

Donna Independent School District
Capt. D. Salinas Elementary
2022-2023 Campus Improvement Plan

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"

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	4
Student Learning	8
School Processes & Programs	16
Perceptions	29
Priority Problem Statements	35
Goals	36
Goal 1: Focus On Student Success	37
Goal 2: Focus on Family and Community Engagement	39
Goal 3: Focus On Operational Excellence	43
Goal 4: Focus On Employees And Organizational Excellence	47
Goal 5: Focus On Financial Stewardship	53
Campus Funding Summary	55

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

-

Demographics

Demographics Summary

Campus Needs Assessment 21-22 Demographics:

Demographics Summary:

Q: What do enrollment numbers indicate? A: The population in our area is growing due to an increase in families with children in our school zone, more housing being built for families and a change in school zone areas where there are more children present.

Q: What is the breakdown by ethnicity, gender, or another category? A: 99.8% Hispanic 0.2% other.

Q: How has the enrollment changed over the past 3 years? A: In 2018-19 we had 526 students, in 2019-20 we had 536. This year 20-21 we had 461 students enrolled. Last week on 5/27/22 we had 428. Enrollment numbers are decreasing. Some factors include the number of students who move to other districts, students who did not return to school after the Covid pandemic, and economic opportunities available to parents who live in the area.

Q: What is the number of students in each special program?

	Gender		Ethnicity		EB (EMERGENT BIL)	Eco. Dis.	At-Risk	Title I	Sped.	G/T	Immigrant	Migrant
	Female	Male	Hispanic	Race								
Pre-K 3	5	3	8	0	3	8	3	8	0	0	0	0
Pre-K 4	9	13	22	1	10	18	21	22	0	0	3	2
				black								
Kinder	32	25	57	1	25	52	54	57	2	1	2	1
				black								
1st. gd	41	24	65	1	39	62	60	65	2	2	3	1
				black								
2nd. gd	46	35	81	0	56	76	72	81	7	11	4	2
3rd. gd	26	39	65	1	49	63	63	65	8	5	3	4
				black								
4th. gd	37	34	71	0	48	66	64	71	5	9	3	1
5th. gd	40	25	65	0	45	63	58	65	7	9	0	1
Total	236	198	434	4	275	408	395	434	31	37	18	12
				black								

Gender	Ethnicity	EB (EMERGENT BIL)	Eco. At-Risk Dis.	Title Sped. I	G/T	Immigrant	Migrant
---------------	------------------	------------------------------	--------------------------	----------------------	------------	------------------	----------------

GENDER - Students identified Female or Male

ETHNICITY - Has two parts Ethnicities if a student is Hispanic or Not. Race means student being American Indian, Asian, Black, Native Hawaiian,

White (the most common)

EB (Emergent Bilingual new code for LEP) - Student that speaks a language other than English, but not proficient in English language.

ECONOMIC DISADVANTAGE – Families that are under poverty level qualify by the Agriculture Department meaning free meals.

AT-RISK – A student that is labeled with “At-Risk” code means to the system Risking not to graduate and will probably fail all grade levels or dropping out of high school.

TITLE I – Funds to operate school wide programs that serve all children in the school in order to raise the achievement of the lowest-achieving students.

SPECIAL ED - Providing families, students, and schools with high quality support to enable students with disabilities to achieve the highest outcomes.

G/T– Child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience or environment.

RECENT IMMIGRANT – Student coming from other country and was NOT born in any of the 50 states of USA.

MIGRANT – Student traveling across USA working on agriculture work.

*WE ARE OVERREPRESENTED IN EB DUE TO BEING CLOSE TO THE BORDER AND HISPANIC POPULATION

Q: What is the data for special programs over time? A: The data for special programs shows that the number of LEP students decreased and the number of GT students increased for the year 2020-2021.

Q: What is the data regarding students who exit from special programs? How many? Who are they? What trend or pattern do we see? A: No students met the criteria to be exited from either the bilingual program or the special education program.

Q: Who are our at-risk students? What is their at-risk category? A: Our at-risk students consist of LEPS, McKinney Vento, Retained, and Economic Disadvantage students. This year we had 95% of students that were considered economically disadvantaged, 1.7% that were section 504 students, and 87.2% of students were identified as at-risk. 7.4% of our students are McKinney Vento.

Q: Who are our Migrant students? A: We have 12 migrant students, all Hispanic and are represented in all grade levels.

Q: What is the mobility rate for this campus? What is the stability rate? How are these numbers represented for Migrant students? Capt. D. Salinas Elementary attendance averaged around 430 students and our total number of withdrawals throughout the entire year was 76. That gives us a mobility rate of 17.75% and a stability rate of 82%. Our migrant students only represent 2.8% of the total school population.

Q: What area of the community do these students come from? A: Our students come from a mix of rural and suburban areas of the Donna and Alamo communities.

Q: What are the staff demographics? A: According to the TEA Texas Schools profile for Captain D. Salinas Elementary* our campus staff demographics are as follows: There are 33 full time teaching staff. 95% are Hispanic 5% are White or other.

Q: What is the teacher/student ratio? How does this compare to performance? A: The official teacher to student ratio is 14.1. This is almost identical to our district and state averages. There was a decrease in the overall student performance in all areas. This is not attributed to student teacher ratios but to the gap in student education during the pandemic and is reflected in district and statewide student performance averages.

Q: What are the teacher qualifications, certifications, etc.? Paraprofessionals? A: Teachers in our district must be fully certified in their field and have hold a bachelor's degree or higher. Our teaching and professional staff meet and exceed the state average in both areas. We have fully qualified instructional aides for all the lower grades PK3-2nd and special education departments.

Q: What does the general data reflect regarding teacher quality on the campus? A: Teacher quality on our campus is above average. Most of our staff are veteran teachers with an average of 14 years of experience and all hold proper certifications. 9% of our staff also have a master's degree compared with the state average of 25%. Statewide the rate of teachers with bachelor's degree at a campus is 73% as compared to our campus at 91 %. We could get a few more teachers to pursue higher education to close that gap. This is frequently encouraged and facilitated by the school district and ESC Region 1. Additionally, our campus, district and ESC Region 1 provide staff and professional development.

