of 3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase 32%. Percentage

of 4th grade students that meet or exceed grade level proficiency on STAAR Reading will increase 37%. Percentage of 5th grade

students that meet or exceed grade level proficiency on STAAR Reading will increase 41%. Percentage of graduates

demonstrating college/career/military readiness (CCMR) will increase 63%.

The percentage of students in state STAAR assessed content areas achieving "meets" grade-level standards will increase 37%.

We will be using Imagine Math (BOY, MOY and EOY), Amplify/IDEL (BOY, MOY, EOY (progress monitoring every two weeks), Istation (Spanish every month), Interim Assessment (3rd - 5th) (once a year) and STAAR data (once a year).

Goal 1: Math

K-2nd are based on computer adaptive program for students at Meets grade level Quantile* score.

3rd grade: STAAR performance at MEETS level and above

Goal 2: Reading

2019 Data as Base Year (2020 Data is incomplete) K-2nd are based on computer adaptive program for students reading at or above grade level

3rd grade: STAAR performance at MEETS level and above

67. How are the goals, performance objectives and strategies communicated? What expectations exist for formative and summative reviews?

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

14 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

District and campus goals, performance objectives and strategies are first introduced by campus administrators at the beginning of the year. Teachers are informed of the goals and given students' data. After analyzing data and goals, teachers and administrators work collectively to set campus, grade level, and student goals. In addition, teachers set their own professional and instructional goals. They create Student Learning Objectives (SLOs) and communicate the strategies that will be used to achieve student growth. The SLOs are carefully developed by teachers and they plan goals for what students will learn. They communicate this information through TEEMS and are discussed with the assigned supervisor at the beginning of the school year.

The goals, performance objectives and strategies are communicated through SLO, TTESS formal observations, post-conferences and pre conferences. The expectation is for all students to master the specific grade level goals for their summative assessments such as the STAAR test and the end of the six weeks assessments. For formative reviews the expectation is for all teachers to collect data from all the students and plan according to the results of their performance until they master the objectives. Some examples can be progress monitoring, weekly assessments, teacher observations, checklists and giving students feedback based on their performance.

68. How will the campus and/or district ensure that needs are analyzed until root causes are identified and that only problems within the sphere of influence are addressed? How are needs prioritized?

The campus and the district periodically conduct surveys for staff, students and the community that will include questions relevant to campus and district needs that need to be addressed. This data is then compiled and analyzed to identify problems or issues that can be resolved within the scope of education. The district has a system for anonymously reporting any problems or concerns. This program is called Anonymous Alerts and it is utilized to address internal concerns that may arise. These reports are screened and analyzed to identify the root causes. The problems or concerns reported would then be addressed at a campus or district level.

69. Is the campus focused on improving student academic achievement? Is there a sense of urgency and strong commitment? What processes are in place to ensure that the daily demands of the campus do not overshadow a focus on improvement?

Salinas Elementary is focused on improving student achievement. Weekly PLCs are held on a weekly basis in which teachers share ideas such as exit tickets and other strategies that assist students in reading, writing, and math. The processes in place that ensure the campus' daily demands do not overshadow its focus on improvement are the following: continuous data analysis, continuous progress monitoring, daily interventions and targeted tutorials, formal and informal assessments, norm-referenced and criterion-referenced tests, teacher and content leader meetings, grade-level meetings to address instruction and student improvement, PLC's, vertical and horizontal planning form Prek-5th.

Master schedules are planned according to students' needs and to ensure the flow of instruction. Revision of schedules has been done throughout the school year in order to accommodate returning virtual-learning students.

70. Is a school improvement monitoring calendar in place allowing the campus or district to revisit its strategies through a

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

15 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

formative assessment process and make mid-course adjustments? (Note: The HB3 Plans require a monitoring calendar for when each progress measure and goal results will be reported to the board. This can be one and the same.)

Our campus follows a district calendar which outlines specific dates for assessments. The following are used to monitor progress:

Six-weeks bundle tests for all content areas

STAAR practice assessments

Amplify (K-2nd) BOY, MOY, and EOY assessments as well as biweekly progress monitoring

Istation BOY, MOY, and EOY

Imagine Math BOY, MOY, and EOY

2nd Grade EOY Math and Reading assessments

Teachers disaggregate and analyze the data with the help of our curriculum specialist as well as the ELA, math, and science directors/strategists to target specific areas of need and adjust instruction in order to improve student success.

71. Is there evidence of how the curriculum and instruction increase student achievement? Discuss the well-rounded program of curriculum and instruction and how all students, especially those at-risk, are given opportunities to meet challenging state academic standards. Consider data for increasing the amount and quality of learning time and providing enrichment and acceleration.

Evidence that there is a process for monitoring, evaluating and renewing the curriculum to meet the needs of all learners would be that we have a district-created curriculum that is created by teachers to meet the needs of all students within DISD. Teachers collaborate on the district curriculum each year and make changes based on testing data such as: benchmark testing, Istation, RTI, ELLA forms, reading levels, TELPAS, and STAAR. All of the evidence is located in Eduphoria. All demographics of learners are evaluated and monitored throughout the year and as challenges are identified, changes are made to meet the students needs for the following year.

72. How do our special programs meet the needs of students? Explain anything significant with enrollment and participation in special education, bilingual/ESL, gifted/talented, career and technical education (CTE) and dyslexia treatment.

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

16 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

English language learner needs are being met in the PK-3rd grade levels using the Simultaneous biliteracy Program, 4th and 5th grade English Learners are in the bilingual early exit program. Teachers are bilingually certified and use sheltered instruction strategies in order to meet students' needs. Teachers are GT certified and adjust and differentiate instruction and work accordingly to meet GT students' needs. The curriculum also has enrichment activities that can be used for gifted and talented students. Our district assigned Mr. George Ortega as the GT pull-out teacher for our campus. He works with different grade levels on their projects once a week. GT candidates are recommended by a parent or teacher to get evaluated for the program. Students that are identified with Dyslexia are screened in grades K-3 and are provided with support once identified.

Students in the special education program are in regular classrooms. The inclusion teacher goes into the classrooms and works with those who are identified with a learning disability. Teachers follow the IEP (Individualized Education Plan) approved by the ARD committee to achieve students' learning goals.

73. Do we have a plan to implement and improve instruction in STEAM? Include a statement on the status of programming in science, technology, engineering, art and mathematics (STEAM) as appropriate.

During the 22-23 school year, STEAM improved its instructional curriculum by getting certified in the PLTW (Project Lead the Way) curriculum and by creating and purchasing the necessary resources to incorporate it into their 9-week scope and sequence. STEAM teachers personally purchased activities through Teachers Pay Teachers and used those activities throughout the year. Lessons were reused with different groups since we started with a 9-week rotation then moved to a six-week rotation the second semester. The PLTW curriculum was also implemented throughout the rotations and emphasized the engineering design process. The effectiveness of the instruction was evaluated through a weekly project and student product followed by an oral presentation where students would explain the strengths and weaknesses of their projects and how challenges were addressed within their group.

74. How do we provide guidance for students to plan postsecondary education or determine a career path? Describe data findings for how the school is meeting TEA's priority for college, career and military guidance and counseling. Include any postsecondary education, military and career awareness and exploration activities. (TEA priority).

By having our Salinas STEAM program, students are introduced to many different real-world activities that deal with engineering, math, science, arts, and technology. When students go to middle school they already have this background knowledge and can use it to their advantage. Students are introduced to many job opportunities that can influence the career path they choose. Salinasville provides students the opportunity to be part of a "workforce" in which they apply, interview, and work in businesses such as HEB, Wal-Mart, IBC Bank, IRS, Cinemark, etc. Students receive a weekly paycheck which they can cash at the IBC bank. Students can also deposit their money in the bank.

