Donna Independent School District

Capt. D. Salinas Elementary

2024-2025 Campus Improvement Plan

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

1 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

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

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

3 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Comprehensive Needs Assessment

Demographics

Demographics Summary

1. How do we describe our school? What is our story? ex., size, grade span, age, location, magnet, open enrollment, neighborhood school
   Captain D. Salinas STEAM Academy is a Donna ISD open-enrollment magnet school serving about 460 students from Head Start to 5th grades ages 3-12 years. We are located in Alamo Texas and have students from both Donna and Alamo.

2. Who are our stakeholders? How are they included in the planning process as contributing partners in the development & implementation of the improvement plan?
   Our stakeholders are parents, district administration, campus administration and community groups such as Community In Schools that work with educating and preparing our students. We hold District and campus meetings for planning and also seek input from staff through programs such as Campus Needs Assessment committees, District Level Project Advisory Committee as well as Campus Level Planning Committees. We also have a Parent Involvement Department with staff at each campus. Parents and other community partners are invited to serve on these committees.

3. Do our special programs align with the needs and desires of our students, parents and community? Do they align with the philosophy and beliefs of our teachers and administrators? ex. Gifted/Talented, CTE, Fine Arts
   We offer multiple and varied programs for special and general populations. We have a pull out GT program. We had a district career fair for our 5th grade students and we offered an ESPORTS program this year. We additionally offer a sports program READY and fine arts program ARTES. We also host Salinasville, an IBC Minitropolis program, so students in all populations can experience working in an economics based community.

4. What percentage of students who are migrant, experiencing homelessness, served in special education, English learners/Emergent Bilinguals, at-risk, gifted are enrolled in special programs?
   According to the 2023 TAPR report from TEA the campus percentage of Migrant students is 0.5% these students are serviced by the Migrant Department. Homeless student percentage is 8.9% served by the McKinney Vento Program. Special Education is 7% served by the Special Education Department. Emergent Bilingual and English Language Learners are 65% served by the Bilingual Education Department, at-risk students are 88% and are served by multiple programs such as tutoring, 504, RTI, counseling and other programs. Gifted students are 7% served by the Advanced Academics Department. Most of our students being at risk, are serviced under multiple

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

4 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

5. What are student behavior trends, discipline referrals, suspensions, and expulsions? Does it vary between student groups? How is this impacting students and learning?

   There are very few incidents overall on campus with referrals, however, the majority of our behavioral referrals occur on the school bus. This affects attendance because if students don't feel safe on the bus, parents may not have a regular way to get the child to campus. It is also a safety concern for the passengers and driver that the bus be a safe and controlled envinorment. Additionally this year we saw several referrals for vape pens. This is an unhealthy activity for students and should be addressed in the coming school year to avoid students missing out at school because they are in DAEP.

6. What is the number of students in each special program? **26 students.**

How do these program numbers look broken up by ethnicity, gender or another category? **Ethnicity**. Are we over or under-presented in certain groups? Why? *Over -presented Hispanics on programs education special, because is high Hispanic population*

7. What is our student mobility rate? Why? What systems do we have in place to address the effects of mobility? *According to the latest TAPR report the attrition rate is at 24% which is higher than the district or state average.*

8. What are our dropout rates and which students are dropping out?

   In the past 2 school years it is showing a decrease in attendance close to a 6% difference from the year 2020-2021 and 2021-2022. Based off the chart 100% of our students in campus are Hispanics, and although we don't have a set dropout percentage based on the TEA chart, we do have a chronic absenteeism percentage in the year 2020-2021 we had a 4.9% and in 2021-2022 it was a 30.9% that is close to a 26% difference. Even though we don't have dropout rates on our campus, in middle school and high school we do have dropout rates on file. In our district in the year 2021-2022 just in our middle schools we had 0.3% dropout rate and in high schools it was 0.8%.

9. What are the retention rates for all groups of employees? *This year we had about 80 staff and lost 4-5 people to retirement, transfers, moving to a new campus in another district or leaving the profession.*

10. What is the average class size, student-to-teacher ratio and student-to-support staff ratio?

    The average class size contains 20 students. The student-to-teacher ratio is approximately 15 students. The student-to-support staff is 28

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

5 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

students.

11. What are attendance/tardy, truancy, drop-out/retention rates? Are there trends? What procedures/practices are in place to address these?

As of Apr 2, 2024, 35 out of the 478, about 7.3% of the students have been subject to truancy. A total of 148 out of 478 students (about 31%) have been tardy at least once during the school year. In attendance, Salinas Elementary has been above the average for the 1st and 2nd six weeks. For the 1st six weeks the school came in 2nd in all district campuses with a 95.8% attendance rate, which was 2.8% more than last year's 93% attendance rate. For the 2nd six weeks the school came in 2nd in all district campuses with a 94.5% attendance rate, which was 1.9% more than last year's 92.6%.

Some procedures that are being followed when a student is absent is that teachers send a recovery slip to the office which contains the names of any students absent and are called home in an effort to find out the reason why and to try to get them to come if possible. Incentives to try to encourage students to not be absent are as follows:
  1. **As a whole class: popcorn at the end of the week for the class if the whole class is present for the week.**
  2. **As an individual: bracelet at the end of the six weeks to get a snack such as an ice pop, flaming hot with cheese or nachos during lunch.**
  3. **As an individual: Perfect attendance certificate at the end of each six weeks.**

Campus Name	1st Six Weeks			2nd Six Weeks			3rd Six Weeks		
	2022-2023	2023-2024	Difference	2022-2023	2023-2024	Difference	2022-2023	2023-2024	Difference
001 - Donna High	88.90%	90.80%	1.90%	88.80%	90.20%	1.40%			
007 - Donna North	84.20%	91.60%	7.40%	86.90%	90.70%	3.80%			
045 - AP Solis Middle	92.00%	94.30%	2.30%	90.50%	93.80%	3.30%			
046 - Veterans Middle	93.00%	93.90%	0.90%	90.90%	93.60%	2.70%			
047 - Sauceda Middle	91.30%	92.80%	1.50%	91.60%	93.70%	2.10%			
048 - Todd Middle	89.60%	93.80%	4.20%	91.90%	93.40%	1.50%			
102 - Guzman Elementary	89.90%	93.80%	3.90%	92.20%	92.80%	0.60%			
103 - Price Elementary	90.90%	96.00%	5.10%	90.60%	93.40%	2.80%			
104 - Ochoa Elementary	91.20%	91.80%	0.60%	88.90%	90.00%	1.10%			
106 - Stainke Elementary	89.00%	94.50%	5.50%	92.10%	93.90%	1.80%			
109 - Caceres Elementary	92.20%	95.60%	3.40%	93.50%	95.40%	1.90%			
111 - Rivas Elementary	91.60%	95.40%	3.80%	89.70%	94.10%	4.40%			
112 - Salinas Elementary	93.00%	95.80%	2.80%	92.60%	94.50%	1.90%			
113 - Garza Elementary	92.70%	92.70%	0.00%	89.20%	93.40%	4.20%			
114 - Munoz Elementary	92.40%	93.50%	1.10%	87.00%	92.30%	5.30%			
115 - LeNoir Elementary	91.40%	93.80%	2.40%	90.30%	93.30%	3.00%			
116 - Singleterry Elementary	90.10%	93.60%	3.50%	90.20%	90.80%	0.60%			
117 - Salazar Elementary	92.20%	94.10%	1.90%	90.10%	93.60%	3.50%			
118 - Adame Elementary	93.10%	94.90%	1.80%	90.20%	93.70%	3.50%			
DISD District	90.80%	93.10%	2.30%	89.70%	92.30%	2.60%			

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

6 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

12. What race/ethnicity/gender percentages make up our student population and how does it differ from the past?

13. What percentage of students do we serve in various groups? ex. economically disadvantaged, ELs/EBs, SpEd, homeless, migrant, GT, AP, at-risk

ED percentage: 96%

EL/EB Percentage: 63%

SpEd: 7%

Homeless: 9%

Migrant: 0.5%

GT: 7%

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

7 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

At-Risk: 88%

14. Who is our staff and how do their skills align with student needs/demographics? ex. years experience, capacity levels, certifications, race/ethnicity

We have the following staff:

Total Staff		
Professional Staff	**37**	
Teachers		**32**
Professional Support		**3**
Campus Administration		**2**
Educational Aides	**15**	
Librarians and Counselors (Headcount):		
Full-time Librarians	**1**	
Full-time Counselors	**1**	
Teachers by Ethnicity:		
Hispanic	**30**	
White	**2**	
Teachers by Sex:		
Males	**10**	
Females	**22**	
Teachers by Highest Degree Held:		
Bachelors	**27**	
Masters	**5**	

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

8 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Total Staff		
Teachers by Years of Experience:		
Beginning Teachers	3	
1-5 Years Experience	4	
6-10 Years Experience	4	
11-20 Years Experience	15	
21-30 Years Experience	5	
Over 30 Years Experience	1	

According to a 2023-2024 Demographics Survey, our professional and teaching staff with Bachelor's degree make up 84%, staff with a Masters 16% and the paraprofessionals are highly qualified, some even with degrees preparing them to be future teachers. We have 66% of teachers with more than 10 years of experience. That means most of our teachers are experts in teaching. Most of our staff are Hispanics (94%), and the majority with Bilingual certification (69%).

15. Who resides in our community and what is it like? ex. professions, ages, diversity, education levels, owners/renters, emergency services, crime rates?

    Here is information from the US Census Bureau about our city, Alamo TX.
    https://www.census.gov/quickfacts/fact/table/alamocitytexas/PST045222

16. How do we interact with the major employers and the universities/community colleges in our community?
    Through the school's STEAM initiative. *Salinasville,* **we have created partnerships with local community employers. H-E-B grocery store, Wal-Mart, Peter Piper Pizza, the City of Alamo and IBC Bank offer support to our Salinasville program to assist our school with extra resources that allow our students to develop real life skills that encourage the use of Science, Technology, Engineering, Arts, and Mathematics.**

    The City of Alamo has also included our school in their city beautification program, in which our students were invited to paint on standing water drainage pipes that are located directly behind our school.

    As for universities/community colleges, our students are encouraged to be college ready and our school has initiatives and activities such as College/University shirt days to allow our students to look toward the future.

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

9 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Demographics Strengths

1. Most of our staff are veteran teachers with more than 10 years of experience.-Data Source TAPR Report 2022-23

2. The ethnic and cultural demographics of our staff most mirror our student population. This is an advantage for students because the staff can relate to them on a cultural level by creating learning experiences that reflect the culture and lifestyles of our student population.

3. Being situated geographically between two cities, our students and staff can pull from the community groups in Alamo and Donna when seeking educational opportunites for our school to participate in and benefit from.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The majority of student referrals this year occured not on our campus, but on our school busses.   **Root Cause:** Decreased supervision of students while on buses. More students need training on how to act on the buses and the consquences made clear to parents and students as to expectations.

Problem Statement 2: There were multiple incidents of students with vape pens or cartriges on campus this year.   **Root Cause:** Students have access to these items at home and are bringing them to school. We recomend more edcuation for parent and students on the dangers of these pens to human health and the loss of educational opportunities and danger to others when vapes and other such products are brought to school.

Problem Statement 3: We have an increase number of students who are chronically absent from and/or tardy to school.   **Root Cause:** Students need regular access to transportation to and from school and parents need to be informed on the socio/economic benefits for students attending school regularly. We recommend continued praising and rewarding for those student who attend on regular basis and teachers and staff being po

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

10 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Student Learning

Student Learning Summary

28. 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?
DATA IS SHOWN BELOW

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

11 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

READING LA   3rd Grade : I*n 2022 and 2023 did receive the same percentage as a District received the same percentage as Approaches 57%, but as a Campus in 2023 72% and 2022 58% increase 14% as a campus*
Meets as a campus was a 28 % increase and Masters was decreased by 1%
4th Grade: in 2023 was a 62% Approaches and 77% in 2022 showing a 15% regression noticeable in the Meets level from 44% in 2022 to a 19% in 2023 a 25 % regression.
5th Grade had a 3% decrease in approaches, a 3% increase in Meets and 1% decrease in Masters.
As a campus: there was a 2% decrease in Approaches.