Demographics Strengths

- Excellent and well implemented bilingual program.
- Veteran teachers make up the majority of our staff
- We had additional Teacher Assistants in the lower grades
- Bilingual certified teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Low student enrollment **Root Cause:** COVID, students did not return. Neighboring school districts are luring parents (PSJA, Vanguard, Idea); we suggest

offering parents school supplies, clothing vouchers & more opportunities to interact with the school community

Problem Statement 2: No students were exited from Bilingual program **Root Cause:** Many students received testing accommodations & did not meet the requirements to exit from program. We suggest teachers be made aware of these options when deciding on the students' accommodations & what kind of skills they need to exit the program.

Problem Statement 3: 17.75% transfer rate **Root Cause:** Many parents are transferring to other districts because of perceptions. We could make our services more accessible and make it easier for students to get 504 & therapy services.

Student Learning

Student Learning Summary

Grade Level at Meets Level	Reading Current Campus 21-22	Reading LSG Goal 22-23	Math Current Campus 21-22	Math LSG Goal 22-23
Kinder	39%	30%	22%	27%
1 st	57%	35%	30%	27%
2 nd	54%	37%	32%	29%
3 rd	28%	24%	30%	25%
4 th	25%	27%	16%	30%
5 th	29%	30%	28%	39%

DISTRICT LEVEL STAAR RECOVERY GOALS

Test	2019 SCORES			2021 SCORES			2022 GOAL			2022 ACTUAL & DIFFERENCE					
	APP	ME	MA	APP	ME	MA	APP	ME	MA	APP	Diff.	ME	Diff.	MA	Diff.
READING 3	66	32	14	32	12	5	43	19	8	47	4	20	1	8	0
MATH 3	73	35	15	26	9	4	42	18	8	47	5	16	-2	5	-3
READING 4	68	33	13	36	16	5	47	22	8	55	8	29	7	12	4
MATH 4	72	39	20	29	12	5	43	21	10	52	9	21	0	8	-2
READING 5 [^]	63	35	14	51	21	11	55	26	12	68	13	38	12	21	9
MATH 5 [^]	82	51	25	38	15	6	53	27	12	65	12	33	6	16	4
SCIENCE 5	67	38	17	29	7	3	42	17	8	49	7	20	3	8	0

29. Did all students, at a minimum, receive the same score as the previous year? Identify students who are designated as "Does Not Meet", "Approaches", "Meets", and "Masters". If not, why?

There is no data for STAAR Spring 2020, therefore unable to know if students received the same score as previous year.

"Please note that due to cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated."

	READING				MATH				WRITING				SCIENCE			
2019-2020	D	A	M	MS	D	A	M	MS	D	A	M	MS	D	A	M	MS
	N				N				N				N			
	M				M				M				M			

3RD

4TH

**SPRING 2020 : CANCELLATION OF STAAR :
NO DATA FOUND**

5TH

ALL GRADES	READING	MATH
------------	----------------	-------------

ALL SUBJECTS **D N A M MS**
M

	READING				MATH				WRITING				SCIENCE			
2020-2021	D	A	M	MS	D	A	M	MS	D	A	M	MS	D	A	M	MS
	N				N				N				N			
	M				M				M				M			
3RD	55%	45%	18%	2%	77%	23%	16%	0%								
4TH	46%	54%	18%	7%	65%	35%	17%	5%	49%	51%	17%	0%				
5TH	40%	60%	18%	10%	58%	42%	16%	6%	68%	32%	6%	3%	68%	32%	6%	3%
ALL GRADES	READING				MATH											
	54%	18%	6%		34%	16%	4%									

ALL	D	A	M	MS
SUBJECTS	N			
	M			

43% 16% 4%

30. Which student groups are staged in the Results Driven Accountability (RDA)? Why? Is there a significant difference between the performances of different student groups? Why?

When looking at the 2020-2021 TAPR reports, the special education students are stage 3 in the writing at the campus level with 50% of the sped. pop. achieving approaches only. When compared to the ELL students and the Econ. Disadvantage population, the special education population were the same or slightly lower than the special populations mentioned. At the campus level, the special education population for the 2020+2021 school years scored at least 53% approaches in all tested subjects with up to 100% approaches in Math 3-5 grades. At the district level, the special ed. population is scoring extremely low when compared to the other special pops. Several factors are in play when it comes to the success of this special population. Are they getting the one to one attention they need from both the classroom teacher and the special education teacher? Teachers tend to neglect this subgroup of students either because they are "too" academically low and the gap is greater to close than those of their peers. Also, the resources available for such group may not be used to its full potential. The classroom teacher needs to be equipped to provide the differentiated instruction that this special group of students need to be able to perform at the same level as their peers. If such accommodations are not provided, these students have a very low success rate.

31. What trends and patterns are identified when student performance scores on state assessments and RDA are compared over a period of 3-5 years? How do the same students perform as they progress from grade to grade? From subject to subject?

Based on the 2016-2017 TAPR report, the students in Reading went from a 79% in 3rd to an 80% in 4th (2017-2018 TAPR Report) to an 87% in 5th grade (2018-2019 TAPR Report). These students even though showed an increase in the approaches level, they did regress in the meets level going from a 54% in 4th to a 41% in 5th grade showing a 13% decrease in the meets category. The Masters level also showed a decrease. In 4th grade students had a 20% in Master level, yet in 5th grade students obtained a 14% in mastery. The masters level also dropped by 6%. Based on the 2016-2017 TAPR report, the students in 3rd grade Math went from 88% to a 79% in 4th grade (2017-2018 TAPR Report) to a 99% in 5th grade (2018-2019 TAPR Report). These students showed regression of 9% in the approaches level from 3rd to 4th but had a 20% increase in approaches 4th to 5th grade. In the meets level these students went from a 49% in 4th to a 72% in 5th grade demonstrating a 23% increase. In the mastery level students, obtained a 25% in 4th grade and a 40% in 5th grade. These students also had a 15% increase in the masters level. Due to the cancellation of Spring 2020 there are no reports for the spring 2020. Based on the TAPR report for 2020-2021 in the area of reading a 9% increase was shown from 3rd to 4th and a 6 % from 4th to 5th in the approaches level. In the meets level in Reading there was no growth from 3rd to 4th and a decrease of 1% from 4th to 5th. In the master level in Reading, there was a 5% increase from 3rd to 4th and a 3% from 4th to 5th. In Math, from 3rd to 4th there was a 12% increase in the approaches level and a 7% increase from 4th to 5th. In the meets level, there was a 1% increase from 3rd to 4th and a negative 1 % from 4th to 5th. In the masters level, from 3rd to 4th there was a 5% increase and from 4th to 5th a 1 percent increase. Overall, there has been an increase from grade level to grade level in the areas of Math and Reading.

