

Donna Independent School District

Capt. D. Salinas Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: B

Distinction Designation

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



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.

Value Statement

"Salinas Sailors Today, World Captains Tomorrow"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Comprehensive Needs Assessment

Demographics Probing Questions

Demographic Data

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. Our Salinas STEAM Academy vision 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. Our school Motto is "Salinas Sailors Today, World Captains Tomorrow." We are the only Elementary Campus to offer a STEAM program in all of Donna ISD with a full curriculum focused on Science, Technology, Engineering, Arts and Math in coordination with Project Lead the Way (PLTW).

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 at Salinas S.T.E.A.M. Academy are parents, district administration, campus administration, along with parents/guardians all working together to support 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 and a Parent Educator who hosts events/workshops. 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?

Salinas STEAM Academy offers multiple and varied programs for special and general populations, Dual Language Classes In-School Tutoring, and Devices for ALL Students. PreK3 - 5th Grades Full Day Classes Life Skills Unit Our campus also provides services such as Dyslexia Program Gifted & Talented (GT) Migrant Services. We additionally offer an ESPORTS program READY and fine arts program ARTES. We host Salinasville, an IBC Minimetropolis program, so students in all populations can experience working in an economics-based community. The motivation behind the Minimetropolis Program is to provide students with the social, academic, and real-life skills they need to be successful and responsible citizens while introducing them to different careers and community settings. These programs align with our Salinas STEAM Academy vision is for ALL students to reach the highest level of academic success through a rigorous and supportive learning environment.

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?

At Captain D. Salinas STEAM Academy of our average enrollment of 479 below are the percentages for each student subgroup:

Migrant- 1.3%
Emergent Bilingual-58.4%
At-Risk- 87%
Homeless-14.7%
Gifted-5.5%
Special Education-8.6%
504-1.1%
Economically Disadvantaged-96%
Dyslexia- 0.8%
Immigrants- 5%

Our school offers programs from the district level to service all subgroups. We offer a GT program, Special Education services in multiple settings, Migrant Department programs, 504 and dyslexia services are provided based on student needs. The McKinney-Vento program offers help to homeless families through our counseling department. At-Risk students are placed in tutorials during the school day and provided with added instruction through the ARC Attendance Recovery Program after school or on Saturdays. There are many services available through the counseling department that are not a part of our campus but in the community and the counseling department provides contact with those services for economically disadvantaged and immigrant families. Our campus is a dual language campus, so all emergent bilinguals receive instruction in both Spanish and English.

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

The student behavior trends that we see are not in the classroom but during recess, PE, or during STEAM. We have 10 discipline referrals. Out of those discipline referrals the students either received ISS or lunch detention. To not affect student learning we chose not to suspend students unless or to the maximum extent possible, not to remove them from the classroom unless it was a serious violation. Fortunately, we have not needed to suspend any students this year. A major trend we see is students receiving bus referrals. We conference with the students and call the parents when there are multiple referrals. The discipline referrals in 2nd grade and 5th grade. The bus referrals were across all grade levels.

6. What is our student mobility rate? Why? What is the stability rate? What systems do we have in place to address the effects of mobility?

Capt. D. Salinas Elementary attendance averaged around 479 students and our total number of withdrawals throughout the entire year as 78. That gives us a mobility rate of 13% and a stability rate of 84%.

Students Reason %
64 Moves other ISD 13.36%
6 Moves to Mexico 1.25%
5 Parents Pass away 1.04%
3 Stay at home Pre-K 0.63%
78 TOTAL 16.28%

We do not have any system in place to address the effects of mobility

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

We do not have any students that are dropping out at the elementary level.

8. What are the retention rates for all groups of employees?

We have between 60-80 staff members. Annually, our campus loses anywhere from 2-5 teachers due to retirement, transfers, moving to another campus or district, or leaving the profession.

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

The average class size is about 20 students.

The student to teacher ratio is 1:20.