4th grade had the greatest regression these two years, these students were the students that in 1st & 2nd grade were COVID/Virtual instruction making it difficult to show significance increase and our EXAMS became STAAR 2.0 in Reading Language Arts (embedded the L.A. into Reading)

MATH 3rd Math had 22% growth in Approaches, 21% in Meets and 6% Masters
4th Grade : had a regressing 12% in Approaches, 19% in Meets and 9% in Masters (50% regressing in Math for all 3 levels) 5th   had a 3% decrease from 95% to 92% in Approaches. Meets 4% regression and Master 6%.

Science had a 6% increase in Approaches, 13% in Meets and 7% in Masters. Overall they had an increase in ALL 3 areas.

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

12 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

29. What are the results on other assessments? Include comparison with other relevant assessments including district/campus-based assessments. For the 2022-2023 number of students meeting their stated reading goals as follow 5th grade:52.38% 51.25% in 4th Grade, 3rd grade 49.32%, 2nd grade:38.57% 1st grade : 38.24%

For the 2021-2022 K-39%, 1st-37%, 2nd -51%, 3rd -34%, 4th -67% 5th: (overall percentage of students reading on grade level for 21-22 school year was 44% from K-5th grade)

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 2022-2023 TAPR reports, the special education students district level all subject grades 3-5 with 44% achieving approaches only. When compared to the EBs students and the Econ. Disad. population, the special ed population were at least 16% less than the special populations mentioned. However, the subject with a greater difference was Reading with a difference of at least 20%. At the campus level, the special ed population for the 2022-2023 school years all subjects scored at least 63% compared to the EBs at 71%. In reading the special ed population scored a 44% approaches while the EBs scored a 72% At the district level and campus 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. Ensure that the designated supports are in place and that they are familiar on how to use them. 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

From subject to subject?

Based on TAPR reports from 2019 to 2021 students in Reading approaaches iin 3rd decreased 26 points, in 4th grade students had a negative 22 and in 5th a negative 27 points in the approaches level. In the meets level students in 3rd had a negative 11 regression, 4th a negative 15 and in 5th a negative 25. In the masters level 3rd had a -10 regression, 4th a negative 4 and 5th a negative 5. All grade levels had a decreased in all categories.

Based in the TAPR report from 2019 to 2021 students in Math approaches in 3rd decreased 55 points, in 4th grade students had a negative 37 and in 5th a negative 57 points in the approaches level. In the meets level students in 3rd had a negative 25 regression, 4th a negative 31 and in 5th a negative 56. In the masters level 3rd had a -10 regression, 4th a negative 18 and 5th a negative 34. All grade levels had a decreased in all categories.

Based on TAPR reports from 2022 to2023 students in Reading approaches level in 3rd increased 14 points, in 4th grade students had a negative 15 and in 5th a negative 3 points in the approaches level. In the meets level students in 3rd had a positive 21 gains, 4th a negative 25 and in 5th a positive 23. In the masters level 3rd had a -1 regression, 4th a negative 12 and 5th a negative 1. Overall in approaches level 3rd and 5th and an increase, in the meets 3rd and 5th showed and increase and in the masters level all grade levels had a decrease.

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

13 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Based on TAPR reports from2022 to2023 students in Math approaches level 3rd increased 22 points, in 4th grade students had a negative 12 and in 5th a negative 3 points in the approaches level. In the meets level students in 3rd had a positive 21 gains, 4th a negative 19 and in 5th a negative 4. In the masters level 3rd had a positive 6 point gain 4th a negative 9 and 5th a negative 6. Overall only 3rd grade show gaines in all levels.

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 are identified by oral, formal, and informal assessments and Progress monitoring every 3 weeks, with RTI and Success Ed. How are student-specific services and interventions determined, implemented, monitored, adjusted, and evaluated? We serve our students' needs by intervention, small groups, tutoring, and collaborative work. We determine each student's needs by assessing them. We use IStation, Imagine Learning, Imagine Math, and Galileo to monitor student's growth. What structures, including RTI, are in place to support each student? We use RTI and ELLA Plan to monitor students' progress.

33. How do achievement rates of special education students compare with non-special education students?

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

- Grade 3 Reading: Campus   Special Ed
    1. Approaches: 72%   40%
    2. Meets   46%   40%
    3. Masters   10%   0%
- Grade 3 Math:
    1. Approaches   73%   60%
    2. Meets   41%   40%
    3. Masters   11%   0%

- Grade 4 Reading:
    1. Approaches   64%   14%
    2. Meets   19%   0%
    3. Masters   7%   0%

- Grade 4 Math:
    1. Approaches   54%   0%
    2. Meets   19%   0%
    3. Masters   5%   0%

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

14 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

- Grade 5 Reading:
    1. Approaches   84%   83%
    2. Meets   56%   83%
    3. Masters   23%   50%

- Grade 5 Math:
    1. Approaches   92%   83%
    2. Meets   65%   83%
    3. Masters   25%   67%

- Grade 5 Science:
    1. Approaches   69%   83%
    2. Meets   39%   83%
    3. Masters   20%   67%

What plans are in place to support special education students? Their teachers?

Support for special education student include: 3 weeks' and 6 weeks' reviews of their grades, accommodations in the classroom, tutoring, intervention period, 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? Plans in place to support students includes periodic reviews of their grades, accommodations in the classroom 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.

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?

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

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

15 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Our plans in place to support teachers include:
• Technical Assistance
• Training, Support, and Development

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. 3rd, 4th, and 5th grade had reading language arts tutoring and 3rd grade had math tutoring. STEAM teachers and teacher assistants tutored small groups. Istation, IReady Math and IReady Reading were used as an intervention also.

The Spring 2024 Benchmark and 2023 Semester 1 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 language arts interventions.

Third grade English reading language arts improved by 12%, (Benchmark - 59% and Semester 1 -47%).

Fourth grade reading language arts decreased by 3%, (Benchmark - 54% and Semester 1 - 57%).

Fifth grade reading language arts improved 6%, (Benchmark - 56% and Semester 1 - 50%).

The following is the data for the math interventions.

Third grade had a decrease of 19%, (Benchmark - 39% and Semester 1 - 58%).

Fourth grade had a decrease of 15%, (Benchmark - 51% and Semester 1- 66%).

Fifth grade math improved 5% (Benchmark - 90% and Semester 1 - 85%).

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

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

16 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

the RtI process affecting referrals to special education? Intervention is being implemented by meeting and monitoring our Tier 2 and Tier 3 students, students who are struggling. Tier 2 students are monitored every six weeks and Tier 3 every three weeks. The teacher meets with the principal and counselor every six weeks to discuss student needs and interventions. Students are identified by using their grades, reading levels, benchmark tests, behavior, and any content area grades. The RTI process and implementation is effective due to constant monitoring and interventions put in place by the teacher. Teacher identifies student's strengths and documents to see how to assist students out of RTI. If students make substantial progress, they are removed from RTI. Implementing the RTI process correctly helps 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? Tools available to ensure that strategies are designated to improve student performance are RTI, Success ed, Istation, MyOn, Renaissance Place, Education Galaxy, Imagine Language and Literacy, Learning.com and Imagine Math in which teachers can assign specific activities for students to complete. The district provides six weeks exams to measure student growth. In the upper grades 3-5, the district gives a comprehensive test in December to measure the growth of the first semester. Also, a diagnostic (STAAR release) is given in January for Writing. On February one for Math and Reading for 3rd and 4th grade.

40. How many students fail one or more courses each year? What subjects? How many students are retained? 2019-2020

2022-2023

8 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.

41. What do classroom observations reveal about class sections with high course failures? Classroom observations reveal that students are not getting enough opportunities to practice the skills in class and get teacher feedback. There is more teacher talk than student talk.

Student Learning Strengths

28. 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?
DATA IS SHOWN BELOW

Grade 4 Reading				
At Approaches Grade Level or Above	2023	77%	59%	**62%**
	2022	77%	60%	**77%**

All Grades ELA/Reading				
At Approaches Grade Level or Above	2023	77%	60%	**73%**
	2022	75%	58%	**75%**

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

17 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

	School Year	State	District	Campus
At Meets Grade Level or Above	2023	48%	27%	19%
	2022	54%	32%	44%
At Masters Grade Level	2023	22%	9%	7%
	2022	28%	12%	19%

	School Year	State	District	Campus
At Approaches Grade Level or Above	2023	81%	66%	84%
	2022	81%	70%	87%
At Meets Grade Level or Above	2023	57%	35%	56%
	2022	58%	39%	53%
At Masters Grade Level	2023	28%	15%	23%
	2022	36%	22%	24%

CAPT D

	School Year	State	District	Campus
At Meets Grade Level or Above	2023	53%	33%	41%
	2022	53%	32%	39%
At Masters Grade Level	2023	20%	9%	13%
	2022	25%	11%	18%

Grade 3 Mathematics

At Approaches Grade Level or Above	2023	73%	63%	73%
	2022	71%	55%	51%
At Meets Grade Level or Above	2023	45%	27%	41%
	2022	43%	24%	20%
At Masters Grade Level	2023	19%	7%	11%
	2022	21%	9%	5%

Grade 4 Mathematics

At Approaches Grade Level or Above	2023	71%	61%	54%
	2022	70%	60%	66%
At Meets Grade Level or Above	2023	48%	32%	19%
	2022	43%	26%	38%
At Masters Grade Level	2023	22%	9%	5%
	2022	23%	9%	14%

Grade 5 Mathematics

At Approaches Grade Level or Above	2023	80%	77%	92%
	2022	77%	70%	95%
At Meets Grade Level or Above	2023	51%	39%	65%
	2022	48%	38%	69%
At Masters Grade Level	2023	21%	10%	25%
	2022	25%	17%	31%

All Grades Mathematics

At Approaches Grade Level or Above	2023	75%	67%	73%
	2022	72%	62%	71%
At Meets Grade Level or Above	2023	45%	30%	42%
	2022	42%	26%	43%
At Masters Grade Level	2023	19%	8%	14%
	2022	20%	9%	17%

Grade 4 Reading

At Approaches Grade Level or Above	2023	77%	59%	62%
	2022	77%	60%	77%
At Meets Grade Level or Above	2023	48%	27%	19%
	2022	54%	32%	44%
At Masters Grade Level	2023	22%	9%	7%

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

18 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

	2022	28%	12%	**19%**

READING LA   3rd Grade : I*n 2022 and 2023 did receive the same percentage as a District received the same percentage as Approaches 57%, but as a Campus in 2023 72% and 2022 58% increase 14% as a campus*
Meets as a campus was a 28 % increase and Masters was decreased by 1%
4th Grade: in 2023 was a 62% Approaches and 77% in 2022 showing a 15% regression noticeable in the Meets level from 44% in 2022 to a 19% in 2023 a 25 % regression.
5th Grade had a 3% decrease in approaches, a 3% increase in Meets and 1% decrease in Masters.
As a campus: there was a 2% decrease in Approaches.

4th grade had the greatest regression these two years, these students were the students that in 1st & 2nd grade were COVID/Virtual instruction making it difficult to show significance increase and our EXAMS became STAAR 2.0 in Reading Language Arts (embedded the L.A. into Reading)

MATH 3rd Math had 22% growth in Approaches, 21% in Meets and 6% Masters
4th Grade : had a regressing 12% in Approaches, 19% in Meets and 9% in Masters (50% regressing in Math for all 3 levels) 5th   had a 3% decrease from 95% to 92% in Approaches. Meets 4% regression and Master 6%.