32. How are individual student needs identified? How are student-specific services and interventions determined, implemented, monitored, adjusted and evaluated? What structures, including RtI, are in place to support each student?

Each student's individual need is identified based on oral, formal, and informal assessments using blended learning activities. Social needs are assisted by administration, counselor and Community in Schools personnel. Students are progress monitored weekly using weekly tests, class assignments, and Benchmarks. Every six weeks we meet with the administrators and counselors to add or update concerns on students (possible R.TI. students) to add onto SUCCESS ED adding strategies to address, instructional accommodations, and progress monitoring. As a committee we decide if a student continues, moves, or is exited. Teacher follows strategies for the 6 weeks then changes or adds as needed. Teachers monitor and adjust as needed the services for students in the classroom. Students are evaluated formal or informal, such activities include guided, group work and independent using paper pencil and blended learning activities. Students are also evaluated with District online platforms such as Istation, Imagine Learning, Imagine Math Facts, H.MH. online, Learning.com, Stemscopes, Renaissance.

Teachers create a grade level tracker spreadsheet to track students throughout the school year to monitor regression and successes. RTI and ELLA Plans are set for students that meet the criteria and are updated every six weeks.

33. How do achievement rates of special education students compare with non-special education students? What plans are in place to support special education students? Their teachers?

Achievement rates of special education students compare with non-special education students are as follow:

Grade 3 Reading: Campus Special Ed

Approaches	45%	50%
Meets	18%	50%
Masters	2%	0%

Grade 3 Math: Approaches	23%	100%
Meets	16%	100%
Masters	0%	0%

Grade 4 Reading:

Approaches	76%	*
Meets	33%	*
Masters	11%	*

Grade 4 Math:

Approaches	54%	*
Meets	18%	*
Masters	7%	*

Grade 4 Writing:

Approaches	51%	*
Meets	17%	*
Masters	0%	*

Grade 5 Reading:

Approaches	87%	100%
Meets	41%	75%
Masters	14%	0%

Grade 5 Math:

Approaches	60%	100 %
Meets	18%	75%
Masters	10%	38%

Grade 5 Science:

Approaches	42%	*
Meets	16%	*
Masters	6%	*

Support for special education student include: 3 weeks' and 6 weeks' reviews of their grades, accommodations in the classroom, intervention period, tutoring after school program, and federal and state funds are utilized to supplement their learning with resources such as tutoring, computer-based programs, test prep materials, other instructional resources.

For teachers, professional development provided by the district on the different classroom accommodations that can be provided to the students.

34. How do achievement rates of Section 504 students and students in other special programs compare with all other students? What plans are in place to support them? Their teachers?

These students have a plan in place, they have been provided the least restricted environment according to their needs, so they can be successful like any student their age thru 504 protections. Teachers received a copy of their IEPs so they can implement accommodations and provide support accordingly to students' needs.

35. How do achievement rates of students in the six state special allotment programs (gifted/talented, CTE, Bilingual/ESL, SCE, High School Allotment, and Special Education) and the federal Title programs compare with all other students? What plans are in place to support them? Their teachers?

Our plans in place to support students include:

- Monitoring through RTI intervention,
- Identification, Evaluation, and the offer of free appropriate public education (FAPE)
- Student, Family, and Community Engagement

Our plans in place to support teachers include:

- Technical Assistance
- Training, Support, and Development

Blended learning Coach and GT Coach on campus

36. What interventions are in place to support students who are not successful? Does the data confirm that the interventions are working?

The interventions that are in place to support students who are not successful are the following: math tutoring, reading tutoring, small group intervention, Imagine Math, Istation, and small group tutoring pullout.

The Spring 2022 Benchmark and 2021 Comprehensive were used for Reading and Math to collect the data needed to determine whether the interventions worked. The following is the data for the reading interventions. Fifth grade reading increased 33% from 29% to 62%. Fourth grade reading decreased 5% from 57% to 52%. Third grade reading decreased 14% from 54% to 40%. The following is the data for the math interventions. Fifth grade math had a high Approaches of 93% passing in the comprehensive assessment and 86% passing in the benchmark. There was a decrease of 7%. Fourth grade math had a decrease of 12% from 58% to 46%. Third grade decreased 5% from 25% to 20%.

37. Are the SSI, ARD, LPAC, 504 and other committee decisions concerning state assessments and interventions appropriate and beneficial for students?

Yes, these committees are beneficial for the students. Committee members must be present for all meetings. Components discussed in the meetings are teacher's input, bundles, comprehensive exams, benchmarks, reading levels, and state exams. Members discuss and analyze data based on individual student needs. The committee decisions concerning state assessments, interventions and accommodations are based on the needs of the students. The committee develops a plan for implementation that is appropriate and in which the students will benefit from in the classroom.

38. How is Response to Intervention (RtI) being implemented? How are students identified and placed in RtI? Are the RtI processes and implementation effective? How is the RtI process affecting referrals to special education?