75. What is the success rate of the integration of academic and CTE content? Discuss the success for any programs that coordinate and integrate academic and career and technical education content, curriculum-based entrepreneurship education.

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

17 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Even though Salinas is an Elementary school and does not have CTE content, we have the STEAM program. This program introduces students to areas of science, technology, arts, engineering, and mathematics. Our STEAM teachers received a national PLTW certification which allowed them access to their curriculum which provides rigorous, hands-on activities that teaches students about the engineering design process. Students also learn about careers and apply world practices to their classes. Students engage in experiential learning, become problem solvers, and use collaboration.

In addition, Salinas Elementary also has a minitropolis (Salinasville) where students are introduced to different careers and jobs. The goal of the Minitropolis® program is to help school-aged students gain a better understanding of financial literacy concepts while learning the value of leadership and responsibility that will set them up for success as adults. The program functions as a mini city within a school, where students earn money they can save and spend at local businesses within their Minitropolis.

Procedures

76. How do we maximize instructional time? Review data on school conditions for learning, including protecting instructional time. Discuss anything significant. Example details might include master schedules, planning periods, PLCs, tutorials, beginning/ending times, extended day enrichment, summer school, etc.

Master schedules have been modified to fit the instructional needs and required time by the State for students. Students are required to log in to meet their weekly goal or minutes for the specific computer programs they must complete. If teachers identify that a student needs extra enrichment, the student will be given additional time during intervention. Teachers utilize their planning period for intervention and to review data in order to adjust teaching strategies and instructional delivery. After-school tutoring started in the month of October which gave additional time to struggling students.

77. How do we provide equitable services to all students? Discuss the status of equity of services for all students.

Students in Pk-2 received Ipads for instructional purposes, and students in 3rd to 5th received Chromebooks for instructional purposes. All students have access to all computer programs offered by the district and needed for educational purposes. All students are taught using the same curriculum available throughout the district. The district has provided internet access and hotspots for all students that have no internet access at home.

At-risk and struggling students are identified and are provided assistance with various services such as Mckinney Vento for homeless students, tutoring and RtI computer based programs for struggling students, tutoring for migrant students and bilingual students.

78. What effective transition activities do we provide at various grade transitions? Explain data findings on procedures to support students during all transitions: early childhood into elementary, elementary and middle/junior high or junior high into high school, high school to postsecondary.

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

18 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

We offer transition activities for our students each year. Our kindergarten graduation helped them transition in the 1st grade. This ceremony is intended to let the students know that they are starting a new chapter in their learning. Our 5th grade students participated in a presentation provided by the middle school counselors at our campus in which they learned about electives available to them.

79. What is our classroom management plan? Discuss significant findings in classroom management and explain procedures used to reduce overuse of discipline practices that remove students from the classroom.

During the 2022-2023 school year, we implemented Capturing Kids' Hearts (CKH) which is a program where students and teachers develop a contract that outlines what each stakeholder expects with regards to how they want to be treated, for example, with respect, dignity, etc. Teachers implement a series of questions when students do not follow rules agreed upon by students and teachers (social contract) . Our campus also follows the DMP (district's discipline plan). Teachers are expected to have rules in place as well as their own classroom management strategies. All infractions on the district's discipline plan require documentation and parent communication. Our campus also has a program called Salinasville. This is a mini metropolis within our campus. Students have roles and responsibilities in the metropolis and we have weekly events. This program is used to encourage students to maintain good behavior so that they can participate in the event.

80. What is our plan for school safety? Discuss data for bullying, drug, violence and suicide prevention, as

appropriate.

Teachers keep education (D.A.V.E) logs that include presentations, lessons, videos, or activities that educate students in bullying, drug, violence, and citizenship. These logs are turned in at the end of every six weeks to the school's counselor. Counselor provides classes to students such as character education, and bullying.

The school will continue to implement the PBIS (Positive Behavioral Intervention and Supports) and expand on the 3 year plan/phase of the SEL (Social Emotional Learning - Zones of Regulation) Curriculum by the Counselors, CIS, LPC, and Teachers.

81. What is our plan for school safety drills? How do we know the students and staff are well trained? (Note: Be careful about not revealing too many details about safety plans since the CIP/DIP is a public document.

For this post-COVID year, we planned monthly fire drills and emergency response codes, which are addressed in the Donna ISD Emergency Operational Plan Other things addressed are lockdowns, evacuations, medical, shelter in place and normal operations. We also participated in the District-mandated CRASE training, and the Stop the Bleed course. Teachers are required to incorporate educational opportunities in class. The staff

receives training from the Vector Safe Schools. The District has mandated that not only staff wear their identification tags, but students as well. Our campus issued an identification tag to each student. Our campus safety protocol is based on the District's Emergency Operation plan. Staff receive training sessions throughout the year and incorporate these training sessions in their classroom lessons so students are well prepared when the occasion should occur.

82. How do we address safety issues to reduce the number of incidents that occur? Discuss data on unwanted physical or verbal aggression, sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children, again as appropriate.

At the beginning of every school year, it is mandatory for all staff to go through safety training. This year we used the Safe schools training programs. Trainings included were:

· Sexual harassment

· Youth suicide

· Active shooter

· Blood borne pathogens exposure prevention

· Coronavirus awareness

· Human trafficking awareness

· Sexual misconduct

In order to prevent any unauthorized person from entering our campus there is one main exit and entrance. The MAD Lock system is in place at all major entrances and classrooms. Staff is not allowed to obstruct any entrance and exit doors. All staff must abide by the recommended safety procedures set in place by our district. There is no data on any of these incidents as they have not occurred this year.

School Processes & Programs Strengths

- Our school has numerous strengths that help support our system. The following are some notable distinctions: The T-Tess evaluation system assists the follow-up data with the overall teachers performance during the school year. Teachers that apply are then interviewed by the hiring committee to determine the best capable candidate for the required position.

  - Staff is assigned according to their content expertise to tutor lower and upper grades during the intervention period.

  - The teacher mentor program impacts the morale of new teachers and culture which in turn helps for the delivery of appropriate

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

20 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

lessons and instruction and to collaborate with the grade level.

- Data from state mandated assessments is used to determine professional development.

- Teachers attend various trainings provided by the district to apply during instruction.

- Family and community involvement possess a wide range of activities that engages all student populations. These activities are P.E. developmental, 6 weeks parade, in-classroom awards, Salinasville Minitropolis, and City council mayor inauguration just to name a few.

- Family and community are encouraged to participate in our school functions such as parent surveys, parent involvement meetings which rewards students with Salinasville cash, free homework passes and free style clothing.

- Students' healthy relationships are crucial to our campus to ensure a well-prepared student in our community can participate in extracurricular activities such as ACE, UIL, and Spelling Bee.

- We communicate with parents and community in both Spanish and English through various forms such as newsletter, Class Dojo, automatic call system, and school calendar of events.

- STEAM teachers received PLTW certification which allows them access to nationwide curriculum.

- One of the most notable strengths is that our school is the only STEAM (Science, Technology, Engineering, Arts, and Mathematics) campus in the district.

- Capt. D. Salinas received the Rising Star distinction from Capturing Kids' Hearts. CKH is our Positive Behavior Intervention System.

- Capt. D. Salinas is one of only two A-Rated campuses in the District.

- Campus has 4 ILT (Instructional Leadership Team) teachers on campus.

- Every classroom on campus has a One Screen.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student behavior is affecting academics because it disrupts the learning environment.   **Root Cause:** Parents need more training on school and student expectations and students need to be held more accountable.

Problem Statement 2 (Prioritized): Parental involvement is significantly lower.   **Root Cause:** Parent Liasion role inconsistently filled.

Problem Statement 3 (Prioritized): Electronic devices such as Chromebooks and iPads damaged or have missing accessories.   **Root Cause:** Neither students nor parents are held accountable for the items.