Science had a 6% increase in Approaches, 13% in Meets and 7% in Masters. Overall they had an increase in ALL 3 areas.

 29. What are the results on other assessments? Include comparison with other relevant assessments including district/campus-based assessments.
For the 2022-2023 number of students meeting their stated reading goals as follow 5th grade:52.38% 51.25% in 4th Grade, 3rd grade 49.32%, 2nd grade:38.57% 1st grade : 38.24%

For the 2021-2022 K-39%, 1st-37%, 2nd -51%, 3rd -34%, 4th -67% 5th: (overall percentage of students reading on grade level for 21-22 school year was 44% from K-5th grade)

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 2022-2023 TAPR reports, the special education students district level all subject grades 3-5 with 44% achieving approaches only. When compared to the EBs students and the Econ. Disad. population, the special ed population were at least 16% less than the special populations mentioned. However, the subject with a greater difference was Reading with a difference of at least 20%. At the campus level, the special ed population for the 2022-2023 school years all subjects scored at least 63% compared to the EBs at 71%. In reading the special ed population scored a 44% approaches while the EBs scored a 72% At the district level and campus level , the special ed. population is scoring extremely low when compared to the other special pops. Several

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

19 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

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. Ensure that the designated supports are in place and that they are familiar on how to use them. 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

From subject to subject?

Based on TAPR reports from 2019 to 2021 students in Reading approaaches iin 3rd decreased 26 points, in 4th grade students had a negative 22 and in 5th a negative 27 points in the approaches level. In the meets level students in 3rd had a negative 11 regression, 4th a negative 15 and in 5th a negative 25. In the masters level 3rd had a -10 regression, 4th a negative 4 and 5th a negative 5. All grade levels had a decreased in all categories.

Based in the TAPR report from 2019 to 2021 students in Math approaches in 3rd decreased 55 points, in 4th grade students had a negative 37 and in 5th a negative 57 points in the approaches level. In the meets level students in 3rd had a negative 25 regression, 4th a negative 31 and in 5th a negative 56. In the masters level 3rd had a -10 regression, 4th a negative 18 and 5th a negative 34. All grade levels had a decreased in all categories.

 Based on TAPR reports from 2022 to2023 students in Reading approaches level in 3rd increased 14 points, in 4th grade students had a negative 15 and in 5th a negative 3 points in the approaches level. In the meets level students in 3rd had a positive 21 gains, 4th a negative 25 and in 5th a positive 23. In the masters level 3rd had a -1 regression, 4th a negative 12 and 5th a negative 1. Overall in approaches level 3rd and 5th and an increase, in the meets 3rd and 5th showed and increase and in the masters level all grade levels had a decrease.

 Based on TAPR reports from2022 to2023 students in Math approaches level 3rd increased 22 points, in 4th grade students had a negative 12 and in 5th a negative 3 points in the approaches level. In the meets level students in 3rd had a positive 21 gains, 4th a negative 19 and in 5th a negative 4. In the masters level 3rd had a positive 6 point gain 4th a negative 9 and 5th a negative 6. Overall only 3rd grade show gaines in all levels.

 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?**

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

20 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Each student's individual need are identified by oral, formal, and informal assessments and Progress monitoring every 3 weeks, with RTI and Success Ed. How are student-specific services and interventions determined, implemented, monitored, adjusted, and evaluated? We serve our students' needs by intervention, small groups, tutoring, and collaborative work. We determine each student's needs by assessing them. We use IStation, Imagine Learning, Imagine Math, and Galileo to monitor student's growth. What structures, including RTI, are in place to support each student? We use RTI and ELLA Plan to monitor students' progress.

33. How do achievement rates of special education students compare with non-special education students?

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

- Grade 3 Reading: Campus   Special Ed
  1. Approaches: 72%   40%
  2. Meets   46%   40%
  3. Masters   10%   0%
- Grade 3 Math:
  1. Approaches   73%   60%
  2. Meets   41%   40%
  3. Masters   11%   0%

- Grade 4 Reading:
  1. Approaches   64%   14%
  2. Meets   19%   0%
  3. Masters   7%   0%

- Grade 4 Math:
  1. Approaches   54%   0%
  2. Meets   19%   0%
  3. Masters   5%   0%

- Grade 5 Reading:
  1. Approaches   84%   83%
  2. Meets   56%   83%
  3. Masters   23%   50%

- Grade 5 Math:

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

21 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

1. Approaches   92%   83%
2. Meets   65%   83%
3. Masters   25%   67%

- Grade 5 Science:
  1. Approaches   69%   83%
  2. Meets   39%   83%
  3. Masters   20%   67%

What plans are in place to support special education students? Their teachers?

Support for special education student include: 3 weeks' and 6 weeks' reviews of their grades, accommodations in the classroom, tutoring, intervention period, 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? Plans in place to support students includes periodic reviews of their grades, accommodations in the classroom 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.

 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?

• 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

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

22 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

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. 3rd, 4th, and 5th grade had reading language arts tutoring and 3rd grade had math tutoring. STEAM teachers and teacher assistants tutored small groups. Istation, IReady Math and IReady Reading were used as an intervention also.

The Spring 2024 Benchmark and 2023 Semester 1 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 language arts interventions.

Third grade English reading language arts improved by 12%, (Benchmark - 59% and Semester 1 -47%).

Fourth grade reading language arts decreased by 3%, (Benchmark - 54% and Semester 1 - 57%).

Fifth grade reading language arts improved 6%, (Benchmark - 56% and Semester 1 - 50%).

The following is the data for the math interventions.

Third grade had a decrease of 19%, (Benchmark - 39% and Semester 1 - 58%).

Fourth grade had a decrease of 15%, (Benchmark - 51% and Semester 1- 66%).

Fifth grade math improved 5% (Benchmark - 90% and Semester 1 - 85%).

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

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

23 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

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? Intervention is being implemented by meeting and monitoring our Tier 2 and Tier 3 students, students who are struggling. Tier 2 students are monitored every six weeks and Tier 3 every three weeks. The teacher meets with the principal and counselor every six weeks to discuss student needs and interventions. Students are identified by using their grades, reading levels, benchmark tests, behavior, and any content area grades. The RTI process and implementation is effective due to constant monitoring and interventions put in place by the teacher. Teacher identifies student's strengths and documents to see how to assist students out of RTI. If students make substantial progress, they are removed from RTI. Implementing the RTI process correctly helps 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? Tools available to ensure that strategies are designated to improve student performance are RTI, Success ed, Istation, MyOn, Renaissance Place, Education Galaxy, Imagine Language and Literacy, Learning.com and Imagine Math in which teachers can assign specific activities for students to complete. The district provides six weeks exams to measure student growth. In the upper grades 3-5, the district gives a comprehensive test in December to measure the growth of the first semester. Also, a diagnostic (STAAR release) is given in January for Writing. On February one for Math and Reading for 3rd and 4th grade.

40. How many students fail one or more courses each year? What subjects? How many students are retained? 2019-2020

2022-2023

8 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.

 41. What do classroom observations reveal about class sections with high course failures? Classroom observations reveal that students are not getting enough opportunities to practice the skills in class and get teacher feedback. There is more teacher talk than student talk.

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

24 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students who are chronically absent or tarty.   **Root Cause:** Since the removing the 90% attendance rule, parent do not take attendance seriously.

Problem Statement 2: Technological issues   **Root Cause:** One of the complaints teachers and students do regarding the less use of education technology in the schools is the lack of internet access. Despite the broad availability of internet connectivity, not every teacher or student has access to the resources they require to successfully implement technology-driven education.

Problem Statement 3: Involvement of Parents   **Root Cause:** The adoption of technology may be discouraged by some parents for a variety of reasons. For example, some parents worry that technology will disrupt their children instead of enhancing their learning. Some parents worry that as technology becomes more prominent, their already hectic schedules of work and domestic duties may become even more demanding.

Problem Statement 4: Device and Software Reliability Issues   **Root Cause:** Inadequate operating systems and software can also make up for a weak infrastructure, creating significant obstacles to the adoption of education technology. A malfunctioning laptop counts as an unreliable device. But, it can also be a glitch that prevents students from accessing tests or logging in to their school accounts.

Problem Statement 5: Failure to Deliver Excellent Formative Assessments   **Root Cause:** Assessment is a key force behind classroom practices and transformation. A significant increase in the use of formative assessment in classroom practices has been observed over the past few years. However, there is still a measurement imbalance in how new skill requirements and curriculum changes are applied in education. Insufficient Training

Problem Statement 6: Insufficient Training   **Root Cause:** Lots of schools have all the technological devices to take modern learning forward. But, teachers do not find themselves confident enough to teach the students using technology. It is unlikely to have any impact on any student's educational experience to provide classrooms with a flashy new technology that neither teachers nor students can use.

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

25 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

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.

The District has adopted the TIA (Teacher Incentive Allotment) in which teachers are assigned distinctions and awarded money based on meeting agreed-upon criteria. The amount of money distributed is determined by the distinction the teacher receives.

Once hired, new teachers are supported through our mentor teacher program. New staff is assigned an experienced teacher who helps them learn the curriculum along with other District-mandated programs such as Eduphoria, TEAMS, I-Station, Stemscopes, Imagine Math, 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

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

26 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

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

Data from STAAR, IStation, iReady math and reading, TELPAS, DIBELS/Amplify (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. 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

Texas Reading Academy

Implementation is monitored through:

Walkthroughs

ILT Walkthroughs

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

27 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Data Results

Formal and Informal Observations

Google Classroom

The following are the impacts on performance:

Renewal of contract

Teacher growth

TIA distinction and compensation

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. This is the first year DISD has implemented ILT weekly collaborative meetings to discuss specific grade-level content.

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, ILT, and 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, ILT, 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, ILT content grade-level 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.

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

29 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

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 Eduphoria 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 as well as unannounced observations (reserved for teachers who qualify for TIA incentive). 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 are 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. Campus climate surveys are also used.

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

32 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

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 academic 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 and ILT 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.

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

IReady Reading and Math BOY, MOY, EOY

CLI Engage (PK 3-4) BOY, MOY, EOY

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

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

33 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

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, IReady reading and math, Amplify, RTI, LAP forms, Reading levels, TELPAS, and STAAR. All of the evidence would be located in Eduphoria as well as Success Ed. 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 biliteracy program with one non-EB classroom, 4th and 5th grade English Learners are in the bilingual early exit program. The vast majority of 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. The district assigned Mr. George Ortega as our GT pull-out teacher. He works with different grade levels on their projects once a week. GT candidates are recommended by a parent or teacher to get evaluated for the program. Students that are identified with Dyslexia are screened in grades K-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.**

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

34 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

During the 22-23 school year, STEAM improved its instructional curriculum by purchasing PLTW (Project Lead The Way), which is a STEM resource, through money allocated by the science department, However, the money was not available for the 2023-2024 school year. STEAM teachers personally purchased activities through Teachers Pay Teachers and used those activities throughout the year. Lessons were reused with different groups throughout the 9-week rotations. Although there was no set curriculum, the lesson cycle was incorporated in the activities. The effectiveness of the instruction was evaluated by a weekly/biweekly 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, Peter Piper Pizza, 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.**

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

35 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

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-1st received iPads for instructional purposes. 2nd grade receives both chrome books and iPad. Students in 3rd to 5th received DELL laptops 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 upgraded the internet bandwidth to accommodate the high student-usage and data demands. 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 2023-2024, we implemented the the CKH program where teachers and students create social contracts that acknowledge each others' importance, respect, and accountability. Students are also reminded that both rewards and consequences are an integral part of the CKH expectations. Teachers constantly review expectations and consequences. Our campus also follows the DMP (district's discipline plan). Teachers are expected to have rules in place and their own classroom management strategies. 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

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

36 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

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.