Support Staff Ratio:

- Nurse 2:477
- School Counselor 1:477
- Librarian 1:477
- Admin 2:477

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

The following rates were calculated with the data gathered from the beginning of the 2024-2025 year up to March 26, 2025. The attendance rate is at a 95.23% and the tardy rate is at a 5.06%.

For truancy there were 13 students out of a total of 477, which resulted at a rate of 2.72%. The truancy was based on students that had 15 or more absences. In elementary school, there are no drop outs since their parents are responsible for making sure their child go to school, however student at risk are usually the ones that end up dropping out later during the middle or high school years.

Some procedures that are being followed in order to improve attendance is that teachers send a recovery slip to the office which contains the names of any students absent for that morning and the office staff called home in an effort to find out the reason why and to try to get them to come to school if possible. The teachers also call home to find out why the students did not show up. We also have the ARC (Attendance Review Committee), which consists of the teacher and an administrator who review the days of absence of every student and have them make up the days they were absent either on a Saturday, before or after school.

To encourage students to not be absent there are some incentives in place. The incentives are as follows:

1. As a class: movie and popcorn for all those classes that are present a total of 10 days. For every day that the class has perfect attendance they are awarded a letter. After completing the word "Attendance", the class is awards the last 30 minutes on a selected day with a movie and popcorn.
- 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.

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

This 2024-2025 school year, there is a total of 478 students. This population consists of 2 are white (0.42%), 1 Asian female (0.21%), 1 American Indian female (0.21%), 1 male Pacific Islander (0.21%) and 477 Hispanic (98.95%) from which 251 are female and 226 are male.

Compared to last year, there is a drop of 1 Pacific Islander and white. The campus' Black population dropped to 0 from 5 students we had last year. In terms of Hispanic students, there were 3 more students last year. This year there was an increase of 1 Asian student.

12. What percentage of students do we serve in various groups?

The percentages for each group below were based on the total population of 478 students as of March 26, 2025.

Group	Number of Students	Percentage
At Risk	366	76.6%
Bilingual	264	55.2%
Gifted and Talented	44	9.2%

Group	Number of Students	Percentage
LEP	259	54.2%
Migrant	10	2.1%
Section 504	12	2.5%
Special Education	67	14%
Title I	475	99.4%

13. Who is our staff and how do their skills align with student needs/demographics? Ex. Years' experience, capacity levels, certifications, race/ethnicity.

Capt. D. Salinas Elementary, generally have a mix of teaching experience levels. The teachers at the campus mostly have over ten through twenty years of experience. The majority of the teachers have a bachelor's degree and are 97.2 percent Hispanic.

14. Who resides in our community and what is it like? Ex. Professions, ages, diversity, and education levels, owner/renters, emergency service, crime rates.

Donna, TX, has a mix of ages, with a majority being older residents. The racial and ethnic makeup is likely diverse, with a significant Hispanic population. The community is economically disadvantaged. Professions are typically jobs with a trade requirements. The town does have a volunteer fire dept. and a full time police dept.

15. 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 developing 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 a 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.

Demographics Strengths

1. Our school is only STEAM academy in DONNA ISD.
2. Salinas has an active Parent Center with consistent parent volunteers.
3. Salinas STEAM academy provides bilingual programs, special education programs for students from prek3 to 5th grade.
4. Salinas STEAM Academy has few in school discipline issues. For regular educational students there are systems in place to

streamline and deal with student discipline as needed as well as preventative measures like Capturing Kids' Hearts that help to curtail negative student behaviors

5. Salinas has the STEAM program and many afterschool actives like the Dance team, Esports Team, READY and ARTES Programs. These are excellent and varied opportunities to explore outside the typical academic subjects.

6. Although we had among the higher attendance rates in the district, we struggle to maintain an enrollment of 500 students. As we fall below that mark and have a regular 8-9% absence rating we are looking at ways to improve attendance, attract parents to our campus and retain them once they arrive. We lost 60 students throughout the year and having those stay would put us at our goal.