Problem Statement 4 (Prioritized): Internet is slow and lagging throughout the campus.   **Root Cause:** Infrastructure is not adequate and too many students logged in at the same time.

Problem Statement 5 (Prioritized): PLTW need is present in STEAM and ongoing professional development and funding are needed to keep current with demands.   **Root Cause:**

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

21 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Lack of funding for material as well as as limited resources for certain areas of STEAM, namely engineering.

Problem Statement 6 (Prioritized): Need to replace an ILT member. Additional training will be needed.   **Root Cause:** Current ILT member is leaving campus.

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

22 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Perceptions

Perceptions Summary

Vision and Mission alignment with staff and students

Our campus students and staff's contributions to the alignment of our school's vision and mission goals distinctly include complying with the rules and policies of the campus, striving for academic excellence, participating actively in school activities, becoming role models for each other (Salinasville), tutoring and passing the state STAAR exams, and participating in some of our community's events.

Our staff and student's alignment to the school's mission and vision statements allows us to make the best use of our time while on campus using specific, measurable, achievable, relevant and timed goals. This is specifically evident by our cooperative Open House school event, shared themes on our bulletin boards and shared staff and parent Class Dojo global community communication application.

This shared application allows our teachers and families to come together to share in our student's most important learning goal moments in school, at home or within our community, --through photos, videos, message and more.

Students share in the responsibility of their learning and are quite cooperative in this endeavor by applying both the knowledge and skills being imparted to them. They further equip themselves with the use of technology as an important tool in learning, especially during this time following the pandemic. Students are active in different areas of their learning goals to supply themselves with enough strategies for future competitive situations.

Lastly, staff and students challenge themselves to be flexible enough in dealing with changes in education and are always willing to learn, to be trained, and to be empowered, knowing that we are all responsible in achieving our mission and vision school goals, aware that we should all be productive learners and catalysts of change.

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

23 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Student Engagement

Attendance

Our school student population is completely Hispanic. There are no notable differences in race attendance. Attendance data from the last school year of 2021-2022 in comparison to our current 2022-2023 school years (please see chart below) more students were present at school for KG-5TH 94.02%, and for PK-4 is 91.43%. For our PK-3 program, 91.87% .

Percentage of attendance and tardies per grade level as of 5/3/22:

2022-2023 Attendance Percentage	
PK-3	91.87%
PK-4	91.43%
KG	91.89%
1st	92.88%
2nd	93.79%
3rd	95.42%
4th	95.11%
5th	95.07%
OVERALL	**94.15%**

We saw an increase in attendance from last year's overall percentage of 92.37% to 94.15% this year. We also notice most absences continue to occur in the lower grades and a visible improvement in the upper-grade levels. PK 4 has the lowest percentage of 91.87% and 5th grade has the highest with 93.79%.

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

24 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Behavior:

Referrals per grade level as of 5/3/22

2022-2023 Referrals			
Grade	Total	On Campus	Bus
PK-3/4	0	0	0
KG	5	0	5
1st	11	2	9
2nd	0	0	0
3rd	14	4	10
4th	14	5	9
5th	8	0	8
OVERALL	**52**	**11**	**41**

21.15% of Referrals are on campus
78.84% of referrals are bus referrals
0% of referrals are due to attendance/tardies

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

25 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

78.84% are bus referrals, and **21.15%** are on-campus referrals. We notice PK and second grades have no referrals. The majority of referrals submitted occur on the bus. **0%** office referrals are due to attendance, this is due to home visits and support from CTS on-site counselors.

Discipline
This year Salinas Elementary implemented CKH program that targets staff and students participation to create a positive learning environment throughout the school year. One of the most important activities was to create a social contract from the first day of school and carry it on all year long.
According to the data on discipline and conflict we as a campus are seeing very little discipline issues due to the fact that we have Salinasville our own Minitropolis. Our students must show good behavior, respect towards other students and the staff and overall good attendance to be able to participate in Salinasville. They want to be a part of this activity so they are doing better at being good students in every aspect. When conflict does arise it is dealt with in an orderly fashion. There are steps and regulation that we must follow. Teachers and staff monitor the students and when a problem presents itself the teachers first try to handle it. If needed the counselor will step in and if necessary school administrators will help out. Lastly, Law Enforcement will be involved. Overall our students seem happy and are working hard to be the best students they can be.

Conflict
According to the data on the conflict and discipline the campus is taking into account, there are different ways that as a campus, the necessary disciplinary actions are being taken. As such, the data shows that students are being given referrals, lunch detentions and suspensions due to their behavior with staff and against campus rules. In the case of a bus referral, the disciplinary actions of having a phone call to the student's parents would be first, followed by giving the student lunch detention and finally having the action of suspension from using the bus if need be. In the case of a more serious event, such as aggressive or threatening behavior, there are three actions that can be taken. The first disciplinary action that would be used would be parent involvement, in which parents of said students will be either called in or in some way have to involve themselves in the problem. The second course of disciplinary action would be a counselor referral, in

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

26 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

which the counselor will be involved with the students behavior. In the event of negative escalation in which the behavior of a student becomes a physical, verbal or emotionally targeted altercation, the disciplinary actions would culminate in that of a referral to a counselor in which they would involve themselves with determining the correct action needed and also in the form of counselor intervention, where it will be the counselor's duty to determine what will be done as a corrective action.

Our campus housed a social worker (Maribel Piña) that services students with different needs including counseling.

Staff Engagement

In comparison from last year, this academic year our campus hired four teachers. One teacher is an experienced teacher participating in our campus serving 7th and 8th grade virtual learning. Our campus also hired 3 new teachers. Also hired three instructional aides based on a 3 year program to help close the gap due to the pandemic.

The majority of the school staff remains the same. Staff members are mentored in numerous methods. New or struggling teachers are placed with an experienced teacher to serve as a mentor in planning and executing effective lesson plans, implementing differentiated teaching strategies, and analyzing student data. Mentors or administrators help teachers in need of guidance on how to do web-based learning program training, and correct student documentation required for the counseling department or the special education department. Lead teachers are another way of helping and mentoring any teacher who is in need of assistance. Lead teachers disseminate information from administrators to the rest of their grade level. Content Leaders are another source of mentioning for teachers in their specialized field of academics. Content teachers focus primarily on helping other teachers develop critical thinking skills in their students by teaching them how to acquire, synthesize, and apply content knowledge. The campus administrator appoints one Content Leader per subject to assist all other teachers across the various grade levels in developing and spiraling their targeted instruction. Content leaders all across the school meet with their teachers on the planning days assigned on the district calendar.

88.5% of the faculty members said they felt that academic expectations placed on the staff on campus were "high expectations". 11.5% of the faculty members said they felt that academic expectations placed on the staff were "average". Teachers and paraprofessionals have shown their commitment and dedication by improving their daily attendance rate. 98% of the staff were rated proficient based on the year's attendance. 2 teachers were rated Developing based on

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

27 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

attendance. Teachers and paraprofessionals try to limit their absences and not surpass the ten days given by law. 19.2% of our campus educators feel that our campus environment is extremely positive. 76.9% of our campus educators described their school as a positive work environment. 65.4% of our educators feel safe all the time and 34.6% feel safe sometimes while working on campus.

Parent/Guardian/Community Engagement

Parent, guardian, and community participation were measured this school year with a carefully and thoroughly written survey that the school sent home to be completed and returned. Our campus' Parent Educator Department hosts various parent learning academies such as grade-level scheduled parent meetings, Meet the Teacher Night, Open House, Literacy Night, Muffins with Mom, Computer Classes, Disabilities Awareness, Policy Engagement, Compact Evaluation, Tips for the STAAR test, Welcome meeting with parents.

Capt. D. Salinas consults with several community employers and businesses who have become involved supporters of our Minitropolis/ Salinasville program. Businesses such as IBC, Walmart, HEB.