The Raptor system is used at our campus as a mobile panic solution that enables school staff to initiate incidents from their mobile device.

The school will continue to implement CKH to address social issues. The campus was nationally recognized during the '22-'23 school year.

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**.

We plan fire drills and emergency response codes monthly 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. 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:

· Active assailant Preparedness

Child Abuse: Mandatory Reporting

Human Trafficking Awareness

Responding to Bullying (K12 Teachers and Staff)

Sexual Harassment: Staff-to-Staff

Sexual Harassment: Staff-to-Student

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

37 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Student Mental Health: Awareness, Prevention and Referral

Youth Suicide:

Awareness, Prevention and Postvention

· Blood borne pathogens exposure prevention

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.

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

38 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

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.

Our campus has received a National Showcase School distinction from Capturing Kids' Hearts

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

39 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Our campus Is the only campus with a Pk3-Pk4 Headstart program.

Parental involvement has increased with the help of our parent educator.

One of our 5th grade teachers received a TIA distinction.

Our campus acquired an art teacher for the STEAM program.

Every classroom has a functioning OneScreen.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our campus does not have a STEAM curriculum so STEAM teachers purchased the activities as well as the vast majority of the material used throughout the year.   **Root Cause:** Our district did not purchase a curriculum.

Problem Statement 2: Upper-grade students do not have one-to-one access to laptops.   **Root Cause:** District did not provide enough laptops per campus.

Problem Statement 3: Many laptops are damaged. Many are missing keys. Some mouse trackers as well as some of the trim around the screen are broken .   **Root Cause:** Neither students nor parents are held responsible for the care of the devices.

Problem Statement 4: Student attendance is poor.   **Root Cause:** Parents may not understand or have the urgency to bring their children to school since the 90% attendance rule is no longer in effect .

Problem Statement 5: Staff absence is increasing.   **Root Cause:** Teachers feel tired and frustrated.

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

40 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Perceptions

Perceptions Summary

1. **School and Learning Environment:**

- Students
  - Out of the 161 students surveyed, 48 students perceived the learning environment as very positive, accounting for approximately 29.8% of the total. Additionally, 84 students perceived the learning environment as positive, constituting around 52.2%. Meanwhile, 27 students perceived the learning environment as neutral, representing approximately 16.8% of the total respondents. Only 2 students, approximately 1.2%, perceived the learning environment as negative. Overall, the majority of students surveyed reported a positive perception of the learning environment.
    - When questioned about potential enhancements to the school and learning environment, students provided insightful suggestions. They expressed interest in implementing grade-level rotations to enrich their educational experiences (lower grades). Additionally, they emphasized the importance of allocating more time for recess to foster a balanced approach to learning, suggesting the introduction of 'No Uniform Fridays.' Furthermore, students recommended organizing career expos to broaden their career awareness and aspirations. Lastly, they highlighted the significance of maintaining a clean campus environment for overall well-being.
- Teachers
  - In a survey encompassing 31 educators, participants were asked to evaluate the overall positivity and learning-conducive atmosphere within the school, attributing it to the positive attitudes of administrators, staff, and students. Ratings were based on a scale of 1 to 5, with 1 indicating the lowest and 5 indicating the highest agreement. The average rating for this statement was 4.3 (86% of the maximum possible score).
    - In response to inquiries about enhancing the school and learning environment, teachers highlighted several areas for improvement. They suggested investing in a new functioning printer to streamline administrative tasks, addressing disciplinary issues more effectively to foster a positive work environment, and offering additional opportunities for professional development to support continuous growth and skill enhancement.

2. **Safety and Sense of Belonging:**

- Students
  - In a survey of 161 students, 124 strongly agree that they feel safe, comprising approximately 77% of the respondents. Additionally, 29 students feel somewhat safe, representing around 18%, while 8 students, approximately 5%, do not feel safe.
  - Regarding the sense of belonging, out of the same 161 students surveyed, 142 strongly agree that they have a sense of belonging to the school, making up approximately 88% of the total. Furthermore, 19 students agree somewhat, accounting for approximately 12%.
  - Regarding the overall perception of the teacher/principal expectation and learning environment from the same survey of 161 students, 78 students rated it as very positive, constituting approximately 48% of the respondents. Additionally, 52 students rated it as positive, representing around 32%, while 25 students rated it as neutral, accounting for approximately 16%, and 6 students rated it as negative, making up approximately 4%
    - When students were asked about measures to enhance their sense of safety, they suggested several initiatives. These include implementing additional security measures, increasing the frequency of lockdown drills to better prepare for emergencies, and installing higher fences around the school premises.
- Teachers
  - In a survey involving 31 teachers, respondents were asked to assess the level of mutual trust, support, and encouragement among administrators, professionals, and paraprofessionals. The item was rated on a scale of 1 to 5, with 1 representing the lowest and 5 representing the highest level of agreement. On average, professional staff members rated this aspect at 4.0 (80% of the maximum possible score).
    - When asked about measures to enhance staff safety and foster a sense of belonging, teachers provided valuable insights. Concerning safety, suggestions included installing additional cameras in parking lots and at back entrances, increasing the frequency of fire drills and lockdown practices, and implementing a more secure entrance to the school and campus, such as gating the front area. Regarding a sense of belonging, teachers recommended organizing more staff social events, facilitating opportunities for cross-grade and cross-departmental interactions, allowing staff to meet and connect with colleagues from various areas within the school.

3. **Staff Turnover and Satisfaction:**

- In a survey of 26 teachers, respondents were asked whether they desired to teach at the school. Out of the total, 24 teachers indicated YES and 2 indicated somewhat.
- How do you explain staff turnover?

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

41 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

- Staff turnover can occur due to various personal circumstances. While the survey reflects the satisfaction of the majority of the current staff, it doesn't necessarily capture the potential future changes in their lives. Personal circumstances such as retirement, relocation, family obligations, or pursuing other career interests are external factors that may prompt individuals to leave their current position, regardless of their satisfaction with the workplace.Even in environments where employees are content with their work and the workplace, life events and personal goals can lead them to make decisions that involve leaving their current job. This underscores the dynamic nature of individuals' lives and the multifaceted reasons behind staff turnover. Therefore, while the survey provides valuable insights into the current sentiment of staff members, it's essential to recognize that turnover can still occur due to factors beyond the organization's control.

4. **Support for Teachers:**

- Do teachers feel supported in their daily work, by administration and each other?
  - Administrators play a vital role in supporting our campus educators in their daily work. During classroom walkthroughs, administrators provide valuable recommendations to enhance lesson delivery and highlight educators' strengths, areas for growth, and development needs. These walkthroughs serve as opportunities for teachers to gain insights into effective instruction and identify necessary training and support.
  - Administrators also assist teachers with follow-up data from walkthroughs, and data analysis meetings to further support teachers' professional growth.
  - Data analysis meetings held every six weeks facilitate collaborative discussions between administrators and teachers to examine student performance data from various assessments, including Bundle Exams, end-of-six-week assessments, S.T.A.A.R., TELPAS, and district or state assessments. Through these meetings, administrators provide guidance, strategies, and advice to address challenges and enhance teachers' effectiveness in the classroom.
  - Furthermore, several systems are in place to build teachers' capacity and provide necessary support. Administrators and teachers convene regularly to analyze data, including Istation reports, weekly exams, A.R. reading reports, TTM reports, district benchmarks, and STAAR assessments. Daily walkthroughs also inform administrators about teachers' professional development needs for future in-service training.
  - Additionally, content leaders conduct vertical alignment meetings to ensure consistency and alignment across grade levels. Teachers are encouraged to conduct peer observations as part of their ongoing professional development to enhance their teaching techniques and share best practices.
- How are new and struggling teachers mentored? Is the process effective?
  - All new teachers are assigned a mentor, with a comprehensive list provided for reference. Additionally, lead teachers are actively involved in supporting both new and struggling educators. Members of the Instructional Leadership Team (ILT) are also contributing to the development of struggling teachers. Moreover, the Response to Student Support Process (RSSP) group designated a teacher for observation, recording their sessions, followed by meetings to provide constructive feedback. RSSP also extended feedback sessions to administrators. The Teacher New Professional Team (TNPT) conducted thorough visits to all bilingual classrooms, offering feedback to both teachers and administrators. Administration utilizes walkthroughs as a means to provide ongoing feedback and conducts individual conferences with teachers. These interventions have proven effective in supporting teachers. Both admin emphasized that observation and mentoring significantly contribute to program fidelity.

5. **Academic, Discipline, and Attendance Data:**

Our school student population is 98% Hispanic. There are no notable differences in race attendance. Attendance data from the last school year of 2022-2023 in comparison to our current 2023-2024 school years (please see chart below) more students were present at school for upper grades (3rd-5th) than lower grades (PK-2nd).
Percentage of attendance and tardies per grade level as of 4/25/24:

2022-2023 Attendance Percentage	
PK-3	89.44%
PK-4	91.58%
KG	93.35%
1st	93.47%

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

42 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

2022-2023 Attendance Percentage	
2nd	93.94%
3rd	95.23%
4th	95.24%
5th	95.85%
OVERALL	**94.6%**

We saw an increase in attendance from last year's overall percentage of 94.15% to 94.6% this year. We also notice most absences continue to occur in the lower grades and a visible improvement in the upper-grade levels. PK 3 has the lowest percentage of 89.44% and 5th grade has the highest with 95.85%.

Behavior:

Referrals per grade level as of 4/19/24

2022-2023 Referrals			
Grade	Total	On Campus	Bus
PK-3/4	1	0	1
KG	2	0	2
1st	2	0	2
2nd	4	0	4
3rd	4	4	4
4th	15	2	13
5th	27	5	22
OVERALL	**55**	**11**	**48**

- **20%** of Referrals are on campus
- **87%** of referrals are bus referrals
- **0%** of referrals are due to attendance/tardies
- **87%** are bus referrals, and **20%** are on-campus referrals. The majority of referrals submitted occur on the bus. **0%** office referrals are due to attendance, this is due to home visits and

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

43 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

support from CTS on-site counselors.

6. **Support Processes for Students:**

   - Out of the 161 students surveyed, the majority, 129 students (approximately 80.1%), expressed feeling supported both academically and emotionally on our campus. Additionally, 30 students (approximately 18.6%) indicated feeling somewhat supported, while only 2 students (approximately 1.2%) reported not feeling supported.

7. **Conflict Resolution and Bullying Prevention:**

   - Conflict and discipline is being addressed in our campus by taking the necessary disciplinary actions such as referrals, lunch detentions and suspensions due to student behavior with staff and against campus rules.
   - In the case of a bus referral, the disciplinary actions of having a phone call to the student's parents would be first, followed by giving the student lunch detention and finally having the action of suspension from using the bus if need be.
   - In the case of a more serious event, such as aggressive or threatening behavior, there are three actions that can be taken.
     - The first disciplinary action that would be used would be parent involvement, in which parents of said students will be either called in or in some way have to involve themselves in the problem.
     - The second course of disciplinary action would be a counselor referral, in which the counselor will be involved with the students behavior.
     - In the event of negative escalation in which the behavior of a student becomes a physical, verbal or emotionally targeted altercation, the disciplinary actions would culminate in that of a referral to a counselor in which they would involve themselves with determining the correct action needed and also in the form of counselor intervention, where it will be the counselor's duty to determine what will be done as a corrective action.
   - Salinas Elementary School has implemented several measures to address student conflicts. The school offers student support services through its campus counseling department, Communities in Schools (CIS-Social Worker: Maribel Pina), and Capturing Kids Hearts (CKH). These services provide individual or group interventions to help students resolve conflicts and prevent further ones from arising.
   - It's worth noting that the school's concerted efforts have led to significant progress in reducing conflict disputes. Compared to the previous academic year (2022-2023), Salinas Elementary has decreased its conflict disputes by 6.77% this year. This tangible improvement is a testament to the effectiveness of our approach, and the school administration is committed to maintaining this positive trajectory.
   - To this end, the counseling department will continue to conduct school-wide presentations on social-emotional behavior (SEL) to educate students on the importance of positive social interactions. The school aims to foster a safe, supportive, and welcoming environment that promotes students' academic and personal growth.