7. ECSE student numbers keep increasing throughout the year.

8. We have in our school a SPED program with talented staff individuals.

9. The school average attendance rate for this year is 95.1350%, which is good but needs improvement.

10. The school offers different programs and activities.

11. Our campus proudly stands out as the only school within our district offering a dedicated STEAM program at the elementary level.

Problem Statements Identifying Demographics Needs

Problem Statement 1: More promotion of our STEAM programs.

Root Cause: There isn't school marketing by involving teachers to promote what is going on in our school.

Problem Statement 2: Parents often work past the regular school day. They need more opportunities to attend school activities/events and support their students.

Root Cause: There aren't PTO meetings throughout the school day involving parents.

Problem Statement 3: Spotlights for our special population programs.

Root Cause: There isn't parent involvement for special population groups. No organized Classroom Parents.

Problem Statement 4: Most of the negative discipline issues occur on the bus. This impacts student attendance and retention. If students do not feel safe on the bus or they have been

removed from the bus for negative behavior, then they are more likely to miss school. We should consider ways to encourage and maintain good behavior while on the bus and have reliable attendance. Bus monitors and incentives for safe bus

Root Cause: The majority of discipline issues occur on the bus where children are lacking additional supervision. There is only one driver and up to 60 students. Drivers are concentrating on road safety and children are under-supervised.

Problem Statement 5: Parents often work past the regular school day and ask for afterschool programs that are more inclusive of all grade levels, open to more families and provide transportation for those who work later hours. This could also be an opportunity to provide extra tutorials, social emotional education and offer a greater array of extra-curricular activities. This program could come in the form of a parent

Root Cause: Provide access to supervised afterschool activities offered to all students of all ages.

Problem Statement 6: We don't have a committee that does outreach in the community and looks at parent data and needs so that we can make our school more appealing to the community and retain students.

Root Cause: The level of students exiting our campus is greater than the number we receive throughout the year. There may be many factors but if we don't find ways to keep our parents when we can, then they will have to leave due to a move, housing or other reasons.

Problem Statement 7: The ECSE classroom needs more furniture to create a more structured room to help minimize behavioral incidents and have more centers. Our campus lacks the funding to create an appropriate sensory room for our students to be able to release any sensory or behavioral issues.

Root Cause: This funding gap limits our ability to provide equitable hands-on learning experiences.

Problem Statement 8: We need more personal to successful target all those students that need assistance in the classroom.

Root Cause: Some students require assistance in class tutoring 1-to-1 because they have extreme difficulty.

Problem Statement 9: Too many students have unexcused absents. For example, the parent state that they took the student to the doctor but never brings the doctor excuse.

Root Cause: The importance of school attendance is not being addressed at home. In the year 2021-2022 the percentage was 92.3 and in 2022-2023 the percentage rate was 94.3. This years is high, but we still need to increase the attendance rate.

Problem Statement 10: Other schools offer ACE after school program which in return possibly increase enrollment and attendance rates. Most parents do not have a job that allows them to pick up their children at 3:40pm.

Root Cause: We are losing students to other school because they offer art and music programs. The other schools also offer sports and dance.

Problem Statement 11: Our campus lacks the sustainable funding necessary to fully implement and grow the program up-to-date.

Root Cause: This funding gap limits our ability to provide equitable hands-on learning experiences.