Response to Intervention is being implemented by meeting and monitoring our Tier 2 and Tier 3 students, students who are struggling. Tier 2 students get monitored every six weeks and Tier 3 every three weeks. Teacher meets with principal and counselor every six weeks to discuss student needs and interventions. Students are identified by using their grades, reading levels, benchmark tests, any content area grades, and behavior. The RTI process and implementation is effective due to constant monitoring and interventions (LIM-Learning Intervention Manual) put in place by the teacher. Teacher identifies student's strengths and documents to see how to help students out of RTI. If students make progress, they are removed from RTI. Implementing the RTI process correctly is helping in identifying students who don't make progress and

are prioritized to get referred to Special Education. Only Tier 3 students who continue to struggle get referred to Special Ed to get tested if needed.

39. What tools are available to ensure that strategies are designed to improve student performance?

Clever programs offer a variety of tools to help improve student performance such as Istation, Imagine Math, Amira, Stemscopes, My ON and Renaissance. These programs enhance student's performance on their level. Also, this year after school tutorial was available since September for 3 hours per week. Small group instruction happening in the classroom during class time also helped improve the student's performance. And additional intervention block was incorporated in the schedule since December as well. All of these interventions and tools played a key role in the overall student performance improvement this school year.

40. How many students fail one or more courses each year? What subjects? How many students are retained?

22 students were retained. They failed two core subjects with a year average below 70%. Their overall average was below 70% on two or more of the following areas: Reading, Math, Writing, Science, and or Social Studies.

Student's attendance for the school year was below 90%.

41. What do classroom observations reveal about class sections with high course failures?

Observations reveal that classrooms with high failure numbers focus most of the class time on direct instruction and are teacher centered. There is insufficient time for students to practice the skills independently and receive feedback from the teacher. In addition, there is limited planned opportunities for students to speak and write about their learning.

Student Learning Strengths

- - Focus on student results
 - Explicitly connect teaching and learning
 - Improve instructional practices and teacher performance
 - Tool for school improvement
- Specific
- Measurable

- Appropriate
- Realistic
- Time-bound

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Excessive student absences **Root Cause:** Absences caused by COVID; parents were fearful of sending students to school while the children were not eligible for vaccine

Problem Statement 2: Educational gap caused by COVID pandemic; learning loss; students not targeted STAAR/district/campus goals **Root Cause:** Loss of instruction; ineffective virtual instructions; technology issues; lack of family support

Problem Statement 3: Lack of student engagement **Root Cause:** minimal to non-existent student participation due to fear of sickness; minimal group work in classrooms; little time for social interactions from student to student

School Processes & Programs

School Processes & Programs Summary

62. 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, Stemsscopes, Imagine Math, and Imagine Literacy. New teachers are also supported by content leaders, head teachers, 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, Math MEETS offer teachers self-paced online training. Teacher formal and informal evaluations are also designed in developing teacher growth. Teachers receive feedback through walkthroughs, staff meetings, formal evaluations, and informal constructive feedback. A blended learning coach, GT teacher in charge of student pull-out, as well as staff from Mariposa Facility have been added.

Professional Practices

63. 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 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 Hearts training on July 27th & 28th.

The following are professional developments teachers have attended:

- Clarification of TEKS for math, reading, writing, science, and social studies
- G.T. updates
- Biliteracy
- Dyslexia
- SAFE Schools Trainings: Sexual Harassment, Youth Suicide: 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
- PBIS (Positive Behavior Intervention System)
- CPI
- Lumens Notice of Action
- Distant Academic Instruction using Class Dojo and Google Classroom
- Distance Learning for teachers (Apple, Google, Imagine Learning Webinars)
- Texas Reading Academy

Implementation is monitored through:

- Walkthroughs
- Collaborative Walkthroughs
- Data Results

- Formal and Informal Observations
- Google Classroom
- Apple and Google Level 1 Certification

The following are the impacts on performance:

- 2-Star campus
- “B” rating from the state
- Renewal of contract
- Teacher growth

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 PLCs to analyze data regularly, in order to plan and adjust instruction as needed.

Other decisions by different committees. Some committees include the District Level Planning and Advisory Committee (DLPAC), CLPAC (Campus level, staff meetings, grade level meeting (PLCs), content level meeting, and a PBIS (Positive Behavior Intervention and Support) committee has been established and trained to be part of the decision making committee.

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, PBIS, grade level meetings and monthly staff meetings.

Methods used for seeking meaningful consultation from teachers to improve student achievement is by open dialog in LPAC, grade level 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).

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

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 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

- 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

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.

CAMPUS GOALS FOR MATH

- Percentage of kindergarten students that meets grade level quantile score based on computer adaptive program will increase 10%
- Percentage of 1st grade students that meet grade level quantile scores based on computer adaptive programs will increase 11%.
- Percentage of 2nd grade students that meet grade level quantile scores based on computer adaptive programs will increase 12%.
- 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

- Percentage of kindergarten students reading at or above grade level based on computer adaptive programs will increase 69%.
- Percentage of 1st grade students reading at or above grade level based on computer adaptive programs will increase 31%.
- Percentage of 2nd grade students reading at or above grade level based on computer adaptive programs will increase 40%.
- 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

- Percentage of kindergarten students that meets grade level quantile score based on computer adaptive program will increase 10%
- Percentage of 1st grade students that meet grade level quantile scores based on computer adaptive programs will increase 11%.
- Percentage of 2nd grade students that meet grade level quantile scores based on computer adaptive programs will increase 12%.
- 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%.

DONNA ISD GOALS FOR READING

- Percentage of kindergarten students reading at or above grade level based on computer adaptive programs will increase 69%.
- Percentage of 1st grade students reading at or above grade level based on computer adaptive programs will increase 31%.
- Percentage of 2nd grade students reading at or above grade level based on computer adaptive programs will increase 40%.
- 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?

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. 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 from 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 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

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.

Programs and opportunities for students

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 curriculum that is created 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, reading readiness assessments, RTI, LAP forms, Reading levels, TELPAS, and STAAR. All of the evidence would be located in Eduphoria. All demographics of learners are evaluated and monitored throughout the year as weaknesses are identified and the 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.

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 campus assigned Mrs. Laney Lopez as the GT pull-out teacher. She 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-2nd and are provided with support once identified.