8. **Community and Parent Involvement:**
   - Parents
     - Parents and community stakeholders generally describe the school positively, highlighting aspects such as the welcoming atmosphere, dedicated staff, and focus on student success.
     - They appreciate the school's efforts in fostering a safe and supportive learning environment conducive to academic and personal growth.
     - Feedback often includes commendations for the school's communication channels, transparency, and responsiveness to concerns.
   - Stakeholders
     - Yes, parents and stakeholders feel welcomed into the school community.
     - The school actively encourages parental involvement through various initiatives such as open houses, parent-teacher conferences, and volunteer opportunities.
     - Stakeholders are invited to participate in school events, meetings, and decision-making processes, fostering a sense of inclusivity and partnership.
   - Community
   - .
     - The school offers a range of opportunities for community and parent involvement aimed at improving student achievement and fostering a sense of belonging.
     - These opportunities may include parent learning academies, grade-level meetings, literacy nights, meet-the-teacher events, and policy engagement sessions.
     - Community partnerships and collaborations, such as with local businesses and organizations, provide additional avenues for involvement and support.
     - The school actively seeks input from parents and stakeholders on matters related to curriculum, programs, and school policies, ensuring their voices are heard and valued.

9. **Engagement with Community and Stakeholders:**

   - Consultation with Community:
     - We engage with the community through various channels, including formal meetings, advisory boards, and collaborative projects. These consultations aim to foster

partnerships that benefit both the school and the community.

- City of Alamo initiative of the Irrigation StandPipe Project, students competed in an art project where 4 Salinas students were chosen to paint/beautify a standpipe.
- City of Alamo Centennial- Students submitted different art pieces to be displayed at the city of Alamo Centennial celebration.

- Level of Support from the Community and Measurement of Participation:
  - The level of support from the community is robust, with active involvement from local city and businesses, organizations, and individuals. We measure participation through attendance at events, volunteerism, donations, and feedback received from community members.
    - Peter Piper Pizza Alamo- Pizza Donations for Salinasville Minitropolis
    - City of Alamo Mayor- Salinasville Induction Ceremony
    - City of Alamo Police Chief- Salinasville Induction Ceremony
    - HEB-
    - Walmart-

10. **Communication and Stakeholder Engagement:**

- Communication about Student Performance, Standards, Activities, etc.:
  - Information about student performance, academic standards, extracurricular activities, and other relevant topics is communicated through various channels to ensure widespread dissemination. These channels include:
    - Regular notes sent home to parents and guardians.
    - Parent-teacher conferences, where individual student progress and performance are discussed.
    - School website, where updates and announcements are posted.
    - Social media platforms used by the school to share news and updates.
    - Automated phone calls or text messages to notify parents of important events or deadlines.
    - Public meetings or forums where stakeholders can learn about school initiatives and provide feedback.
- **Vision and Mission alignment with staff and students**
  - Our campus students and staff's contributions to the alignment of our school's vision and mission goals distinctly include complying with the rules and policies of the campus, striving for academic excellence, participating actively in school activities, becoming role models for each other (Salinasville), tutoring and passing the state STAAR exams, and participating in some of our community's events.
  - Our staff and student's alignment to the school's mission and vision statements allows us to make the best use of our time while on campus using specific, measurable, achievable, relevant and timed goals. This is specifically evident by our cooperative Open House school event, shared themes on our bulletin boards and shared staff and parent Class Dojo global community communication application. This shared application allows our teachers and families to come together to share in our student's most important learning goal moments in school, at home or within our community, --through photos, videos, message and more.
  - Students share in the responsibility of their learning and are quite cooperative in this endeavor by applying both the knowledge and skills being imparted to them. They further equip themselves with the use of technology as an important tool in learning, especially during this time following the pandemic. Students are active in different areas of their learning goals to supply themselves with enough strategies for future competitive situations.
  - Lastly, staff and students challenge themselves to be flexible enough in dealing with changes in education and are always willing to learn, to be trained, and to be empowered, knowing that we are all responsible in achieving our mission and vision school goals, aware that we should all be productive learners and catalysts of change.
- Barriers to Stakeholder Involvement:
  - While efforts are made to encourage stakeholder involvement, certain barriers may hinder full participation. These barriers include:
    - Lack of awareness or communication about opportunities for involvement.
    - Busy schedules and conflicting priorities among stakeholders.
    - Language or cultural barriers that may make it difficult for some stakeholders to engage.
    - Perceived lack of influence or impact on decision-making processes, leading to disengagement.
    - Limited access to technology or information for certain community members.
    - Past experiences of marginalization or disenfranchisement that may create skepticism or reluctance to engage.
  - Addressing these barriers requires proactive efforts to foster inclusivity, provide multiple avenues for participation, and actively solicit feedback from underrepresented groups.

11. **Access to Information for Non-English Speaking Families:**

- Our school employs several strategies to ensure access to information for non-English speaking families. First and foremost, we provide translated materials, including newsletters, announcements, and important documents, translated in languages commonly spoken.
- In addition to translated materials, we utilize multiple communication channels to reach non-English speaking families effectively. This includes phone calls, emails, text messages, and

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

45 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

social media posts in languages other than English. By diversifying our communication methods, we ensure that families can access information through their preferred means of communication.

- Furthermore, our school offers language interpretation services for important meetings, events, and parent-teacher conferences. Qualified interpreters are available to facilitate communication between school staff and non-English speaking families, ensuring that language barriers do not hinder meaningful engagement.
- Our parent center offers classes and courses that are offered in both languages for non-English speaking families

- Overall, our school is committed to creating an inclusive environment where all families feel valued and supported. By implementing these strategies, we strive to ensure that non-English speaking families have equitable access to information and resources, empowering them to fully engage in their child's educational journey.

Perceptions Strengths

1. Positive Perception of the Learning Environment: The majority of students perceive the learning environment positively, with a significant percentage rating it as very positive or positive. This indicates a strong foundation for student engagement, satisfaction, and academic achievement.
2. High Level of Trust and Support Among Educators: Professional staff members rate the level of mutual trust, support, and encouragement among administrators, professionals, and paraprofessionals highly, indicating a positive and collaborative work culture conducive to professional growth and development.
3. Strong Sense of Safety and Belonging: A large majority of students feel safe and have a strong sense of belonging to the school. A safe and supportive school environment fosters student well-being, engagement, and academic success.
4. Positive Teacher Perception and Continuous Improvement: Teachers express a positive perception of the overall positivity and learning-conducive atmosphere within the school. Additionally, they actively contribute to identifying areas for improvement, such as investing in resources, addressing disciplinary issues, and providing professional development opportunities.
5. Community and Parent Involvement: Parents and community stakeholders perceive the school positively and actively participate in school events and decision-making processes. This high level of involvement strengthens the school's connections with the community and supports student success.

6. Improvement in Academic and Behavioral Metrics: There is evidence of improvement in attendance rates and a reduction in conflict disputes compared to previous years. These improvements reflect effective strategies for promoting student attendance, engagement, and positive behavior.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The lower grades (PK-1st) exhibit lower attendance rates compared to other grade levels.   **Root Cause:** The rule of 90 is no longer in place.

Problem Statement 2: Although there has been a reduction in conflict disputes compared to previous years, behavioral issues and disciplinary referrals still pose challenges within the school especially in the bus.   **Root Cause:** Bus behavior policies and expectations may not be clearly communicated to students, leading to confusion or misunderstanding about acceptable behavior on the bus.

Problem Statement 3: While teachers recognize the importance of professional development, there may be limited resources and opportunities available to support continuous growth and skill enhancement.   **Root Cause:** Limited funding allocated to professional development initiatives within the school or district may restrict the availability of resources for training programs, workshops, conferences, or external courses.

Problem Statement 4: School printer was out of service frequently during this school year.   **Root Cause:** Paper jamming, overheating, and users not properly trained to clear jams or other problems.

Problem Statement 5: Teachers feel unsafe in the front entrance and staff parking lot.   **Root Cause:** The front of the school is not gated and cameras are not placed in areas to cover the entire parking lot.

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

46 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Priority Problem Statements

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

47 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Goals

Goal 1: Focus On Student Success

Performance Objective 1: 1.1 Create and promote engaging learning opportunities that focus on student needs and high-risk populations (i.e. Emergent Bilingual, Special Ed, Migrant, Homeless) so that we meet the following goals by August of 2025:

*3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase from 19% to 45%
*3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 28% to 50%

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding) including testing practice for all benchmarks, six weeks assessments and state assessments (STAAR/TELPAS/LAS).	**Formative**			**Summative**
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2025. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from 15% to 100% by September 30, 2025. **Staff Responsible for Monitoring:** Campus administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Results Driven Accountability** **Funding Sources:** operating leases - Local (199) - 199.11.6269.00.112.11.0.00, ESSER Tutoring - ESSER III (282)	35%			

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

48 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Strategy 2 Details	Reviews			
Strategy 2: Increase the amount of explicit instruction in every classroom, Library and throughout the campus through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, reading material and quality questioning.	Formative			Summative
	Sept	Dec	Mar	June

Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from 58% to 85% ,the use of visual stimuli from 50% to 90% and utilization of processing tools from 33% to 65% by the end of the 2025 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations.

Staff Responsible for Monitoring: Campus administration, Teachers

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Results Driven Accountability**

Funding Sources: Teacher office supplies - Local (199) - 199.11.6399.00.112.11.0.00 - $3,836, Teacher Office supplies - Local (199) - 199.13.6399.00.112.99.0.00, teacher office supplies - Local (199) - 199.23.6399.00.112.99.0.00 - $3,132, Teacher office supplies - Local (199) - 199.31.6399.00.112.99.0.00 - $200, teacher office supplies - Title I (211) - 211.11.6399.00.112.24.0.00 - $10,077, teacher office supplies - State Comp. (164) - 164.11.6399.00.112.30.0.00 - $780, Headphones/ teacher office supplies - Title III (263) - 263.11.6399.00.112.25.0.00 - $5,220, - Title IV (289) - 289.31.6399.00.112.11.0.00, Field Trips - Student Travel - State Comp. (164) - 164.11.6412.00.112.30.0.00 - $3,500, Field Trips - Student Travel, Main Event, Donna Corn Maze - Local (199) - 199.11.6412.00.112.11.0.00, Field Trips - Student Travel, Barnes & Noble, Chucke Cheese - Local (199) - 199.12.6412.00.112.11.0.00 - $700, Field Trips - Student Travel Transportation, Barnes & Noble, Chucke Cheese - Local (199) - 199.12.6494.00.112.11.0.00 - $300, Field Trips - Employee Travel - Local (199) - 199.11.6411.00.112.11.0.00, Field Trips - Transportation - Local (199) - 199.11.6494.00.112.11.0.00, Field Trips - Employee Travel, Region One - Local (199) - 199.13.6411.00.112.99.0.00, Field Trips - Dues - Local (199) - 199.13.6495.00.112.99.0.00, Education Galaxy - Title I (211) - 211.11.6339.00.112.24.0.00, Reading Material - Title I (211) - 211.12.6329.00.112.24.0.00, Reading Material - Local (199) - 199.12.6329.00.112.11.0.00 - $750, Misc. Contracted Services - Local (199) - 199.12.6299.00.112.11.0.00 - $500, Operating Leases - Local (199) - 199.11.6269.00.112.11.0.00 - $10,000, EduSmart - Title I (211) - 211.11.6399.00.112.24.0.00 - $765, ESSER III Escue - Student Activity Fund (865) - 282.12.6669.00.112.11.0.LL, supplies - State Comp. (164) - 164.11.6399.00.112.30.0.00, supplies - Title I (211) - 211.11.6399.00.112.24.0.00, supplies - Title III (263) - 263.11.6399.00.112.25.0.00, travel-employee - Title II Teacher/Principal (255) - 255.13.6411.00.112.24.0.00, PE - Local (199) - 199.11.6399.00.112.11.0.PE - $1,122, region one - Local (199) - 199.13.6239.00.112.99.0.00 - $750, transportation expenditure - State Comp. (164) - 164.11.6494.00.112.30.0.00 - $4,000, teacher/ office supplies - Bilingual (162) - 162.11.6399.00.112.25.0.00 - $7,479, Mcallen Performing Arts Center - Student Activity (865) - $1,302.90