Student Learning

Student Learning Summary

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4th gra																			
4th Re																			
5th Re																			
Gains																			
group																			
2018:	Reading					MATH					WRITING					SCIENCE			
	DNM	A	M	Masters		DNM	A	M	Masters		DNM	A	M	Masters		DNM	A	M	Masters
3RD		71%	29%	12%			78%	41%	19%		-----								
4TH		76%	33%	11%			72%	48%	23%			65%	26%	4%					
5TH		87%	41%	14%			99%	72%	40%		-----						80%	42%	17%
ALL GRADE		78%	35%	12%			84%	54%	28%										
ALL SUBJE		79%	42%	18%															
		-3	-8	-2															
2017:	Reading					MATH					WRITING					SCIENCE			
	DNM	A	M	Masters		DNM	A	M	Masters		DNM	A	M	Masters		DNM	A	M	Masters
3RD		71%	26%	14%			88%	60%	31%		-----								
4TH		80%	48%	22%			79%	49%	25%			61%	28%	10%		-----			

28. D																			
5TH		84%	54%	20%			100%	74%	31%		-----						93%	61%	18%
ALL GRADE		79%	44%	19%			89%	61%	29%										
ALL SUBJE		82%	50%	21%															

Student Achievement

Student Achievement 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

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<p><i>All students did not receive the same score as the previous year according to the data in the table. The data indicates the students regressed in all subjects in each category at the approaches, meet, master levels in the course of two years (2018-2019, 2017-2018) TAPR Report. Regression occurred in all subjects : -3 Approaches, -8 Meets, -2 Masters. The most was -8 in MEETS. Science also regressed in all areas in 2018-2019.</i></p>																			
<p>4th grade Math regressed -16 Approaches, -12 Meets, -8 Masters 2018-2019 in all categories. 4th Reading regressed - -3 Masters in 2018-2019. 5th Reading regressed -7 Meets and -8 Masters in 2018-2019.</p>																			

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Gains were demonstrated in Writing with different group of students in approaches +4 and in 5th grade Math with same group of students.

2018-2019	Reading				MATH				WRITING			SCIENCE				
	D N	A	M	M as ter	D N	A	M	M as ter	D N M	A	M	M as te rs	D N M	A	M	M a s t e r s
3RD		7 1%	2 9%	12 ^c		7 8%	4 1%	19 ^c	----- ----- -----							
4TH		7 6%	3 3%	11 ^c		7 2%	4 8%	23 ^c		6 5%	2 6%	4%				
5TH		8 7%	4 1%	14 ^c		9 9%	7 2%	40 ^c	----- -----					8 0%	4 2%	1 7%
ALL GRADES		7 8%	3 5%	12 ^c		8 4%	5 4%	28 ^c								

All students did not receive the same score as the previous year according to the data in the table. The data indicates the students regressed in all subjects in each category at the approaches, meet, master levels in the course of two years (2018-2019, 2017-2018) TAPR Report. Regression occurred in all subjects : -3 Approaches, -8 Meets, -2 Masters. The most was -8 in MEETS. Science also regressed in all areas in 2018-2019.

ALL SUBJECTS	7	4	
	9%	2%	18%
	-3	-8	-2

2017-2018	Reading			MATH			WRITING			SCIENCE						
	D N	A	M as ter:	D N	A	M as ter:	D N	M as ter:	A	M	M as ter:	D N	A	M	M as ter:	
3RD		7 1%	2 6%	14%		8 8%	6 0%	31%								
4TH		8 0%	4 8%	22%		7 9%	4 9%	25%		6 1%	2 8%	1 0%				
5TH		8 4%	5 4%	20%		1 0%	7 4%	31%						9 3%	6 1%	1 8%

<p><i>All students did not receive the same score as the previous year according to the data in the table. The data indicates the students regressed in all subjects in each category at the approaches, meet, master levels in the course of two years (2018-2019, 2017-2018) TAPR Report. Regression occurred in all subjects : -3 Approaches, -8 Meets, -2 Masters. The most was -8 in MEETS. Science also regressed in all areas in 2018-2019.</i></p>																					
ALL GRADES										79%	44%	19%	89%	61%	29%						
ALL SUBJECTS										82%	50%	21%									