Students in the special education program are in regular classrooms. The inclusion teacher and assistant go into the classroom and work with those who are identified with a learning disability. Teachers follow the IEP (Individualized Education Plan) approved by the ARD committee so as 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 21-22 school year, STEAM improved its instructional curriculum by creating and purchasing the necessary resources to incorporate it into their 6-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. Although there was no set curriculum, the lesson cycle was incorporated in the activities. The effectiveness of the instruction was evaluated by 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.

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. Students 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.

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 2021-2022, we implemented the PBIS (Positive Behavior Intervention Support) which is a plan where students are taught expected behaviors during lunch, PE, transition, hallways, bus, library, playground, and classroom. Teachers reviewed expected behavior for the first three weeks of school. Our campus also follows the DMP (district's discipline plan). Teachers are expected to have rules in place and their own classroom management strategies. Teachers turn in their classroom expectations to their supervisors. All infractions on the district's discipline plan require documentation and parent communication. Referrals are issued based on the district's plan. After exhausting all options to resolve the issue the final option would be our DEAP campus.

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.

In traditional years we usually have planned fire drills monthly 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. Teachers are required to incorporate educational opportunities in class. The staff receives training twice a year, apart from the safe schools. In a traditional year, students fill out surveys on safety. Safety plans are addressed throughout the emergency operational plans binder, which is the EDP binder. The plan for the safety drill continues as we have done in the past years we will continue implementing the recommendation of Donna ISD Emergency Operation plan. Staff receive training sessions throughout the year and incorporate these training in their classroom lessons so that the 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

PPE was made readily available for all staff and students including face shields, face masks and desk shields. Distance markings were also placed on the floor to guide students and staff to practice social distance. All furniture was placed within social distance requirements

We also have volunteer preventative rapid covid tests available for all staff once a week.

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. 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 intervention period.
- The teacher mentor program impacts the morale of new teachers and culture which in turn helps for the delivery of appropriate 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 population. 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 relationship is crucial to our campus to ensure a well-prepared student in our community to 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.
- One of the most notable strengths is that our school is the only STEAM (Science, Technology, Engineering, Arts, and Mathematics) campus in the district.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our STEAM campus does not have a curriculum so STEAM teachers purchased the activities and the vast majority of the material used throughout the year.

Root Cause: Our district did not purchase a curriculum.

Problem Statement 2: Parental involvement is significantly lower. **Root Cause:** Parents are still worried about Covid-19.

Problem Statement 3: 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: Internet is slow and lagging in A-wing, as well as others. **Root Cause:** Infrastructure is not adequate and too many students logged in at the same time.

Problem Statement 5: Not enough One Screens for all teachers. **Root Cause:** Only certain number of One Screens were ordered.

Perceptions

Perceptions Summary

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 2019-2020 in comparison to our current 2021-2022 school years (please see chart below) more students were present at school for KG-5TH 3.88%, and for PK-4 is 2.64% more. For our PK-3-4 program, compared to previous year 4.07% more students were present last year. The difference in attendance this school year is mostly attributed to Covid 19 positive cases in our community. Many students and staff members tested positive for Covid 19. Students diagnosed with Covid 19 were given a 10-day excuse by their doctors and told to stay home to avoid propagation of the virus. Students returned to campus when tested negative. In comparison to last year's student attendance, this pandemic caused a major increase in our campus' student attendance.

Attendance and Tardies:

Percentage of attendance and tardies per grade level as of 5/9/22:

2021-2022 Attendance Percentage		2020-2021 Attendance Percentage	
PK-3/4	89.76%	PK-5th Grade	96.18%
KG	90.7%	PK -4	94.48%
1st	91.05%	PK - 3	93.19%
2nd	92.34%		
3rd	93.09%		
4th	94.1%		
5th	92.55%		
OVERALL	92.37%		

We notice most absences are in the lower grades, and a visible improvement in the upper grade levels. PK having the lowest percentage of 89.76% and 4th grade having the highest with 94.1%. We see a drop in attendance in 5th grade with a 92.37%

Discipline

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

Student conflicts are addressed, resolved, and monitored in various forms in order to wholly serve student's social-emotional needs. Teachers are vigilant of any conflict indicators. Parents or guardians are notified of any conferences held by teachers with any student or students. When deemed necessary, any instance may lead to the counselor addressing the conflict's precedents or any possible post traumas. If the conflict requires further remediation, school administrators step in to ensure conflict resolution takes place. Thereafter, if the circumstance requires further actions, law enforcement is involved. If there is an outcry from an individual or a group of students, the same process is implemented. 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 two teachers. These teachers are experienced teachers participating in our campus serving 1st and 4th grade. Our campus also hired eight 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. Headteachers or lead teachers are yet 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 applying 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.

96%% of the faculty members said they felt that academic expectations placed on the staff on campus were "above average". 4.2% 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. 100% of the staff were rated proficient based on the year's attendance. Covid did affect absences Educators have been absent less than 10 working days because of Covid. Only two educators have been absent more than ten working days due to birth (FMLA). One educator was absent due to health reasons (FMLA). Teachers and paraprofessionals try to limit their absences and not surpass the ten days given by law. The vast majority of our campus educators described their school as a positive work environment. More than three-quarters of our campus educators said they feel safe at all

times 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. The school frequently gauges participation from the parent, guardian, and community members by the attendance to campus and grade-level scheduled parent meetings, Meet the Teacher Night, Open House, Literacy Night (PK4).

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.

From time to time, our campus' Parent Educator Department hosts various parent learning academies such as Family of Readers, FEB PLA, Highly Capable Kids Plan, Learning Academies.

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, 37% of the 54 parents said the biggest barrier that prevents them from participation is inconvenient or problematic work and school schedules or times. The second barrier mentioned by parents was the short notice, with 16% of the 54 parents surveyed. Transportation with 12% out of 54 parents.

Students

Out of the 164 students surveyed 19% of the students perceived the learning environment extremely positive 31% of students perceived the learning environment to be very positive. 40% of students perceived the learning environment as being positive. 8% of the students surveyed described the learning environment as being slightly positive. 3% of students described the learning environment as being negative. Overall most of the students surveyed said there was a positive learning environment.