The help and support we have received from our community members can be directly linked to their active participation and involvement in our Minitropolis program, which in turn has assisted our school in setting student goal-oriented activities, at all grade levels, linked to student achievement and school success.
After we reviewed data from surveys sent out to parents, parents said the most important barrier that prevents them from participation is inconvenient or problematic work, school schedules or times, short notice, and child care/babysitting.

Students

Out of the 162 students surveyed 12% of the students perceived the learning environment extremely positive 27 of students perceived the learning environment to be very positive. 44% of students perceived the learning environment as being positive. 11% of the students surveyed described the learning environment as being slightly positive. No students described the learning environment as being negative. Overall most of the students surveyed said there was a positive

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

28 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

learning environment.

Out of the 162 students surveyed 50% of students strongly agree that they feel safe. 36% of students agree that they feel safe. 21% of students feel somewhat safe. Overall most of the students feel safe.

On the topic of Sense of belonging, 58% of the students strongly agree that they have a sense of belonging to the school. 26% of the students agree that they have a sense of belonging to the school. 14% feel some sense of belonging to the school.

Out of the 162 students surveyed 73% of the students sense that teachers and principal have high expectations on them. 25% of the students do not know if teachers and principal have high expectations of them. 2.5% sense that teachers and principal do not have high expectations on them.

Parents and Guardians

According to a CKH parents/guardians' survey sent home, parents feel that their child likes coming to school most days. Based on CKH survey from parents, out of 4.5 baseline points, 4.4 parents feel welcome according to the data from the survey. Parents have opportunities to become involved in activities that support instructional programs. Most parents strongly agree they have opportunities that support instructional programs.

The parents and guardians learn and understand their child's learning standards by attending Meet the Teacher Night and Open house, and Parent-Teacher conferences. They also learn about their child's learning standards when they receive the progress report card, and their six weeks report cards. The parents and guardians are involved in activities to improve students' achievement and school performance when they attend and participate in diverse events. For example, our school hosts the following events: Literacy Night (PK4), Meet the Teacher Night, Open House, and STAAR parent's meeting.

Community

As evidence by our strong, authentic community connections through the Minitropolis Salinasville program, our community

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

29 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

groups, and business band together to support and encourage student academic learning and real-world problem-solving application skills. Several of our community partners believe our school is essential in the enhancement of our students' enjoyment of overall learning, growing, and developing. Our school creates many pathways in which to engage and support the community, but the most important one is by having a clear focus on promoting student success. Teachers, administrators, and school staff plan, create and develop annual events for family and community involvement. Events such as Meet the Teacher Night, Open House, Fall Festival. The school supports diverse members of the community by hosting annual food drives, Covid 19 vaccination clinics, actively annually participating in and partnering with the Leukemia & Lymphoma Society's (LLS) Integrating key social competencies with our school and community in an organic, philanthropic, and engaging way.

Teachers

Out of the 26 teachers that were surveyed, 3.8% of them described their school as "very positive", 76.9% described it as "positive, and 3.8% described it as "negative" . Out of the 26 teachers that were surveyed, 76.9% of the teachers felt that we have enough programs and processes in place to help with student's success. 19.2% of teachers said that was not enough.

When administrators do their classroom walkthroughs, they always provide our campus educators with recommendations on delivering their lesson more effectively and point out the educator's strengths, areas of growth, and needed development. Through their walk-throughs, administrators are able to help teachers learn more about instruction and to identify what training and support teachers are in need of. They also assist teachers in their weekly lesson plans by reviewing their lesson plans posted via Eduphoria and providing educators with feedback. Follow up data is provided to teachers through walkthroughs, lesson planning, and data analysis meetings. Conducting daily walkthroughs also provides the campus administration with clear and precise information on what type of PD teachers might benefit from as they plan for teacher in-service training. Data analysis meetings are held at the end of every six weeks in which administrators and teachers get together to discuss data. They discuss any challenges that teachers or students might be facing by scrutinizing the Bundle Exams, end of six weeks assessments, S.T.A.A.R., TELPAS, and other district or state assessments. All of these assessments are directly linked to teachers' effectiveness and performance in the classroom.

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

30 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Administrators then provide guidance, strategies, and give advice on how these issues can be addressed so that teachers can become more

effective in the classroom. There are several systems in place to be able to build capacity and provide the support needed for our teachers. First of all, administrators and teachers meet at the end of every six weeks to analyze data. The dissecting of data consists of Istation reports, weekly exams, A.R. reading reports, TTM reports, district benchmarks, and STAAR assessments. Conducting daily walkthroughs also provides the campus administration with clear and precise information on what type of PD teachers might benefit from as they plan for teacher in-service training. Content leaders were assigned to conduct vertical alignment meetings to provide assistance, maximize teacher's strengths and alignment across grade levels. Teachers have also been asked to conduct teacher observations as part of a plan to improve their teaching techniques.

All Stakeholders

We have perpetually engaged our school's stakeholders by combining our harnessed efforts in explicitly asking these companions targeted questions during the planning and ongoing development stages of our Minitropolis program of Salinasville. Questions such as What's the main purpose of the Metropolis program? What are the targeted goals of the student participants? What does everyone envision for the current year? And for the next year? Because of our unified goals for our students, our stakeholders believe that our students are surrounded by strong academic support and an encouraging learning school environment.

Perceptions Strengths

Our campus perception strengths for this current year lie in how our students and teachers described the school support from administrators and teachers towards students. Parents, students, and teachers feel the school takes every precaution to ensure safety. Parents feel welcome at school. A high number of students and parents described the school's learning environment as challenging and very positive. The campus deals with minimal discipline problems. We believe this is attributed to our successful Minitropolis program (Salinasville) which promotes attendance and good behavior amongst our

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

31 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

students. Teachers and paraprofessionals have shown their commitment and dedication to our students.
Salinas elementary school is implementing CKH, this school year the school obtained Process Champion and every staff and student participated in the program implementation.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 24.9% of the students sense that the staff at Salinas Elementary shows a little or not at all caring and understanding towards the students.   **Root Cause:** Staff are focused on closing the gap and do not give the time to create/bond a closer relationship with students.

Problem Statement 2 (Prioritized): 26.4% of students feel that the staff at Salinas Elementary would not support them if they have a problem.   **Root Cause:** Teachers do not feel prepared to offer professional support like a counselor would offer.

Problem Statement 3 (Prioritized): 21% of the students and 34.6 staff members feel sometimes safe or a little safe at school.   **Root Cause:** Nationwide safety issues at all schools.

Problem Statement 4 (Prioritized): 21% of students and 30.8% of teachers feel that campus facilities and physical environment needs improvement.   **Root Cause:** old doors are rusty, restrooms are not in ideal operating condition, some classrooms walls are damaged, and pests.

Problem Statement 5 (Prioritized): Parents prefer to receive information from their child's school through letters and flyers.   **Root Cause:** Lack of access to technology, lack of knowledge of technology, lack of a device.

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

32 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Priority Problem Statements

Problem Statement 1: Although we have an overall student to teacher ratio of 15 to 1, the actual classroom numbers do not reflect this. Some staff members have 22-24 students while others have 16-18. This can mean a teacher may have less one to one time with the students because they have so many more. This is especially a problem in the lower grades PK-1st where students need more assistance in general.

Root Cause 1: Uneven class sizes due to program that segregate students by language or other special populations.

Problem Statement 1 Areas: Demographics

Problem Statement 2: We get a lot of new to district kids that enroll but then they leave or transfer out, some even to PSJA. This is often due to the misconception that Salinas is a part of PSJA. Our district could do a better job of the benefits of staying in Donna ISD in order to boost our numbers and increase the stability rate and enrollment.

Root Cause 2: Perceptions of our district based on media, reputation and our ability to promote the benefits of our campus.