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%

Subject Approaches ↓ Meets ↓ Masters ↓

Reading 79% → 78% 44% → 35% 19% → 12%

Math 89% → 84% 61% → 54% 29% → 28%

Writing 61% → 65% 28% → 26% 10% → 4%

Science 93% → 80% 61% → 42% 18% → 17%

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

When looking at the 2023-2024 TAPR reports, the special education students overall in all subjects are at 45% achieving approaches only. When compared to the ELL students and the Econ. Disad. population, the special ed population were at least 22% less than the special populations mentioned. At the campus level, the special ed population for the 2023-2024 school years scored at least 60% approaches in all tested subjects with up to 75% approaches in 5th grade Math. At the district level, the special ed. population is scoring extremely low when compared to the other special pops. Several factors are in play when it comes to the success of this special population. Are they getting the one to one attention they need from both the classroom teacher and the special education teacher? Teachers tend to neglect this subgroup of students either because they are "too" academically low and the gap is greater to close than those of their peers. Also, the resources available for such group may not be used to its full potential. The classroom teacher needs to be equipped to provide the differentiated instruction that this special group of students need to be able to perform at the same level as their peers. If such accommodations' are not provided, these students have a very low success rate.

31. What trends and patterns are identified when student performance scores on state assessments and RDA are compared over a period of 3-5 years? How do the same students perform as they progress from grade to grade? From subject to subject? Based on the 2016-2017 TAPR report, the students in Reading went from a 79% in

From subject to subject?

Based on TAPR reports from 2019 to 2021 students in Reading approaches 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 to 2023 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 from 2022 to 2023 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 gains 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?

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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:

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%

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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?

We have several plans in place to support both our students and teachers. The following plans support our students: - Student, Family, and Community Engagement - Identification, Evaluation, and Free Appropriate Public Education (FAPE) - Monitoring utilizing Response Through Intervention (RTI) The following plans support our teachers: - Training, Support, and Staff Development - Technical Assistance

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%).

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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 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

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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 Achievement Strengths

Student Achievement Strengths within our school is an essential component of academic study that allows students to build on their prior knowledge and construct new understandings, and an essential skill for academic and professional success that involves thinking critically and analytically, and coming up with creative solutions to complex problems

Curiosity and eagerness to learn new things

Ability to adapt and adjust to changing situations

Strong work ethic and determination to succeed

Creativity and innovative thinking

Good communication skills and ability to work in teams

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students who are chronically absent or tardy.

Root Cause: Since the removing of the 90% attendance rule, parents 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. **Generated by**

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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.

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.

Student Learning Strengths

1. Students in 1st and 2nd grade met LSG goals
2. Increase in student progress rate in TELPAS Spring 2025

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Behavior issues in the classroom

Root Cause: Much of the behavior issues in the classroom, is the lack of classroom management

Problem Statement 2: Texas ranks low nationally in per-pupil spending, contributing to inadequate resources for schools

Root Cause: Much of contributing factors of school achievement is lack of State Funding

Problem Statement 3: Schools may struggle with access to adequate materials, technology, and staff, impacting the quality of instruction.

Root Cause: Funding allocations per campus & spending

Problem Statement 4: The focus on standardized tests, particularly the STAAR test, may overshadow other important aspects of learning and limit teachers' ability to focus on individual student needs.

Root Cause: Focusing solely on teaching for the STAAR.

Problem Statement 5: Texas's growing student population, including a larger percentage of English language learners and economically disadvantaged students, presents unique challenges for schools.

Root Cause: Fidelity to the bilingual program

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, Stemsscopes, Imagine Math, and Imagine Literacy. New teachers are also supported by content leaders, head teachers, administration, and the new-teacher orientation at the beginning of the school year.

In order for staff members to continue to grow professionally, professional development is ongoing throughout the school year including summers. Teacher development and improvement is supported through teacher-led training, Math MEETS offer teachers self-paced online training. Teacher formal and informal evaluations are also designed in developing teacher growth. Teachers receive feedback through walkthroughs, staff meetings, formal evaluations, and informal constructive feedback. A blended learning coach , GT teacher in charge of student pull-out, as well as staff from Mariposa Facility have been added.