Out of the 164 students surveyed 42% of students strongly agree that they feel safe. 36% of students agree that they feel safe. 15% of students feel somehow safe. 6.2% of students do not feel 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. 27% of the students agree that they have a sense of belonging to the school. 10 % disagree or strongly disagree that they do not feel they have a sense of belonging to the school. 5% of the students feel that they do not belong to school.

Out of the 164 students surveyed 87% of the students sense that teachers and principal have high expectations on them. 11% of the students do not know if teachers and principal have high expectations of them. 2.4% sense that teachers and principal do not have high expectations on them.

Parents and Guardians

According to a parents/guardians' survey sent home, Out of 54 parents 46% agreed that their child's school is safe. 28% of the 54 parents strongly agree that their child's school is safe. Only 7.4 % of the 54 parents said that school is not safe, and 11% do not know. Parents feel welcome according to the data from the survey. Out of the 54 parents that participated, 42% agree they feel welcome to our school. 30 % strongly feel welcome at school 7.4% of parents disagree and said that they do not feel welcome and 13% do not know.

Parents believe their children are safe at school as was mentioned in the first paragraph of this question.

Parents have opportunities to become involved in activities that support instructional programs. Out of 54 parents 25% of parents strongly agree they have opportunities that support instructional programs. Out of 54 parents 50% of parents agree they have opportunities that support instructional programs 7% of parents disagree.

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 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, Literacy Night (PK4). 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 24 teachers that were surveyed, 71% of them described their school as "very positive", 25% described it as "positive, and 4.2% described it as "negative" . Out of the 24 teachers that were surveyed, 96% of the teachers felt that programs and processes in place do help with student's success. 4.2% of teachers disagree with the processes and programs in place.

Out of the 24 teachers that were surveyed, 71% of them feel "safe all the time", 30% felt "sometimes safe".

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. 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:

1-Students and teachers described the school support from administrators and teachers towards students.

2-Parents, students, and teachers feel the school takes every precaution to ensure safety.

3-Parents feel welcome at school.

4-A high number of students and parents described the school's learning environment as challenging and very positive.

5-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 students.

6-Teachers and paraprofessionals have shown their commitment and dedication to our students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 26% 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: 18% 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: 21% of the students feel a little or not at all safe at school. **Root Cause:** Lack of active security monitoring, building facilities lack all secure doors and school not gated.

Problem Statement 4: 17% of students and 63% of teachers feel that campus facilities and physical environment needs improvement. **Root Cause:** Leaking happening in rooms, old doors are rusty, restrooms are not in ideal operating condition, some classrooms walls are damaged, water comes in thru doors, floor and walls, pests, and AC not functioning correctly.

Problem Statement 5: 42% of the teachers feel that social and extracurricular activities are not enough. **Root Cause:** Lack of personnel, lack of clubs or programs after school.

Problem Statement 6: 57% of 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.

Priority Problem Statements

Goals

Revised/Approved: June 14, 2022



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 2023:




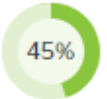
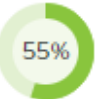




- *3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase from 15% to 25%
- *3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 17% to 24%
- *The percentage of graduates demonstrating college/career/military readiness (CCMR) will increase from 64% to 67%

HB3 Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
<p>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).</p> <p>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, 2022.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: Testing Materials - Local (199) - 199.11.6339.00.112.11.0.00 - \$2,000, ESSER Tutoring - ESSER III (282) - \$49,842</p>				





Strategy 2 Details	Reviews			
<p>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.</p> <p>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 2023 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations.</p> <p>Staff Responsible for Monitoring: Campus administration, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: - Local (199) - 199.11.6399.00.112.11.0.00 - \$4,454, - Local (199) - 199.13.6399.00.112.99.0.00 - \$1,000, CIP - Local (199) - 199.23.6399.00.112.99.0.00 - \$1,000, - Local (199) - 199.31.6399.00.112.99.0.00 - \$500, - Title I (211) - 211.11.6399.00.112.24.0.00 - \$3,530, - State Comp.(164) - 164.11.6399.00.112.30.0.00 - \$6,560, Headphones - Title III (263) - 263.11.6399.00.112.25.0.00 - \$5,220, - Title IV 289 - 289.31.6399.00.112.11.0.00 - \$1,715, Field Trips - Student Travel - State Comp.(164) - 164.11.6412.00.112.30.0.00 - \$1,000, Field Trips - Student Travel - Local (199) - 199.11.6412.00.112.11.0.00 - \$2,650, Field Trips - Student Travel - Local (199) - 199.12.6412.00.112.11.0.00 - \$700, Field Trips - Student Travel Transportation - 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 - \$2,000, Field Trips - Employee Travel - Local (199) - 199.13.6411.00.112.99.0.00 - \$1,500, 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 - \$6,150, Reading Material - Title I (211) - 211.12.6329.00.112.24.0.00 - \$850, 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 - \$8,000, EduSmart - Title I (211) - 211.11.6339.00.112.24.0.00 - \$544</p>	Formative			Summative
	Sept	Dec	Mar	June
				

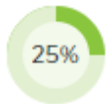
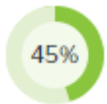




Strategy 3 Details		Reviews			
Strategy 3: Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback. Strategy's Expected Result/Impact: Increase observation and direct feedback protocol implementation from 45% to 85% by the end of the 2023 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys. Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Results Driven Accountability		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 4 Details		Reviews			
Strategy 4: Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support. Strategy's Expected Result/Impact: Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILTs at the campus will go from 0% to 100% protocol implementation based on observation tracker and weekly meeting notes. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Sept	Dec	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 2: Focus on Family and Community Engagement

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

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

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

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




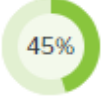
Goal 2: Focus on Family and Community Engagement

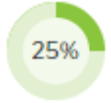





Performance Objective 2: Develop staff skills with effective practices that support families in reinforcing their child's education by providing staff professional development once per semester.