Problem Statement 2 Areas: Demographics

Problem Statement 3: When considering overall staff qualifications metrics, we recommend including additional information such as medical certifications, CPR certifications and other services that assist our students and staff.

Root Cause 3: State does not look at this data as beneficial for the running of a campus.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Most students are economically disadvantaged which means that families struggle to obtain school supplies or other school necessities.

Root Cause 4: Community wages are lower than the national and state average especially if the parents do not have a skilled job

Problem Statement 4 Areas: Demographics

Problem Statement 5: Student behavior is affecting academics because it disrupts the learning environment.

Root Cause 5: Parents need more training on school and student expectations and students need to be held more accountable.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Parental involvement is significantly lower.

Root Cause 6: Parent Liasion role inconsistently filled.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Electronic devices such as Chromebooks and iPads damaged or have missing accessories.

Root Cause 7: Neither students nor parents are held accountable for the items.

Problem Statement 7 Areas: School Processes & Programs

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

33 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Problem Statement 8: Internet is slow and lagging throughout the campus.

Root Cause 8: Infrastructure is not adequate and too many students logged in at the same time.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: PLTW need is present in STEAM and ongoing professional development and funding are needed to keep current with demands.

Root Cause 9: Lack of funding for material as well as as limited resources for certain areas of STEAM, namely engineering.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Need to replace an ILT member. Additional training will be needed.

Root Cause 10: Current ILT member is leaving campus.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: 24.9% of the students sense that the staff at Salinas Elementary shows a little or not at all caring and understanding towards the students.

Root Cause 11: Staff are focused on closing the gap and do not give the time to create/bond a closer relationship with students.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: 26.4% of students feel that the staff at Salinas Elementary would not support them if they have a problem.

Root Cause 12: Teachers do not feel prepared to offer professional support like a counselor would offer.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: 21% of the students and 34.6 staff members feel sometimes safe or a little safe at school.

Root Cause 13: Nationwide safety issues at all schools.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: 21% of students and 30.8% of teachers feel that campus facilities and physical environment needs improvement.

Root Cause 14: old doors are rusty, restrooms are not in ideal operating condition, some classrooms walls are damaged, and pests.

Problem Statement 14 Areas: Perceptions

Problem Statement 15: Parents prefer to receive information from their child's school through letters and flyers.

Root Cause 15: Lack of access to technology, lack of knowledge of technology, lack of a device.

Problem Statement 15 Areas: Perceptions

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

34 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

35 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Goals

Goal 1: Focus On Student Success

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

*3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase from 38% to 45%
*3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 44% to 50%

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding) including testing practice for all benchmarks, six weeks assessments and state assessments (STAAR/TELPAS/LAS).	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2022. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from 15% to 100% by September 30, 2024. **Staff Responsible for Monitoring:** Campus administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Results Driven Accountability** **Funding Sources:** Testing Materials - Local (199) - 199.11.6339.00.112.11.0.00, ESSER Tutoring - ESSER III (282)	15%	70%		

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

36 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Strategy 2 Details	Reviews			
Strategy 2: Increase the amount of explicit instruction in every classroom, Library and throughout the campus through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, reading material and quality questioning.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from 58% to 85% ,the use of visual stimuli from 50% to 90% and utilization of processing tools from 33% to 65% by the end of the 2024 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations. **Staff Responsible for Monitoring:** Campus administration, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Results Driven Accountability** **Funding Sources:** Teacher office supplies - Local (199) - 199.11.6399.00.112.11.0.00 - $4,854, Teacher Office supplies - Local (199) - 199.13.6399.00.112.99.0.00 - $895, Plan for Learning - Local (199) - 199.23.6399.00.112.99.0.00 - $550, Teacher office supplies - Local (199) - 199.31.6399.00.112.99.0.00 - $500, teacher office supplies - Title I (211) - 211.11.6399.00.112.24.0.00 - $3,583, teacher office supplies - State Comp. (164) - 164.11.6399.00.112.30.0.00 - $7,300, Headphones - Title III (263) - 263.11.6399.00.112.25.0.00 - $2,358, - Title IV (289) - 289.31.6399.00.112.11.0.00, Field Trips - Student Travel - State Comp. (164) - 164.11.6412.00.112.30.0.00, Field Trips - Student Travel, Main Event, Donna Corn Maze - Local (199) - 199.11.6412.00.112.11.0.00 - $2,500, Field Trips - Student Travel, Barnes & Noble, Chucke Cheese - Local (199) - 199.12.6412.00.112.11.0.00 - $700, Field Trips - Student Travel Transportation, Barnes & Noble, Chucke Cheese - Local (199) - 199.12.6494.00.112.11.0.00 - $300, Field Trips - Employee Travel - Local (199) - 199.11.6411.00.112.11.0.00 - $500, Field Trips - Transportation - Local (199) - 199.11.6494.00.112.11.0.00 - $3,000, Field Trips - Employee Travel, Region One - Local (199) - 199.13.6411.00.112.99.0.00 - $2,500, Field Trips - Dues - Local (199) - 199.13.6495.00.112.99.0.00 - $500, Education Galaxy - Title I (211) - 211.11.6339.00.112.24.0.00 - $6,250, Reading Material - Title I (211) - 211.12.6329.00.112.24.0.00, Reading Material - Local (199) - 199.12.6329.00.112.11.0.00 - $850, Author Visits - Local (199) - 199.12.6299.00.112.11.0.00 - $500, Operating Leases - Local (199) - 199.11.6269.00.112.11.0.00 - $10,000, EduSmart - Title I (211) - 211.11.6339.00.112.24.0.00, ESSER III Escue - Student Activity Fund (865) - 282.12.6669.00.112.11.0.LL - $4,997.38	20%	75%		

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

37 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Strategy 3 Details	Reviews			
Strategy 3: Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase observation and direct feedback protocol implementation from 45% to 85% by the end of the 2024 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys. **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Results Driven Accountability**	20%	75%		

Strategy 4 Details	Reviews			
Strategy 4: Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILts at the campus will go from 0% to 100% protocol implementation based on observation tracker and weekly meeting notes. **Title I:** 2.4, 2.5, 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 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	20%	70%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

38 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Goal 2: Focus on Family and Community Engagement

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

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

Strategy 1 Details	Reviews			
Strategy 1: Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture	**Sept**	**Dec**	**Mar**	**June**
	35%	70%		

Strategy 2 Details	Reviews			
Strategy 2: Develop data collection systems to monitor family engagement including engagement via digital platforms.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture	**Sept**	**Dec**	**Mar**	**June**
	15%	70%		

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

39 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Strategy 3 Details	Reviews			
Strategy 3: Use data to ensure alignment between family engagement and learning goals	Formative			Summative
Strategy's Expected Result/Impact: Promote continuous family engagement to ensure student success	Sept	Dec	Mar	June
Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., District Administration **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture	20%	55%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

40 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Goal 2: Focus on Family and Community Engagement

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

Evaluation Data Sources: * training invitation
* training sign-in sheets
* training agendas
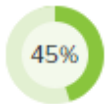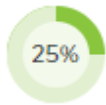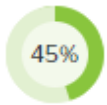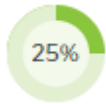
Strategy 1 Details	Reviews			
Strategy 1: Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources).	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Create strong connections between our school system and our community **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration **Title I:** 2.5 **- ESF Levers:** Lever 1: Strong School Leadership and Planning	20%	70%		

Strategy 2 Details	Reviews			
Strategy 2: Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.)	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Create strong connections between our school system and our community **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration **Title I:** 2.5 **- ESF Levers:** Lever 1: Strong School Leadership and Planning	35%	65%		

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

41 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Provide professional development that develops skills in working with families (e.g., engaging fathers, customer service, understanding and responding to a child's behavior, etc.)	**Sept**	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Create strong connections between our school system and our community **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration **Title I:** 4.2 **- ESF Levers:** Lever 1: Strong School Leadership and Planning	30%	65%		
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