Professional Practices

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

Data from STAAR, IStation, 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

Dual Language

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

Implementation is monitored through:

Walkthroughs

ILT Walkthroughs

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).

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66. What are the goals for the campus and the district? What are the target areas and how will they be stated as measurable

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performance objectives? What data sources will be used throughout the year to monitor progress? How often?

Board Goals HB3

Goal 1: Math

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

3rd grade: STAAR performance at MEETS level and above

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

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

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

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

Goal 2: Reading

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

3rd grade: STAAR performance at MEETS level and above

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

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

GPM 2.3: Percentage of Kindergarten students reading at or above grade level based on computer adaptive program will increase from 69% to 80% by 2025.

CAMPUS GOALS FOR MATH

Percentage of kindergarten students that meets grade level quantile score based on computer adaptive program will increase 10%
Percentage of 1st grade students that meet grade level quantile scores based on computer adaptive programs will increase 11%.
Percentage of 2nd grade students that meet grade level quantile scores based on computer adaptive programs will increase 12%.
Percentage of 3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase 35%. Percentage of 4th grade students that meet or exceed grade level proficiency on STAAR Math will increase 40%. Percentage of 5th grade students that meet or exceed grade level proficiency on STAAR Math will increase 42%.

CAMPUS GOALS FOR READING

Percentage of kindergarten students reading at or above grade level based on computer adaptive programs will increase 69%.
Percentage of 1st grade students reading at or above grade level based on computer adaptive programs will increase 31%.
Percentage of 2nd grade students reading at or above grade level based on computer adaptive programs will increase 40%.
Percentage of 3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase 25%. Percentage of 4th grade students that meet or exceed grade level proficiency on STAAR Reading will increase 37%. Percentage of 5th grade students that meet or exceed grade level proficiency on STAAR Reading will increase 41%.

DONNA ISD GOALS FOR MATH

Percentage of kindergarten students that meets grade level quantile score based on computer adaptive program will increase 10%
Percentage of 1st grade students that meet grade level quantile scores based on computer adaptive programs will increase 11%.
Percentage of 2nd grade students that meet grade level quantile scores based on computer adaptive programs will increase 12%.
Percentage of 3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase 35%. Percentage of 4th grade students that meet or exceed grade level proficiency on STAAR Math will increase 40%.
Percentage of 5th grade students that meet or exceed grade level proficiency on STAAR Math will increase 42%. Generated by Plan4Learning.com 21 of

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.

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.

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.

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).

At Salinas Elementary our students are guided in planning post secondary education or determining a career path through various opportunities that we offer. Our school is a STEAM campus and students are introduced to many different real-world activities that deal with engineering, math, science, arts, and technology. This STEAM program provides our students with background knowledge that they can carry on with them to middle school. Our very own minitropolis named Salinasville introduces our students 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. Through our STEAM program, students are also introduced to the fine arts through our daily visual arts classes and music classes. This teaches students about creative expression and artistic skills which contributes to the development of a more well-rounded and balanced , whole child.

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

Procedures

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

Master schedules have been modified to fit the instructional needs and required time by the State for students. Students attend school from 8:00 to 3:40 to meet the time required by the State. 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. Retired Teachers have been hired to tutor students who are struggling. STEAM teachers are assigned an intervention period where they go to either a math, reading or science classroom to assist the content teacher. Teachers use STEAM time to meet as a grade level and/or content area meetings to plan and collaborate with other teachers. The school also offers afterschool enrichment like READY and ARTES programs for 3rd through 5th grade 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 Chromebooks and iPads. 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 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 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, '23-,24, and '24-'25

school years. Our school received the prestigious CKH National Showcase award the during the '24-'25 and '25-'26 school years.

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

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.

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 two years in a row.

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 are broken as well as some of the trim around the screen.

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 of bringing 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.

Problem Statement 6: Many HIGHLY QUALIFIED teachers missed receiving a TIA distinction this school year.