Evaluation Data Sources: * training invitation

* training sign-in sheets





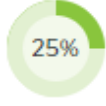

* training agendas



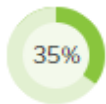

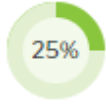





Strategy 1 Details	Reviews			
Strategy 1: Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources). Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.) Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide professional development that develops skills in working with families (e.g., engaging fathers, customer service, understanding and responding to a child's behavior, etc.) Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration Title I: 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Dec	Mar	June
	 25%	 45%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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. Strategy's Expected Result/Impact: Ensure the district's and campus 5 year plan is followed. Staff Responsible for Monitoring: Campus administration. Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus administration will review the campus' facilities survey results and monitor the work orders submitted at the campus to ensure areas of need are being addressed. Strategy's Expected Result/Impact: Compare survey and work orders. Staff Responsible for Monitoring: Campus administration. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
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. Strategy's Expected Result/Impact: Prioritization of campus needs. 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, Radios - Local (199) - 199.23.6395.00.112.99.0.00 - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
				







Strategy 4 Details	Reviews			
Strategy 4: Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget. Strategy's Expected Result/Impact: A campus based 5 year plan and ensure campus administration monitors implementation of said plan. Staff Responsible for Monitoring: Campus administration. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
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. 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	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Salinas will meet with necessary personnel to have general funds allocated to complete campus prioritized projects. Strategy's Expected Result/Impact: Allocate funding appropriately to address facilities Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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. 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: - Local (199) - 199.51.6315.00.112.99.0.00 - \$400, Security - Local (199) - 199.52.6319.00.112.99.0.00 - \$500	Formative			Summative
	Sept	Dec	Mar	June
				
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. 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	Formative			Summative
	Sept	Dec	Mar	June
				
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. 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	Formative			Summative
	Sept	Dec	Mar	June
				







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. Strategy's Expected Result/Impact: Safe transportation Staff Responsible for Monitoring: Campus Administration and transportation personnel Title I: 2.4, 2.5, 2.6		Formative			Summative
		Sept	Dec	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

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. 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: - Local (199) - 199.23.6495.00.112.99.0.00 - \$350, - Local (199) - 199.23.6239.00.112.99.0.00 - \$150, - Local (199) - 199.31.6411.00.112.99.0.00 - \$200, 2022 Texas Assessment Conference - Title II Teacher/Principal (255) - 255.23.6411.00.112.24.0.00 - \$1,239, - Local (199) - 199.31.6239.00.112.99.0.00 - \$300	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 4.1(2): Design and implement guidelines, expectations, and high priority goals for principals. Strategy's Expected Result/Impact: A year-long plan for growing principals that is focused, clear, connected, and aligned to LSG. Staff Responsible for Monitoring: Executive Cabinet, Leadership Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				





Strategy 3 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Awards & Incentives - Local (199) - 199.11.6498.00.112.11.0.00 - \$3,000, Awards & Incentives - Local (199) - 199.12.6498.00.112.11.0.00 - \$1,000, Awards & Incentives - Staff - Local (199) - 199.23.6498.00.112.99.0.00 - \$3,000, Misc. Operating Expenses - Local (199) - 199.23.6499.00.112.99.0.00 - \$2,000, awards and incentives - Student Activity Fund (865) - 865.00.2190.00.112.00.0.00 - \$2,519.33, awards and incentives - Faculty Account 897 - 897.00.2190.01.112.00.0.00 - \$3,942, awards and incentives - Library Account (898) - 898.00.2190.00.112.00.0.00 - \$385, awards and incentives - Coke Activity Account 899 - 899.00.2190.00.112.00.0.00 - \$357</p>	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Goal 4: Focus On Employees And Organizational Excellence









Performance Objective 2: 4.2 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 (YMHA). Strategy's Expected Result/Impact: Increase awareness for staff in addressing and supporting adult and youth mental health well being to foster the skills needed to identify, understand, respond, and provide initial help and support to adults and students who may be developing a mental health or substance use problem or experiencing a crisis (trauma/ grief-informed practices; prevention and intervention practices in early mental health, suicide [including postvention], substance abuse, violence and bullying, human trafficking, child abuse; building skills related to understanding one's emotions and others, managing emotions, establishing and maintaining positive relationships, responsible decision-making; postsecondary planning & career readiness). [Staff Responsible for Implementation: Campus Administration] Staff Responsible for Monitoring: Campus Administration, SEL Supervisor, Leadership, Human Resources, Benefits & Risk Management Title I: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Entire campus will participate in at least 2 district wide/community events (minimum 1 per semester) that support the physical, health, nutritional, and social well-being of students and staff. Campus will participate in anti-bullying activities & presentations. 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: Oscar Munoz & Happy - Title IV 289 - 289.31.6299.00.112.11.0.00 - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus will work to maintain a balanced schedule by ensuring that a minimum of 80% of daily activities for Professional School Counselors are aligned with the four components (guidance curriculum, individual planning, responsive services, & system supports) of the Texas Model for Comprehensive School Counseling Programs by decreasing the amount of time being allocated to non-counseling activities by 10% each school year from 2023 to 2025.</p> <p>Strategy's Expected Result/Impact: Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: 4.2 Organizational (4): Implement an evaluation tool designed specifically for Professional School Counselors (PSCs) and Licensed Professional Counselors (LPCs) in assessing their professional performance in alignment with ten domains (Program Management, Guidance, Counseling, Consultation, Coordination, Student Assessment, Leadership, Advocacy, Professional Behavior, Professional Standards) within the context of the Texas Model for Comprehensive School Counseling Programs four service delivery components (Guidance Curriculum, Individual Planning, Responsive Services, & System Supports) and assess all ten domains over a period of three years, thereafter the practice will be to assess the PSCs' and LPCs' performance against all ten professional development and growth domains annually.</p> <p>Strategy's Expected Result/Impact: To enhance the positive effect Professional School Counselor (PSC) and Licensed Professional Counselor (LPC) have on students and school stakeholders by ensuring professional development and growth and assist appraisers in supporting their development and growth through clear expectations, and a fair and transparent evaluation process that is relevant and accurately assesses the professional effectiveness of PSCs and LPCs.</p> <p>[Staff Responsible for Implementation: Counselors, LPCs, Campus Administration]</p> <p>Staff Responsible for Monitoring: Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Mar	June
				