42 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Goal 3: Focus On Operational Excellence

Performance Objective 1: 3.1 Salinas Elementary will, monitor campus facility and adhere to the districts five year strategic plan. Work orders for the necessary upgrades and/or upkeep of the facilities will be done consistently throughout the school year. Accomplishing this objective will provide safe, modern, flexible, and efficient facilities. The team will implement and monitor the long-term facilities plan on a quarterly basis and complete 100% of the plan's initiatives by July 2026.
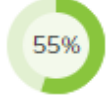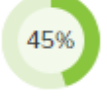
Strategy 1 Details		Reviews			
Strategy 1: Salinas will monitor their facilities and send a survey to the staff to see input on the facilities' needs.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure the district's and campus 5 year plan is followed.		**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administration. **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture		20%	65%		

Strategy 2 Details		Reviews			
Strategy 2: Campus administration will review the campus' facilities survey results and monitor the work orders submitted at the campus to ensure areas of need are being addressed.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Compare survey and work orders.		**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administration. **Title I:** 2.4, 2.5, 2.6		30%	65%		

Strategy 3 Details		Reviews			
Strategy 3: Campus administration will prioritize campus facilities needs based on safety & security needs and general maintenance & office budget including office supplies, radios, copiers, etc.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Prioritization of campus needs.		**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administration. **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Office Copier - Local (199) - 199.23.6269.00.112.99.0.00 - $3,500, fixed assets - Local (199) - 199.23.6395.00.112.99.0.00 - $1,000		30%	55%		

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

43 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Strategy 4 Details		Reviews			
Strategy 4: Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget.		**Formative**			**Summative**
		Sept	Dec	Mar	June
Strategy's Expected Result/Impact: A campus based 5 year plan and ensure campus administration monitors implementation of said plan. **Staff Responsible for Monitoring:** Campus administration. **Title I:** 2.4, 2.5, 2.6		35%	45%		

Strategy 5 Details		Reviews			
Strategy 5: Salinas will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc.		**Formative**			**Summative**
		Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Ensuring of proper procedures for purchases, etc. **Staff Responsible for Monitoring:** Campus administration **Title I:** 2.4, 2.5, 2.6		25%	45%		

Strategy 6 Details		Reviews			
Strategy 6: Salinas will meet with necessary personnel to have general funds allocated to complete campus prioritized projects.		**Formative**			**Summative**
		Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Allocate funding appropriately to address facilities **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.5, 2.6		25%	60%		

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

44 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Goal 3: Focus On Operational Excellence

Performance Objective 2: Salinas Elementary will ensure to follow the comprehensive plan to ensure student and staff safety by maintaining an environment that will contribute to conducive learning spaces.
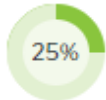
    Evaluation Data Sources: Work orders

Strategy 1 Details	Reviews			
Strategy 1: Salinas' custodial/security department will secure janitorial/security supplies to clean and disinfect campus buildings and report any facilities needs to campus administration to provide safe learning environment.	**Formative**			**Summative**
	Sept	Dec	Mar	June

Strategy's Expected Result/Impact: Clean and safe campus
    Staff Responsible for Monitoring: Campus Administration
 	
    Title I:
    2.4, 2.5, 2.6
    Funding Sources: Janitorial Supplies - Local (199) - 199.51.6315.00.112.99.0.00 - $1,000, Security - Local (199) - 199.52.6319.00.112.99.0.00 - $500
	25%	45%		

Strategy 2 Details	Reviews			
Strategy 2: Salinas' child nutrition staff will ensure to follow guidelines and regulations to provide healthy meals to students and ensure to have a clean/safe cafeteria for all students.	**Formative**			**Summative**
	Sept	Dec	Mar	June

Strategy's Expected Result/Impact: Appropriate meals in a clean and safe environment
    Staff Responsible for Monitoring: Campus administration and CNP staff
 	
    Title I:
    2.4, 2.5, 2.6
	55%	75%		

Strategy 3 Details	Reviews			
Strategy 3: Salinas will ensure to secure campus work orders to the maintenance department as needed to ensure safe conducive learning spaces.	**Formative**			**Summative**
	Sept	Dec	Mar	June

Strategy's Expected Result/Impact: Facilities needs addressed
    Staff Responsible for Monitoring: Campus administration and campus custodial staff
 	
    Title I:
    2.4, 2.5, 2.6
	20%	45%		

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

45 of 61

Campus #108-902-112
January 9, 2024 4:54 PM
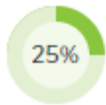
Strategy 4 Details	Reviews			
Strategy 4: Salinas will monitor all bus riders, referrals etc to ensure students follow bus rules in order for DISD to provide safe transportation of students in a conducive learning environment.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Safe transportation **Staff Responsible for Monitoring:** Campus Administration and transportation personnel **Title I:** 2.4, 2.5, 2.6	25%	60%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

46 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Goal 4: Focus On Employees And Organizational Excellence

Performance Objective 1: 4.1 Salinas Elementary will develop and provide to personnel, professional development that will lead to the implementation of safe, innovative, and customer service practices within their field of expertise. The students will be provided with campus incentives to increase performance.

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

Strategy 1 Details	Reviews			
Strategy 1: Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - Local (199) - 199.23.6239.00.112.99.0.00, - Local (199) - 199.31.6411.00.112.99.0.00, 2022 Texas Assessment Conference, TEPSA - Title II Teacher/Principal (255) - 255.23.6411.00.112.24.0.00 - $1,248, - Local (199) - 199.31.6239.00.112.99.0.00, Texas School Safety Conference - Local (199) - 199.23.6411, dues - Local (199) - 199.23.6495.00.112.99.0.00 - $350, Technology conference - Title II Teacher/Principal (255) - 255.13.6411.00.112.24.0.00 - $1,248	25%	55%		

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

47 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Strategy 2 Details	Reviews			
Strategy 2: 4.1(2): Design and implement guidelines, expectations, and high priority goals for principals.	**Formative**			**Summative**
Strategy's Expected Result/Impact: A year-long plan for growing principals that is focused, clear, connected, and aligned to LSG. **Staff Responsible for Monitoring:** Executive Cabinet, Leadership **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Awards and Incentives - Local (199) - 199.11.6498.00.112.11.0.00 - $2,000, Awards and Incentives - Local (199) - 199.12.6498.00.112.11.0.00 - $1,000, Awards and Incentives - Local (199) - 199.23.6498.11.112.99.0.00 - $5,466, Misc. operating expenses - Local (199) - 199.23.6499.00.112.99.0.00 - $2,500, awards and incentives - Student Activity (865) - 865.00.2190.00.112.00.0.00 - $6,000, awards and incentives - Faculty Account (897) - 897.00.2190.01.112.00.0.00 - $4,000	**Sept**	**Dec**	**Mar**	**June**
	30%	70%		

Strategy 3 Details	Reviews			
Strategy 3: Implement opportunities to discover that relationships are at the core of performance, and that trust and respect are essential to any organization seeking to grow and improve.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Leaders learn and practice specific skills that make clear, candid communication possible. They learn to use these skills in their relationships and to model and apply them on the job. **Staff Responsible for Monitoring:** Campus Administration, Campus Leadership Team **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Awards & Incentives - Local (199) - 199.11.6498.00.112.11.0.00, Awards & Incentives - Local (199) - 199.12.6498.00.112.11.0.00, Awards & Incentives - Staff - Local (199) - 199.23.6498.00.112.99.0.00, Misc. Operating Expenses - Local (199) - 199.23.6499.00.112.99.0.00, awards and incentives - Student Activity Fund (865) - 865.00.2190.00.112.00.0.00, awards and incentives - Faculty Account (897) - 897.00.2190.01.112.00.0.00, awards and incentives - Library Account (898) - 898.00.2190.00.112.00.0.00, awards and incentives - Coke Activity Account (899) - 899.00.2190.00.112.00.0.00	**Sept**	**Dec**	**Mar**	**June**
	25%	40%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

48 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Goal 4: Focus On Employees And Organizational Excellence
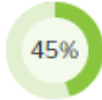
Performance Objective 2: 4.2 Salinas will provide opportunities to build students' and staff's social and emotional capacity (4.2 Organizational / 4.2A Students / 4.2B Staff).