(Sept column shows: 30%)

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

49 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Strategy 3 Details	Reviews			
Strategy 3: Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase observation and direct feedback protocol implementation from 45% to 85% by the end of the 2025 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys. **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Results Driven Accountability**	**Sept**	**Dec**	**Mar**	**June**
	30%			

Strategy 4 Details	Reviews			
Strategy 4: Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILts at the campus will go from 0% to 100% protocol implementation based on observation tracker and weekly meeting notes. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	**Sept**	**Dec**	**Mar**	**June**
	35%			

Strategy 5 Details	Reviews			
Strategy 5: Provide additional educational assistance to all students, such as, small group instruction, individualized instruction, extended day tutoring in core content areas (before/after regular school hours or on Saturdays), credit recovery (Edgenuity), homebound services, summer school, including coordination of early education services to low-income students (Head Start Act compliance), and other programs; through proper identification of students at risk for academic failure and effective monitoring of strategies 1-4.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement. **Staff Responsible for Monitoring:** District administration, campus administration, counselors, and teachers.	**Sept**	**Dec**	**Mar**	**June**
	40%			

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

50 of 80

Campus #108-902-112
December 16, 2024 10:19 AM
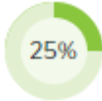
Strategy 6 Details	Reviews			
Strategy 6: Donna ISD assists schools in indentifying students as Gifted & Talented by utilizing Riverside Insights: Cognitive Abilities Test (Fund 168). Provide students advanced classes, AP classes, EOY AP testing, AP textbooks, reading materials for Texas Performance Standards Project and digital literacy platforms.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase academic achievement. **Staff Responsible for Monitoring:** Director of Advanced Academics, Director of Academic Support, Principals, and librarians.	15%			

Strategy 7 Details	Reviews			
Strategy 7: Donna ISD will create an incentive plan to ensure students attend school daily in order to provide students opportunities to learn and to maximize the instruction which only happens if students attend school daily. Schools will be given funds every six weeks if they meet their individualized goals. Schools will receive funds based on enrollment as follows: 800+ $3,000 500-799 $2,000 250-499 $1,000 The PEIMS department will provide individualized goals by campus that they will have to meet in order to receive their funds. The district will establish an Attendance Review Committee that will review the ADA and determine if the school has met the goal. In addition campuses will also establish an ARC to review students who are being absent and therefore must recover credit. Committees will meet every 4 weeks.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
	N/A			
Strategy's Expected Result/Impact: ARC meetings every 4 weeks; an improved overall district ADA from a 90.9% to a 92.4% for 24-25 school year; for 25-26 goal is a 94.4%; for 26-27 to a 96.4% **Staff Responsible for Monitoring:** District and Campus ARC				

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

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

51 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Goal 2: Focus on Family and Community Engagement

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

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

Strategy 1 Details	Reviews			
Strategy 1: Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
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	30%			

Strategy 2 Details	Reviews			
Strategy 2: Develop data collection systems to monitor family engagement including engagement via digital platforms.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
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	10%			

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

52 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Use data to ensure alignment between family engagement and learning goals	**Sept**	**Dec**	**Mar**	**June**
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	25%			

0% No Progress   100% Accomplished   Continue/Modify   ✖ Discontinue

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

53 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Goal 2: Focus on Family and Community Engagement

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

Evaluation Data Sources: * training invitation
* training sign-in sheets
* training agendas

Strategy 1 Details	Reviews			
Strategy 1: Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources).	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Create strong connections between our school system and our community **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration **Title I:** 2.5 - **ESF Levers:** Lever 1: Strong School Leadership and Planning	45%			
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.)	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Create strong connections between our school system and our community **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration **Title I:** 2.5 - **ESF Levers:** Lever 1: Strong School Leadership and Planning	15%			

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

54 of 80

Campus #108-902-112
December 16, 2024 10:19 AM
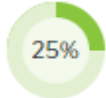
Strategy 3 Details	Reviews			
Strategy 3: Provide professional development that develops skills in working with families (e.g., engaging fathers, customer service, understanding and responding to a child's behavior, etc.)	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Create strong connections between our school system and our community **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration **Title I:** 4.2 **- ESF Levers:** Lever 1: Strong School Leadership and Planning	15%			

Strategy 4 Details	Reviews			
Strategy 4: Train educators on the homeless/foster identification procedures and the resources available at the beginning of every school year.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
1. Campus liaisons will be designated and communicated by the District Homeless/Foster Liaison. 2. Campus staff will send out a Student Residency Questionnaire/Foster Care Survey at the beginning of the school year. 3. Campus homeless/foster care liaison and designated staff will determine if a student meets eligibility under the McKinney-Vento Homeless Assistance Act based on the Student Residency Questionnaire responses and Foster Care with the required documentation. 4. The data will be collected in Skyward using the date of verification to determine homeless/foster eligibility. 5. Within 2 weeks of identification an enrollment conference is conducted with stakeholders to determine supports and services; such as clothing, school supplies, transportation, attendance, enrollment, and meeting student social and emotional needs, and academic success. Foster Care: Fund 211 **Strategy's Expected Result/Impact:** Equitable access to all available supports and resources. **Staff Responsible for Monitoring:** Director of Parent & Family Engagement, Student Engagement Specialist, Campus Homeless Liaison, Campus Administration.	15%			

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

55 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Strategy 5 Details	Reviews			
Strategy 5: District and campus staff will be provided the indentification procedures for determining poverty eligibility and campus allocations.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
1. Campus staff will send out income surveys at the beginning of the school year. 2. Child Nutrition will send the student data in September to match for poverty eligibility. 3. Campus staff will determine poverty criteria using the following measure of poverty, Free or Reduced Period Lunch under the National School Lunch Act. 4. The data will be collected in Skyward using the date of verification that they deteremine for the poverty eligibiliy criteria. 5. Campus allocations are determined by the percentage of enrolled Economically Disadvantaged students and campus ranking. Then the per pupil amount is multiplied by the number of economically disadvantaged students. **Strategy's Expected Result/Impact:** Ensure equitable campus allocations. **Staff Responsible for Monitoring:** Campus counselors, PEIMS clerks, Campus Administration, PEIMS Department, Federal Programs Department, and Director of Child Nutrition.	35%			

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

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

56 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Goal 3: Focus On Operational Excellence

Performance Objective 1: 3.1 Salinas Elementary will, monitor campus facility and adhere to the districts five year strategic plan. Work orders for the necessary upgrades and/or upkeep of the facilities will be done consistently throughout the school year. Accomplishing this objective will provide safe, modern, flexible, and efficient facilities. The team will implement and monitor the long-term facilities plan on a quarterly basis and complete 100% of the plan's initiatives by July 2026.
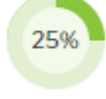
Strategy 1 Details	Reviews			
Strategy 1: Salinas will monitor their facilities and send a survey to the staff to see input on the facilities' needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure the district's and campus 5 year plan is followed. **Staff Responsible for Monitoring:** Campus administration. **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture	**Sept**	**Dec**	**Mar**	**June**
	25%			

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

Strategy 3 Details	Reviews			
Strategy 3: Campus administration will prioritize campus facilities needs based on safety & security needs and general maintenance & office budget including office supplies, radios, copiers, etc.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Prioritization of campus needs. **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 - $3,000, fixed assets - Local (199) - 199.23.6395.00.112.99.0.00 - $2,000	**Sept**	**Dec**	**Mar**	**June**
	30%			

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

57 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Strategy 4 Details		Reviews		
Strategy 4: Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget.		**Formative**		**Summative**
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		**Sept** 15%	**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.		**Formative**		**Summative**
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		**Sept** 25%	**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.		**Formative**		**Summative**
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		**Sept** 40%	**Dec**	**Mar**	**June**

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

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

58 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Goal 3: Focus On Operational Excellence

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

    Evaluation Data Sources: Work orders

Strategy 1 Details	Reviews			
Strategy 1: Salinas' custodial/security department will secure janitorial/security supplies to clean and disinfect campus buildings and report any facilities needs to campus administration to provide safe learning environment.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Clean and safe campus **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Janitorial Supplies - Local (199) - 199.51.6315.00.112.99.0.00 - $1,200, Security - Local (199) - 199.52.6319.00.112.99.0.00, janitorial maintance supples - Local (199) - 199.51.6319.00.112.99.0.00 - $500	20%			

Strategy 2 Details	Reviews			
Strategy 2: Salinas' child nutrition staff will ensure to follow guidelines and regulations to provide healthy meals to students and ensure to have a clean/safe cafeteria for all students.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Appropriate meals in a clean and safe environment **Staff Responsible for Monitoring:** Campus administration and CNP staff **Title I:** 2.4, 2.5, 2.6	20%			

Strategy 3 Details	Reviews			
Strategy 3: Salinas will ensure to secure campus work orders to the maintenance department as needed to ensure safe conducive learning spaces.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Facilities needs addressed **Staff Responsible for Monitoring:** Campus administration and campus custodial staff **Title I:** 2.4, 2.5, 2.6	25%			

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

59 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

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**
	15%			

0% No Progress   100% 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** dues - Local (199) - 199.23.6495.00.112.99.0.00 - $1,000, regional educational services - Local (199) - 199.23.6239.00.112.99.0.00 - $500, travel employee - Local (199) - 199.31.6411.00.112.99.0.00 - $300, Texas Assessment Conference, TEPSA, Travel - Title II Teacher/Principal (255) - 255.23.6411.00.112.24.0.00 - $1,739, regional educational services - Local (199) - 199.31.6239.00.112.99.0.00 - $300, Texas School Safety Conference/ Travel - Local (199) - 199.23.6411 - $1,500, Technology conference - Title II Teacher/Principal (255) - 255.13.6411.00.112.24.0.00 - $1,000, TASA - Title II Teacher/Principal (255) - 255.23.6299.00.112.24.0.00 - $600	20%			

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

61 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Strategy 2 Details	**Reviews**			

Strategy 2: 4.1(2): Design and implement guidelines, expectations, and high priority goals for principals.	**Formative**			**Summative**

Strategy's Expected Result/Impact: A year-long plan for growing principals that is focused, clear, connected, and aligned to LSG.