Root Cause: TIA requirements and rules are still not fully understood.

Perceptions

Perceptions Summary

Perceptions

Perceptions Summary

1. School and Learning Environment

Students

Out of the 172 students surveyed, 44 students perceived the learning environment as **extremely positive**, representing approximately 25.6% of the total respondents. Additionally, 55 students perceived the learning environment as **very positive**, accounting for approximately 32% of the total. Meanwhile, 53 students perceived the learning environment as **positive**, constituting around 30.8%. 13 students, approximately 7.6%, perceived the learning environment as **slightly positive**. Only 7 students, approximately 4.1%, perceived the learning environment as **not positive**. 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 17 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. The survey was to determine the campus strengths and needs and to allocate next year's budget to meet those needs. Out of the 17 teachers that responded, 12 teachers responded as positive to the school culture and climate, approximately 70.6% of the total respondents. 5 teachers responded as Extremely positive, approximately 29.4% of the total respondents. In response to inquiries about the staff's attitude regarding our campus, results were as follows: 6 out of the 17 teachers responded as safe all the time, approximately 35.3%. 2 teachers responded with an extremely positive attitude, approximately 11.8%. 1 teacher responded sometimes safe, approximately 5.9%. 8 teachers responded with a positive attitude, approximately 47.1%.

2. Safety and Sense of Belonging

Students

In a survey of 172 students, 82 (approximately 48%) strongly agreed that they feel safe. Moreover, 38 students (22%) moderately agreed, and an additional 38 students (22%) reported feeling somewhat safe. In contrast, 11 students, about 6%, indicated that they do not feel safe.

When it comes to the sense of belonging, the same group of 172 students responded. Among them, 82 students (48%) strongly agreed that they feel a sense of belonging to the school. In addition, 57 students moderately agreed, while 21 students (12%) somewhat agreed.

Meanwhile, 7 students (approximately 4%) did not agree.

With regard to overall perceptions of teacher and principal expectations and the learning environment, 99 students (58%) rated them as very positive. Furthermore, 53 students (30%) rated them as positive, 13 students (7%) as neutral, and 7 students (4%) as negative.

In response to concerns raised last year, the school has implemented several new initiatives for the current academic year. For instance, the frequency of various types of drills and staff training has increased to reinforce the Emergency Operations Plan. Additionally, a higher fence has been installed at the school entrance to enhance safety.

Teachers

In a survey involving 16 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 from 1 to 5, with 1 indicating the lowest and 5 the highest level of agreement. Overall, professional staff members gave an average rating of 4.0, equating to 80% of the maximum possible score.

In response to concerns raised during the previous school year, the school has implemented several initiatives for improvement. Specifically, the concern regarding a more secure campus entrance was addressed by gating the front area of the school. Moreover, the issue of limited cross-grade interaction was tackled through the establishment of weekly collaborative meetings. For instance, Lead Teachers meet on Mondays, ILT turnaround meetings are held on Tuesdays, departmental meetings take place on Wednesdays, and Thursdays are dedicated to grade-level meetings. In addition, to strengthen family and staff engagement, a new event—Spring Fest—was added to the school calendar.

Parents

Majority of the parents strongly agree with receiving timely information about the academic curriculum of our campus. Parents also strongly agree with being provided with the school parent compact and how parents can get involved with parental involvement with our campus.

Parents also feel safe with what the campus has the safety procedures that are implemented, if an emergency would take place. According to the survey taken by the parents the majority selected strongly agree that the campus takes every precaution to ensure the child is safe at school. Also parent's feel that our campus is parent friendly as well. According to the survey parents strongly agree that our campus is parent

friendly. According to the survey parents have been kept informed of what activities our campus has to offer throughout the school year. We have some students that stay after school such as Artes, Ready, Sailorettes, and E-Sports. Parents also strongly agree that our campus does a great job of letting our parents know of what is taking place within our campus. Our campus is described as a friendly environment and where students feel safe.