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

Strategy 1 Details	Reviews			
Strategy 1: 4.2 Organizational (1): Partner with health and safety services to provide professional development on adult and youth mental health for district personnel. By 2025 100% of campus staff will be trained in Youth Mental Health First Aid (YMHFA).	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase awareness for staff in addressing and supporting adult and youth mental health well being to foster the skills needed to identify, understand, respond, and provide initial help and support to adults and students who may be developing a mental health or substance use problem or experiencing a crisis (trauma/ grief-informed practices; prevention and intervention practices in early mental health, suicide [including postvention], substance abuse, violence and bullying, human trafficking, child abuse; building skills related to understanding one's emotions and others, managing emotions, establishing and maintaining positive relationships, responsible decision-making; postsecondary planning & career readiness). [Staff Responsible for Implementation: Campus Administration] **Staff Responsible for Monitoring:** Campus Administration, SEL Supervisor, Leadership, Human Resources, Benefits & Risk Management **Title I:** 2.4, 2.5, 2.6	65%	85%		

Strategy 2 Details	Reviews			
Strategy 2: Entire campus will participate in at least 2 district wide/community events (minimum 1 per semester) that support the physical, health, nutritional, and social well-being of students and staff.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being. **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Claudia Villarreal - Title IV (289) - 289.31.6299.00.112.11.0.00	30%	50%		

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

49 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Strategy 3 Details	Reviews			
Strategy 3: Campus will work to maintain a balanced schedule by ensuring that a minimum of 80% of daily activities for Professional School Counselors are aligned with the four components (guidance curriculum, individual planning, responsive services, & system supports) of the Texas Model for Comprehensive School Counseling Programs by decreasing the amount of time being allocated to non-counseling activities by 10% each school year from 2023 to 2025. **Strategy's Expected Result/Impact:** Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly. **Title I:** 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
	55%	70%		

Strategy 4 Details	Reviews			
Strategy 4: 4.2 Organizational (4): Implement an evaluation tool designed specifically for Professional School Counselors (PSCs) and Licensed Professional Counselors (LPCs) in assessing their professional performance in alignment with ten domains (Program Management, Guidance, Counseling, Consultation, Coordination, Student Assessment, Leadership, Advocacy, Professional Behavior, Professional Standards) within the context of the Texas Model for Comprehensive School Counseling Programs four service delivery components (Guidance Curriculum, Individual Planning, Responsive Services, & System Supports) and assess all ten domains over a period of three years, thereafter the practice will be to assess the PSCs' and LPCs' performance against all ten professional development and growth domains annually. **Strategy's Expected Result/Impact:** To enhance the positive effect Professional School Counselor (PSC) and Licensed Professional Counselor (LPC) have on students and school stakeholders by ensuring professional development and growth and assist appraisers in supporting their development and growth through clear expectations, and a fair and transparent evaluation process that is relevant and accurately assesses the professional effectiveness of PSCs and LPCs. [Staff Responsible for Implementation: Counselors, LPCs, Campus Administration] **Staff Responsible for Monitoring:** Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership **Title I:** 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
	35%	50%		

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

50 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Strategy 5 Details	**Reviews**			

	Formative			**Summative**
Strategy 5: Campus will provide prevention activities that help students live above the influence that support academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug related incidents/offenses/referrals by 10%.	**Sept**	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (drugs and alcohol, bullying, suicide prevention, conflict resolution, and violence prevention). **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Drug Ed Items - Title IV (289) - 289.31.6499.00.112.11.0.00, Oscar Munoz - Title IV (289), clothing application - Title I (211) - 211.32.6499.00.112.24.0.00 - $315, eye exams - Title I (211) - 211.33.6219.00.112.24.0.00 - $100, - Title I (211) - 211.61.6499.00.112.240.00 - $100	30%	50%		

Strategy 6 Details	**Reviews**			

	Formative			**Summative**
Strategy 6: Campus will provide teachers and campus staff Social Emotional Learning (SEL) education on responsive and instructional classroom practices to increase the overall teacher campus climate by 10% on district surveys.	**Sept**	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase support for teachers and campus staff in helping build students' social and emotional competence in the school setting to foster resilience and well-being for students, for educator as they work with their students, and for school leaders as they work to build trust and well-being in their school communities that reinforce the teacher and staff perception of staff-student relationship building, skills, and mindsets. **Title I:** 2.4, 2.5, 2.6	40%	55%		

Strategy 7 Details	**Reviews**			

	Formative			**Summative**
Strategy 7: Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10%	**Sept**	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively. **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	40%	55%		

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

51 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Strategy 8 Details	Reviews			
Strategy 8: Campus will provide parents Social Emotional Learning (SEL) education on tools, practices, strategies, and resources to support students at home to increase parental involvement and satisfaction by 10% on district surveys. **Strategy's Expected Result/Impact:** Increase support for parents in helping build students' social and emotional competence at home to foster a strong home-school connection and partnership that reinforce social and emotional skills at home, school, and their communities. **Title I:** 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
	45%	70%		

Strategy 9 Details	Reviews			
Strategy 9: 4.2B Staff (11): Provide support to address our employees' health and social emotional well-being by having a Wellness Facilitator at every campus. **Strategy's Expected Result/Impact:** Facilitate employee wellness and fitness for DISD employees - 1 per site. Monthly check-in meeting with Director of Benefits & Risk Management **Staff Responsible for Monitoring:** Human Resources, Benefits & Risk Management, Campus Administration, Health Services **Title I:** 2.5	Formative			Summative
	Sept	Dec	Mar	June
	30%	45%		

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue	

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

52 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Goal 5: Focus On Financial Stewardship
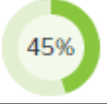
Performance Objective 1: 5.1 Create a comprehensive needs assessment in order to prioritize resources equitably based for Salinas Elementary based on the 5-year Strategic Plan.

    Evaluation Data Sources: C.N.A.

Strategy 1 Details	Reviews			
Strategy 1: Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs.
    Staff Responsible for Monitoring: Campus Administration
 	
    Title I:
    2.4, 2.6
	30%	55%		

	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

53 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Goal 5: Focus On Financial Stewardship

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

Strategy 1 Details			Reviews		
Strategy 1: Salinas will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed.			**Formative**			**Summative**
			Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Campus budget planned to limit if any budget changes/amendments **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.5, 2.6			35%	65%		

Strategy 2 Details			Reviews		
Strategy 2: Salinas will use their campus budget appropriately by expending 10-15% of their budget on a monthly basis to meet the needs of the students to improve student achievement of the current year's students.			**Formative**			**Summative**
			Sept	**Dec**	**Mar**	**June**
Title I: 2.4, 2.6			20%	45%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

54 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Demographics

Committee Role	Name	Position
Classroom Teacher	Laney Lopez	
PEIMS/Attendance Clerk	Herlinda Ramirez	
Nurse	Norma Robledo	
Classroom Teacher	Sandra De La Rosa	
Paraprofessional	Maria Esquivel	
Classroom Teacher	Ernesto Guerra	
Classroom Teacher	Gustavo Cazares	
Paraprofessional	Ana Morales	
Parent Attendance Helper	Mariana Munoz	
Paraprofessional	Claudia Rodriguez	
Secretary	Irma Saenz	
Paraprofessional	Sandra Saenz	
Classroom Teacher	George Ortega	
Paraprofessional	Andres Pena	