Staff Responsible for Monitoring: Executive Cabinet, Leadership

Title I:
2.4, 2.5, 2.6
 - **ESF Levers:**
Lever 3: Positive School Culture

Funding Sources: Awards and Incentives - Local (199) - 199.11.6498.00.112.11.0.00 - $2,500, Awards and Incentives - Local (199) - 199.12.6498.00.112.11.0.00 - $750, Awards and Incentives - Local (199) - 199.23.6498.00..112.99.0.00 - $5,500, Misc. operating expenses - Local (199) - 199.23.6499.00.112.99.0.00 - $2,500, awards and incentives - Student Activity (865) - 865.00.2190.00.112.00.0.00 - $7,357.24, awards and incentives - Faculty Account (897) - 897.00.2190.01.112.00.0.00, awards and Incentives - Library Account (898) - 898.00.2190.00.112.00.0.00 - $567.66, awards and incwentives - Faculty Account (897) - 897.00.2190.01.112.00.0.00 - $5,134.67, awards and incentives - Coke Activity Account (899) - 899.00.2190.00.112.0.00 - $704.66

	Sept	**Dec**	**Mar**	**June**
	45%			

Strategy 3 Details	**Reviews**			

Strategy 3: Implement opportunities to discover that relationships are at the core of performance, and that trust and respect are essential to any organization seeking to grow and improve.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Leaders learn and practice specific skills that make clear, candid communication possible. They learn to use these skills in their relationships and to model and apply them on the job.

Staff Responsible for Monitoring: Campus Administration, Campus Leadership Team

Title I:
2.4, 2.5, 2.6
 - **ESF Levers:**
Lever 3: Positive School Culture

Funding Sources: Awards & Incentives - Local (199) - 199.11.6498.00.112.11.0.00, Awards & Incentives - Local (199) - 199.12.6498.00.112.11.0.00, Awards & Incentives - Staff - Local (199) - 199.23.6498.00.112.99.0.00, Misc. Operating Expenses - Local (199) - 199.23.6499.00.112.99.0.00, awards and incentives - Student Activity Fund (865) - 865.00.2190.00.112.00.0.00, awards and incentives - Faculty Account (897) - 897.00.2190.01.112.00.0.00, awards and incentives - Library Account (898) - 898.00.2190.00.112.00.0.00, awards and incentives - Coke Activity Account (899) - 899.00.2190.00.112.00.0.00

	Sept	**Dec**	**Mar**	**June**
	30%			

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

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

62 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Goal 4: Focus On Employees And Organizational Excellence

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

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

Strategy 1 Details	Reviews			
Strategy 1: 4.2 Organizational (1): Partner with health and safety services to provide professional development on adult and youth mental health for district personnel. By 2025 100% of campus staff will be trained in Youth Mental Health First Aid (YMHFA).	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase awareness for staff in addressing and supporting adult and youth mental health well being to foster the skills needed to identify, understand, respond, and provide initial help and support to adults and students who may be developing a mental health or substance use problem or experiencing a crisis (trauma/ grief-informed practices; prevention and intervention practices in early mental health, suicide [including postvention], substance abuse, violence and bullying, human trafficking, child abuse; building skills related to understanding one's emotions and others, managing emotions, establishing and maintaining positive relationships, responsible decision-making; postsecondary planning & career readiness). [Staff Responsible for Implementation: Campus Administration] **Staff Responsible for Monitoring:** Campus Administration, SEL Supervisor, Leadership, Human Resources, Benefits & Risk Management **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** travel employee only - Title IV (289) - 289.13.6411.00.112.11.0.00 - $731	20%			

Strategy 2 Details	Reviews			
Strategy 2: Entire campus will participate in at least 2 district wide/community events (minimum 1 per semester) that support the physical, health, nutritional, and social well-being of students and staff.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being. **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Claudia Villarreal - Title IV (289) - 289.31.6299.00.112.11.0.00	25%			

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

63 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Strategy 3 Details	Reviews			
	Formative			**Summative**
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.	**Sept**	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly. **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** misc. operating services - Title IV (289) - 289.31.6299.00.112.11.0.00 - $700	20%			

Strategy 4 Details	Reviews			
	Formative			**Summative**
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.	**Sept**	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: To enhance the positive effect Professional School Counselor (PSC) and Licensed Professional Counselor (LPC) have on students and school stakeholders by ensuring professional development and growth and assist appraisers in supporting their development and growth through clear expectations, and a fair and transparent evaluation process that is relevant and accurately assesses the professional effectiveness of PSCs and LPCs. [Staff Responsible for Implementation: Counselors, LPCs, Campus Administration] **Staff Responsible for Monitoring:** Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership **Title I:** 2.4, 2.5, 2.6	30%			

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

64 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

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%.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (drugs and alcohol, bullying, suicide prevention, conflict resolution, and violence prevention). **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Drug Ed Items - Title IV (289) - 289.31.6499.00.112.11.0.00, Oscar Munoz - Title IV (289) - 289.31.6299.00.112.11.0.00, eye exams - Title I (211) - 211.33.6219.00.112.24.0.00, - Title I (211) - 211.61.6499.00.112.240.00, clothing application - Title I (211) - 211.32.6499.00.112.24.0.00 - $420	20%			

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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase support for teachers and campus staff in helping build students' social and emotional competence in the school setting to foster resilience and well-being for students, for educator as they work with their students, and for school leaders as they work to build trust and well-being in their school communities that reinforce the teacher and staff perception of staff-student relationship building, skills, and mindsets. **Title I:** 2.4, 2.5, 2.6	15%			

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%	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively. **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	15%			

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

65 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

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.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
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		20%			

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.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
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		20%			

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

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

66 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

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**
	15%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

67 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Goal 5: Focus On Financial Stewardship

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

Strategy 1 Details		Reviews			
Strategy 1: Salinas will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed.		**Formative**			**Summative**
		Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Campus budget planned to limit if any budget changes/amendments **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.5, 2.6		25%			

Strategy 2 Details		Reviews			
Strategy 2: Salinas will use their campus budget appropriately by expending 10-15% of their budget on a monthly basis to meet the needs of the students to improve student achievement of the current year's students.		**Formative**			**Summative**
		Sept	Dec	Mar	June
Title I: 2.4, 2.6		25%			

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

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

68 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Title I

1.1: Comprehensive Needs Assessment

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

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

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

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

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

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

2.4: Opportunities for all children to meet State standards

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

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

2.5: Increased learning time and well-rounded education

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

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

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

69 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

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

4.1: Develop and distribute Parent and Family Engagement Policy

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

4.2: Offer flexible number of parent involvement meetings

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

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

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

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

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

70 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Processes & Programs

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

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

71 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Student Achievement

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

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

72 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Perceptions

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

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

73 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Demographics

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

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

74 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Campus Funding Summary

Bilingual (162)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	teacher/ office supplies	162.11.6399.00.112.25.0.00	$7,479.00
				Sub-Total	$7,479.00
				Budgeted Fund Source Amount	$7,479.00
				+/- Difference	$0.00

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	$3,500.00
1	1	2	transportation expenditure	164.11.6494.00.112.30.0.00	$4,000.00
1	1	2	supplies	164.11.6399.00.112.30.0.00	$0.00
1	1	2	teacher office supplies	164.11.6399.00.112.30.0.00	$780.00
				Sub-Total	$8,280.00
				Budgeted Fund Source Amount	$8,280.00
				+/- Difference	$0.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	operating leases	199.11.6269.00.112.11.0.00	$0.00
1	1	2	Misc. Contracted Services	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	$0.00
1	1	2	Field Trips - Student Travel Transportation, Barnes & Noble, Chucke Cheese	199.12.6494.00.112.11.0.00	$300.00
1	1	2	PE	199.11.6399.00.112.11.0.PE	$1,122.00
1	1	2	Teacher office supplies	199.31.6399.00.112.99.0.00	$200.00
1	1	2	Teacher office supplies	199.11.6399.00.112.11.0.00	$3,836.00
1	1	2	Operating Leases	199.11.6269.00.112.11.0.00	$10,000.00
1	1	2	Field Trips - Employee Travel, Region One	199.13.6411.00.112.99.0.00	$0.00
1	1	2	teacher office supplies	199.23.6399.00.112.99.0.00	$3,132.00
1	1	2	Reading Material	199.12.6329.00.112.11.0.00	$750.00

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

75 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

			Local (199)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	region one	199.13.6239.00.112.99.0.00	$750.00
1	1	2	Field Trips - Dues	199.13.6495.00.112.99.0.00	$0.00
1	1	2	Field Trips - Transportation	199.11.6494.00.112.11.0.00	$0.00
1	1	2	Teacher Office supplies	199.13.6399.00.112.99.0.00	$0.00
1	1	2	Field Trips - Student Travel, Barnes & Noble, Chucke Cheese	199.12.6412.00.112.11.0.00	$700.00
1	1	2	Field Trips - Student Travel, Main Event, Donna Corn Maze	199.11.6412.00.112.11.0.00	$0.00
3	1	3	fixed assets	199.23.6395.00.112.99.0.00	$2,000.00
3	1	3	Office Copier	199.23.6269.00.112.99.0.00	$3,000.00
3	2	1	Janitorial Supplies	199.51.6315.00.112.99.0.00	$1,200.00
3	2	1	Security	199.52.6319.00.112.99.0.00	$0.00
3	2	1	janitorial maintance supples	199.51.6319.00.112.99.0.00	$500.00
4	1	1	regional educational services	199.23.6239.00.112.99.0.00	$500.00
4	1	1	travel employee	199.31.6411.00.112.99.0.00	$300.00
4	1	1	Texas School Safety Conference/ Travel	199.23.6411	$1,500.00
4	1	1	regional educational services	199.31.6239.00.112.99.0.00	$300.00
4	1	1	dues	199.23.6495.00.112.99.0.00	$1,000.00
4	1	2	Awards and Incentives	199.11.6498.00.112.11.0.00	$2,500.00
4	1	2	Awards and Incentives	199.12.6498.00.112.11.0.00	$750.00
4	1	2	Misc. operating expenses	199.23.6499.00.112.99.0.00	$2,500.00
4	1	2	Awards and Incentives	199.23.6498.00..112.99.0.00	$5,500.00
4	1	3	Awards & Incentives	199.11.6498.00.112.11.0.00	$0.00
4	1	3	Misc. Operating Expenses	199.23.6499.00.112.99.0.00	$0.00
4	1	3	Awards & Incentives - Staff	199.23.6498.00.112.99.0.00	$0.00
4	1	3	Awards & Incentives	199.12.6498.00.112.11.0.00	$0.00
				Sub-Total	$42,840.00
				Budgeted Fund Source Amount	$42,840.00
				+/- 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	$0.00

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

76 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Title I (211)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading Material	211.12.6329.00.112.24.0.00	$0.00
1	1	2	teacher office supplies	211.11.6399.00.112.24.0.00	$10,077.00
1	1	2	EduSmart	211.11.6399.00.112.24.0.00	$765.00
1	1	2	supplies	211.11.6399.00.112.24.0.00	$0.00
4	2	5	clothing application	211.32.6499.00.112.24.0.00	$420.00
4	2	5		211.61.6499.00.112.240.00	$0.00
4	2	5	eye exams	211.33.6219.00.112.24.0.00	$0.00
				Sub-Total	$11,262.00
				Budgeted Fund Source Amount	$11,262.00
				+/- Difference	$0.00

Title II Teacher/Principal (255)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	travel-employee	255.13.6411.00.112.24.0.00	$0.00
4	1	1	Technology conference	255.13.6411.00.112.24.0.00	$1,000.00
4	1	1	Texas Assessment Conference, TEPSA, Travel	255.23.6411.00.112.24.0.00	$1,739.00
4	1	1	TASA	255.23.6299.00.112.24.0.00	$600.00
				Sub-Total	$3,339.00
				Budgeted Fund Source Amount	$3,339.00
				+/- Difference	$0.00

Title III (263)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Headphones/ teacher office supplies	263.11.6399.00.112.25.0.00	$5,220.00
1	1	2	supplies	263.11.6399.00.112.25.0.00	$0.00
				Sub-Total	$5,220.00
				Budgeted Fund Source Amount	$5,220.00
				+/- Difference	$0.00