Strategy 5 Details	Reviews			
Strategy 5: Campus will provide prevention activities that help students live above the influence that support academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug related incidents/offenses/referrals by 10%. Strategy's Expected Result/Impact: Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (drugs and alcohol, bullying, suicide prevention, conflict resolution, 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 - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
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. 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	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10% Strategy's Expected Result/Impact: Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively. Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 8 Details	Reviews			
Strategy 8: Campus will provide parents Social Emotional Learning (SEL) education on tools, practices, strategies, and resources to support students at home to increase parental involvement and satisfaction by 10% on district surveys. Strategy's Expected Result/Impact: Increase support for parents in helping build students' social and emotional competence at home to foster a strong home-school connection and partnership that reinforce social and emotional skills at home, school, and their communities. Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: 4.2B Staff (11): Provide support to address our employees' health and social emotional well-being by having a Wellness Facilitator at every campus. Strategy's Expected Result/Impact: Facilitate employee wellness and fitness for DISD employees - 1 per site. Monthly check-in meeting with Director of Benefits & Risk Management Staff Responsible for Monitoring: Human Resources, Benefits & Risk Management, Campus Administration, Health Services Title I: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Focus On Financial Stewardship









Performance Objective 1: 5.1 Create a comprehensive needs assessment in order to prioritize resources equitably based for 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. 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	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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. 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	Formative			Summative
	Sept	Dec	Mar	June
				
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. Title I: 2.4, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

State Comp.(164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Field Trips - Student Travel	164.11.6412.00.112.30.0.00	\$1,000.00
1	1	2		164.11.6399.00.112.30.0.00	\$6,560.00
Sub-Total					\$7,560.00
Budgeted Fund Source Amount					\$7,560.00
+/- 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	\$2,000.00
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	199.12.6494.00.112.11.0.00	\$300.00
1	1	2		199.31.6399.00.112.99.0.00	\$500.00
1	1	2		199.11.6399.00.112.11.0.00	\$4,454.00
1	1	2	Operating Leases	199.11.6269.00.112.11.0.00	\$8,000.00
1	1	2	Field Trips - Employee Travel	199.13.6411.00.112.99.0.00	\$1,500.00
1	1	2	CIP	199.23.6399.00.112.99.0.00	\$1,000.00
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	\$2,000.00
1	1	2		199.13.6399.00.112.99.0.00	\$1,000.00
1	1	2	Field Trips - Student Travel	199.12.6412.00.112.11.0.00	\$700.00
1	1	2	Field Trips - Student Travel	199.11.6412.00.112.11.0.00	\$2,650.00
3	1	3	Radios	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		199.51.6315.00.112.99.0.00	\$400.00
3	2	1	Security	199.52.6319.00.112.99.0.00	\$500.00
4	1	1		199.23.6239.00.112.99.0.00	\$150.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1		199.31.6411.00.112.99.0.00	\$200.00
4	1	1		199.31.6239.00.112.99.0.00	\$300.00
4	1	1		199.23.6495.00.112.99.0.00	\$350.00
4	1	3	Awards & Incentives	199.11.6498.00.112.11.0.00	\$3,000.00
4	1	3	Misc. Operating Expenses	199.23.6499.00.112.99.0.00	\$2,000.00
4	1	3	Awards & Incentives - Staff	199.23.6498.00.112.99.0.00	\$3,000.00
4	1	3	Awards & Incentives	199.12.6498.00.112.11.0.00	\$1,000.00
Sub-Total					\$41,854.00
Budgeted Fund Source Amount					\$41,854.00
+/- 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	\$6,150.00
1	1	2	Reading Material	211.12.6329.00.112.24.0.00	\$850.00
1	1	2		211.11.6399.00.112.24.0.00	\$3,530.00
1	1	2	EduSmart	211.11.6339.00.112.24.0.00	\$544.00
Sub-Total					\$11,074.00
Budgeted Fund Source Amount					\$10,530.00
+/- Difference					-\$544.00
Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	2022 Texas Assessment Conference	255.23.6411.00.112.24.0.00	\$1,239.00
Sub-Total					\$1,239.00
Budgeted Fund Source Amount					\$1,239.00
+/- 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	\$5,220.00
Sub-Total					\$5,220.00
Budgeted Fund Source Amount					\$5,220.00

Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
Coke Activity Account 899					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	awards and incentives	899.00.2190.00.112.00.0.00	\$357.00
Sub-Total					\$357.00
Budgeted Fund Source Amount					\$357.00
+/- Difference					\$0.00
Faculty Account 897					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	awards and incentives	897.00.2190.01.112.00.0.00	\$3,942.00
Sub-Total					\$3,942.00
Budgeted Fund Source Amount					\$3,942.00
+/- Difference					\$0.00
Library Account (898)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	awards and incentives	898.00.2190.00.112.00.0.00	\$385.00
Sub-Total					\$385.00
Budgeted Fund Source Amount					\$385.00
+/- Difference					\$0.00
Title IV 289					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		289.31.6399.00.112.11.0.00	\$1,715.00
4	2	2	Oscar Munoz & Happy	289.31.6299.00.112.11.0.00	\$1,000.00
4	2	5	Drug Ed Items	289.31.6499.00.112.11.0.00	\$1,000.00
Sub-Total					\$3,715.00
Budgeted Fund Source Amount					\$3,715.00
+/- Difference					\$0.00
ESSER III (282)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ESSER Tutoring		\$49,842.00

ESSER III (282)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$49,842.00
Budgeted Fund Source Amount					\$49,842.00
+/- Difference					\$0.00
Student Activity Fund (865)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	awards and incentives	865.00.2190.00.112.00.0.00	\$2,519.33
Sub-Total					\$2,519.33
Budgeted Fund Source Amount					\$2,519.33
+/- Difference					\$0.00
Grand Total Budgeted					\$127,163.33
Grand Total Spent					\$127,707.33
+/- Difference					-\$544.00