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

55 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Perceptions

Committee Role	Name	Position
Classroom Teacher	Mirtis Diaz	
Classroom Teacher	Laura De Leon	
Classroom Teacher	Melody Sanchez	
Classroom Teacher	Sara Galvez	
Paraprofessional	Michelle Concha	
Classroom Teacher	Elsa Heredia	
Classroom Teacher	Lyzeth Lopez	
Paraprofessional	Raquel Lozano	
Classroom Teacher	Julie Cazares	
Communities in Schools Counselor	Maribel Pina	
Paraprofessional	Analisa Rivera	
Paraprofessional	Alejandro Hinojosa	
Paraprofessional	Rosa Sosa	

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

56 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Student Achievement

Committee Role	Name	Position
Classroom Teacher	Jesus Rodriguez	
Classroom Teacher	Julia Gutierrez	
Classroom Teacher	Vanessa Rodriguez	
Classroom Teacher	Esmeralda Camarena	
Paraprofessional	Brittany Cano	
Classroom Teacher	Alicia Covarrubias	
Paraprofessional	Maria De Hoyos	
Classroom Teacher	Velma Lopez	
Librarian	Luz Mora	
Administrator	Itzahamara Moses	
Classroom Teacher	Sonia Ozuna	
Classroom Teacher	Crystal Reyna	
Paraprofessional	Juanita Rodriguez	
Paraprofessional	Lorena Valdes	
Classroom Teacher	Ruby Valdez	

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

57 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Processes & Programs

Committee Role	Name	Position
Classroom Teacher	Eliazar Trevino	
Classroom Teacher	Arturo Handy	
Classroom Teacher	Tyson Ramos	
Classroom Teacher	Amanda Arrambide	
Paraprofessional	Nora Leija	
Counselor	Jose Manrique	
Classroom Teacher	Elizabeth Hernandez	
Paraprofessional	Jesus Alcantara	
Counselor's Clerk	Leticia Perez	
Classroom Teacher	Maria Quijada	
Paraprofessional	Manuel Rodriguez	
Classroom Teacher	Griselda Suarez	
Classroom Teacher	Angelita Wheat	

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

58 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Campus Funding Summary

			State Comp. (164)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Field Trips - Student Travel	164.11.6412.00.112.30.0.00	$0.00
1	1	2	teacher office supplies	164.11.6399.00.112.30.0.00	$7,300.00
				Sub-Total	$7,300.00
				Budgeted Fund Source Amount	$7,300.00
				+/- Difference	$0.00
			Local (199)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Testing Materials	199.11.6339.00.112.11.0.00	$0.00
1	1	2	Author Visits	199.12.6299.00.112.11.0.00	$500.00
1	1	2	Field Trips - Employee Travel	199.11.6411.00.112.11.0.00	$500.00
1	1	2	Field Trips - Student Travel Transportation, Barnes & Noble, Chucke Cheese	199.12.6494.00.112.11.0.00	$300.00
1	1	2	Teacher office supplies	199.31.6399.00.112.99.0.00	$500.00
1	1	2	Teacher office supplies	199.11.6399.00.112.11.0.00	$4,854.00
1	1	2	Operating Leases	199.11.6269.00.112.11.0.00	$10,000.00
1	1	2	Field Trips - Employee Travel, Region One	199.13.6411.00.112.99.0.00	$2,500.00
1	1	2	Plan for Learning	199.23.6399.00.112.99.0.00	$550.00
1	1	2	Reading Material	199.12.6329.00.112.11.0.00	$850.00
1	1	2	Field Trips - Dues	199.13.6495.00.112.99.0.00	$500.00
1	1	2	Field Trips - Transportation	199.11.6494.00.112.11.0.00	$3,000.00
1	1	2	Teacher Office supplies	199.13.6399.00.112.99.0.00	$895.00
1	1	2	Field Trips - Student Travel, Barnes & Noble, Chucke Cheese	199.12.6412.00.112.11.0.00	$700.00
1	1	2	Field Trips - Student Travel, Main Event, Donna Corn Maze	199.11.6412.00.112.11.0.00	$2,500.00
3	1	3	fixed assets	199.23.6395.00.112.99.0.00	$1,000.00
3	1	3	Office Copier	199.23.6269.00.112.99.0.00	$3,500.00
3	2	1	Janitorial Supplies	199.51.6315.00.112.99.0.00	$1,000.00
3	2	1	Security	199.52.6319.00.112.99.0.00	$500.00

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

59 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1		199.23.6239.00.112.99.0.00	$0.00
4	1	1		199.31.6411.00.112.99.0.00	$0.00
4	1	1	Texas School Safety Conference	199.23.6411	$0.00
4	1	1		199.31.6239.00.112.99.0.00	$0.00
4	1	1	dues	199.23.6495.00.112.99.0.00	$350.00
4	1	2	Awards and Incentives	199.11.6498.00.112.11.0.00	$2,000.00
4	1	2	Awards and Incentives	199.12.6498.00.112.11.0.00	$1,000.00
4	1	2	Misc. operating expenses	199.23.6499.00.112.99.0.00	$2,500.00
4	1	2	Awards and Incentives	199.23.6498.11.112.99.0.00	$5,466.00
4	1	3	Awards & Incentives	199.11.6498.00.112.11.0.00	$0.00
4	1	3	Misc. Operating Expenses	199.23.6499.00.112.99.0.00	$0.00
4	1	3	Awards & Incentives - Staff	199.23.6498.00.112.99.0.00	$0.00
4	1	3	Awards & Incentives	199.12.6498.00.112.11.0.00	$0.00
				Sub-Total	$45,465.00
				Budgeted Fund Source Amount	$45,465.00
				+/- Difference	$0.00

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Education Galaxy	211.11.6339.00.112.24.0.00	$6,250.00
1	1	2	Reading Material	211.12.6329.00.112.24.0.00	$0.00
1	1	2	teacher office supplies	211.11.6399.00.112.24.0.00	$3,583.00
1	1	2	EduSmart	211.11.6339.00.112.24.0.00	$0.00
4	2	5	clothing application	211.32.6499.00.112.24.0.00	$315.00
4	2	5		211.61.6499.00.112.240.00	$100.00
4	2	5	eye exams	211.33.6219.00.112.24.0.00	$100.00
				Sub-Total	$10,348.00
				Budgeted Fund Source Amount	$10,348.00
				+/- Difference	$0.00

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

60 of 61

Campus #108-902-112
January 9, 2024 4:54 PM

Title II Teacher/Principal (255)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Technology conference	255.13.6411.00.112.24.0.00	$1,248.00
4	1	1	2022 Texas Assessment Conference, TEPSA	255.23.6411.00.112.24.0.00	$1,248.00
				Sub-Total	$2,496.00
				Budgeted Fund Source Amount	$2,496.00
				+/- Difference	$0.00

Title III (263)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Headphones	263.11.6399.00.112.25.0.00	$2,358.00
				Sub-Total	$2,358.00
				Budgeted Fund Source Amount	$2,358.00
				+/- Difference	$0.00

Student Activity (865)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	awards and incentives	865.00.2190.00.112.00.0.00	$6,000.00
				Sub-Total	$6,000.00
				Budgeted Fund Source Amount	$6,000.00
				+/- Difference	$0.00

Faculty Account (897)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	awards and incentives	897.00.2190.01.112.00.0.00	$4,000.00
4	1	3	awards and incentives	897.00.2190.01.112.00.0.00	$0.00
				Sub-Total	$4,000.00
				Budgeted Fund Source Amount	$4,000.00
				+/- Difference	$0.00
				Grand Total Budgeted	$77,967.00
				Grand Total Spent	$77,967.00
				+/- Difference	$0.00

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

61 of 61

Campus #108-902-112
January 9, 2024 4:54 PM