Student Activity (865)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Mcallen Performing Arts Center		$1,302.90
4	1	2	awards and incentives	865.00.2190.00.112.00.0.00	$7,357.24

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

77 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

			Student Activity (865)		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	$8,660.14
				Budgeted Fund Source Amount	$8,660.14
				+/- Difference	$0.00

			Coke Activity Account (899)		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	awards and incentives	899.00.2190.00.112.0.00	$704.66
4	1	3	awards and incentives	899.00.2190.00.112.00.0.00	$0.00
				Sub-Total	$704.66
				Budgeted Fund Source Amount	$704.66
				+/- Difference	$0.00

			Faculty Account (897)		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	awards and incwentives	897.00.2190.01.112.00.0.00	$5,134.67
4	1	2	awards and incentives	897.00.2190.01.112.00.0.00	$0.00
4	1	3	awards and incentives	897.00.2190.01.112.00.0.00	$0.00
				Sub-Total	$5,134.67
				Budgeted Fund Source Amount	$5,134.67
				+/- Difference	$0.00

			Library Account (898)		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	awards and Incentives	898.00.2190.00.112.00.0.00	$567.66
4	1	3	awards and incentives	898.00.2190.00.112.00.0.00	$0.00
				Sub-Total	$567.66
				Budgeted Fund Source Amount	$567.66
				+/- 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	$0.00
4	2	1	travel employee only	289.13.6411.00.112.11.0.00	$731.00
4	2	2	Claudia Villarreal	289.31.6299.00.112.11.0.00	$0.00

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

78 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

				Title IV (289)		
Goal	**Objective**	**Strategy**	**Resources Needed**		**Account Code**	**Amount**
4	2	3	misc. operating services		289.31.6299.00.112.11.0.00	$700.00
4	2	5	Oscar Munoz		289.31.6299.00.112.11.0.00	$0.00
4	2	5	Drug Ed Items		289.31.6499.00.112.11.0.00	$0.00
				Sub-Total		$1,431.00
			Budgeted Fund Source Amount			$1,431.00
				+/- Difference		$0.00
				Grand Total Budgeted		$94,918.13
				Grand Total Spent		$94,918.13
				+/- Difference		$0.00

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

79 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Addendums

Capt. D. Salinas Elementary
Generated by Plan4Learning.com

80 of 80

Campus #108-902-112
December 16, 2024 10:19 AM

Donna Independent School District
Translation Procedure

Purpose:

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

Types of Translation Available:

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

Data Used to Determine Translation Needs:

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

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

Documents/Information to be Translated:

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

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

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

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

Monitoring:

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

Donna Independent School District
Procedimiento de traducción

Propósito:

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

Tipos de traducción disponibles:

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

Datos utilizados para determinar las necesidades de traducción:

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

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

Documentos/Información a traducir:

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

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

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

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

Monitoreo:

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

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Griselda Alvarez
Federal Programs/SCE Director

Vision

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

Mission

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

Number One Outcome

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

Our Shared Beliefs

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

DISD Strategic Plan Goals

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

PURPOSE OF A CNA

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

HOW DO WE START THE CNA PROCESS?

➢ Establish committees for each focus area of the CNA and appoint committee chairperson;

➢ Determine which type of data will be collected and analyzed;

FOCUS AREA	POTENTIAL DATA TYPES		
Demographics	• At-Risk by Category • Attendance • College, Career, and Military Readiness (CCMR)	• College/University/Dual Credit/Advanced Placement • Enrollment • Course/Class Assignments • Enrollment • Ethnicity • Gender	• Mobility/Stability • Rates of Graduation, Completion, and Dropouts • Special Program Participation • Teacher-Student Ratios
Student Achievement	• Advanced Course/Dual Enrollment Data • College, Career and Military Readiness (CCMR) • College Entrance Exams • Course/Class Assignments • Course/Class Grades	• College/University/Dual Credit/Advanced Placement Enroll-ment • Graduation Plan Types • Rates of Graduation, Comple-tion, Certificates of High School Equivalency, and Dropouts • Results Driven Accountability (RDA)	• Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures • State Assessment Data • State and Local Student Assessment Data Tables • Texas English Language Proficiency Assessment System (TELPAS) Results • Texas Success Initiative (TSI) Data
School Culture and Cli-mate	• Classroom and School Walk through Data • Feedback Data • Focus Groups	• Interviews • Parent Conferences or Meet-ings • Questionnaires	• Student Discipline Data (including Disproportionality) • Surveys
Staff Quality, Recruitment and Retention	• Course/Class Completions, Grades, and Other Data • Paraprofessional and Other Staff Qualifications • Professional Development Data	• Rates of Graduation, Completion, Certificates of High School Equivalency, and Dropouts • Recruitment and Retention Rates and Other Data • Special Program Qualifications (Bilingual/ESL, Special Education, etc.)	• Staff Mobility/Stability • Teacher Certification/Qualification Data • Teacher-Student Ratios • Texas Teacher Evaluation & Support System (T-TESS) and/or other Staff Effectiveness Data

CONT.

➢ Gather and analyze data;

  ▪ Look for patterns in the data that reveal trends or insights about the campus/district

  ▪ Write a brief statement for each area as it helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources

➢ Use probing questions;

➢ Finalize findings and identify/summarize strengths and needs

➢ Finalize plans for the upcoming school year based on these strengths and needs

➢ Make recommendations on staff development, materials, trainings, equipment, staffing, scheduling, etc.;

DOCUMENTING FINDINGS ON PLAN4LEARNING

➢ Ensure CNA is entered into the Plan4Learning platform
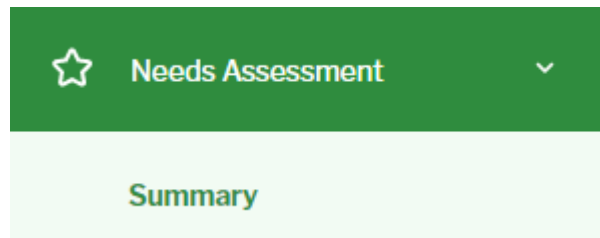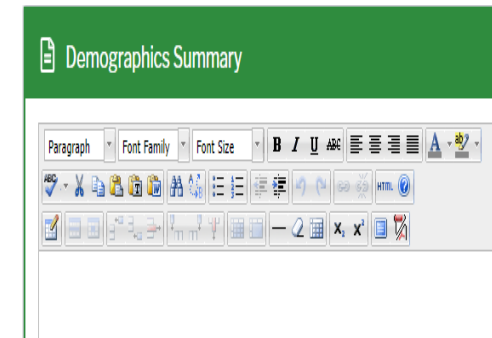
CONT.

- Enter problem statement and root cause

CONT.

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

UPLOADING DOCUMENTATION ON TITLE I CRATE

- Maintain meeting agendas, sign in sheets, and data sources used and upload on Title I Crate

- Log into https://auth.806technologies.com/login/plan4learning

- Make sure it says Title I Crate

Sign In

galvarez@donnaisd.net

•••••••••••

Title1Crate

CONT.

- Click District Crate upload on the left hand side

Welcome, Griselda Alvarez
DISTRICT POWER USER

⌂	Home
☁	District Crate Upload
🖹	Reports
↺	History

CONT.

- Scroll down to "M" End of the Year Documents

- Click on #3 CNA Documentation

- Click the + add required file and upload your documents
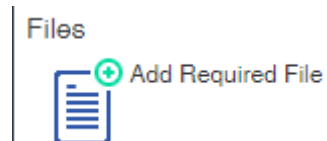
QUESTIONS TO CONSIDER – DEMOGRAPHICS (GOAL 1)

- What percentage of the following student groups are enrolled?

  - Migrant – Do they return each year? What time of year?

  - Homeless/Foster – What services are available?

  - Special Education – Analyze by student groups and race/ethnicity. What does the referral data indicate about students who qualified versus those who do not qualify?

  - Bilingual – How effective are the services and supports provided in meeting the cognitive, linguistic and affective needs of EBs?

  - At-Risk - Does the district/campus only use state indicators or are local indicators also included? Which programs are available for students at-risk of dropping out? How are students targeted to participate and what is the participation rate?

  - Gifted - Analyze by student groups and race/ethnicity. What does the referral data indicate about students who qualified versus those who do not qualify when analyzed by race and ethnicity?

PROFESSIONAL PRACTICES (GOAL 1)

- What is planned for professional development? Describe how professional development is planned and the current impact it provides.

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

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

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

STUDENT OUTCOMES AND PERFORMANCE (GOAL 1)

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

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

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

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

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

PARENTS/GUARDIANS AND COMMUNITY (GOAL 2)

- What are parents' and the community's expectations for students after graduation? Go to work? Attend college? Join the military? Other?

- Are there universities and/or community colleges in our community? How do we interact with them?

- How do parents participate in the education of their child? Explain how participation rates are measured and the current data findings.

- What are parents' perceptions of the school's effectiveness? Do they feel welcome? How do we know?

- How effective are communications such as the schools' website, mobile app, letters, newspaper articles, etc.? How do we know?

- Are communications translated into languages other than English when needed?

STAFF ENGAGEMENT (GOAL 1 AND 2)

- Do we retain teachers long term? Explain the turnover rate and how this compares with previous years

- How do we support inexperienced teachers? Discuss any staff mentoring results.

- How do teachers view the climate and culture of the district and campuses? Summarize any climate and culture survey reports.

- What are teachers' expectations for parental involvement? How do we know?

- Are effective procedures in place to promote safety? Do staff members feel safe? How do we know?

- What procedures are in place to involve staff in improvement planning? How are they included in decisions?

Instructional Coaching

STUDENT ENGAGEMENT (GOAL 1 AND GOAL 4)

- What strategies are in place to reduce the threat of bullying? Does the data confirm the strategies are working?

- What support do we provide students struggling with behavior? Discuss results of any mentoring, peer mediation, etc. or other ways of reducing conflict.

- How do students describe their campus? How does this differ from teachers' descriptions?

- How do students describe campus life with regards to respect, relationships, behavior, support, belonging, etc.? Do all student groups have the same perceptions? How does this perception compare with their teachers' perceptions?

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

- Are instructional paraprofessionals highly qualified? What types and levels of training do they have? What is the retention rate for paraprofessionals?

- What systems are in place to support new teachers? What strategies and structures are in place to build capacity?

- What support is available for teachers whose student performance is below district and/or state standards?

- How are the strengths of the most effective teachers shared with others?

- Are positions funded with state special allotment and federal funds reevaluated and adjusted every year for necessity and effectiveness?

- What professional development and resources are needed? How are these needs identified?

Instructional Coaching

PROFESSIONAL DEVELOPMENT

QUESTIONS TO CONSIDER

- The link below contains more questions for your consideration when working on your CNA

- CNA questions to consider

LAST STEP - BUDGET

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

⊖ 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

CONT.

Strategy 1

Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice

Edit

Add Funding Source
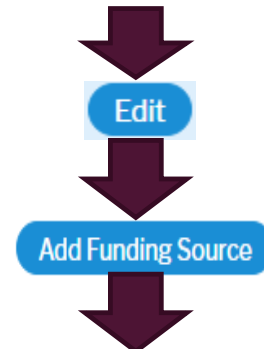
Resources Needed	Curriculum Resource Review (CR2): Teacher teams across contents and grade levels will mee	FTE
	Title II Teacher/Principal (255) >	Optional Account Code	$ 117,544

Resources Needed	Summer Curriculum Updates: Content strategists will work on updating curriculum document	FTE
	Title I (211) >	211.13.6118.00.933.24.0.C\	$ 56,140

Resources Needed	Locally Funded Instructional Programs: Istation ($195,762.60), Edusmart ($30,400), DBQ Onl	FTE
	Local (199) >	199.11.6399.XX.XXX.XX.X.	$ 260,312.60

BREATHE

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