As per the parent survey that was sent out, only 66 parents answered the survey. In the survey the parents were asked if they felt that their child was safe at school or not. According to the survey:

- 22% of the parents **agreed** that they felt their child was safe at school.
- 72% of the parents **Strongly Agree** that they felt their child was safe at school.
- 0.1% of the parents that answered the survey **Disagreed** and didn't feel like their child was safe at school.
- 0.03% of the parents that answered the survey had **no opinion** on whether or not they felt their child was safe at school.

So overall, the survey suggests that most of the parents feel like their child is safe at school.

3. Staff Turnover and Satisfaction

Based on the data, the majority of teachers described the school climate at Salinas Elementary as "positive" (12 responses) or even "extremely positive" (5 responses). This suggests that overall morale and satisfaction are high, which likely contributes to teacher retention. A positive school climate is a strong indicator that teachers feel comfortable and aligned with the school's values and culture. If turnover is occurring, it may not be due to dissatisfaction with the school climate itself but possibly external factors such as relocation, personal growth opportunities, or district-wide changes. With no responses indicating a negative or hostile climate, it's reasonable to infer that the school environment is not a primary cause of turnover.

4. Support for Teachers

Yes, the responses reflect a strong sense of support from both administration and peers. Specifically, 11 teachers described the support from

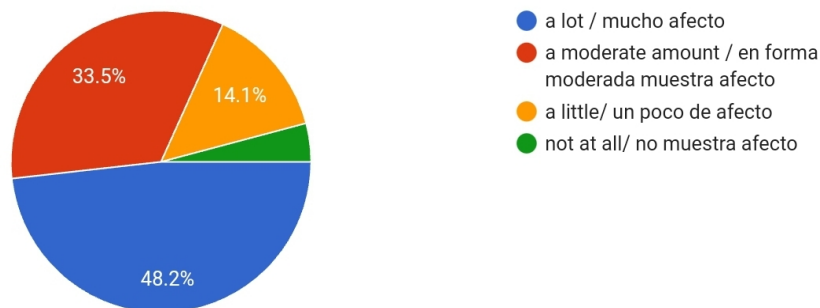
campus administration as "very supportive," and 5 indicated "supportive," with only 1 missing response. Additionally, when asked about peer relationships, 13 described them as "positive" and 3 as "extremely positive," again with only one non-response. This consistent positivity in both areas suggests that teachers feel a collaborative and encouraging environment. Support systems—whether through leadership or collegiality—seem to be in place, helping educators feel connected and empowered in their daily responsibilities.

How are we mentoring new teachers and struggling teachers? Is our process working?

Based on personal experiences, it is best to have a mentor teacher help a new teacher from the same grade level. Having a mentor teacher from different grade levels makes it more difficult due to different schedules and experiences. However, working with the same grade level team is more helpful and useful.

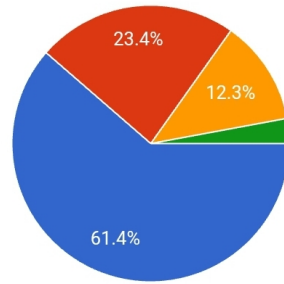
5. Academic, Discipline, and Attendance Data:

According to the data shown on the pie chart, 48.2% of students do feel that they have a sense of being cared for and understood which in turn correlates to the information of students wanting to attend school daily, while 33.5% shows a moderate percentage of the students wanting to attend. It is clear to assume that a vast majority of students of Salinas Elementary do want to attend school daily.



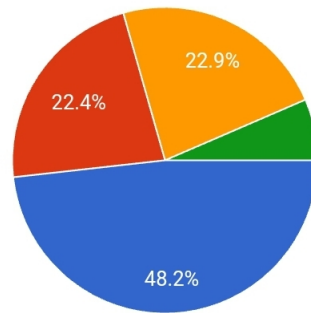
As we can see on pie charts 1, 2, and 3, the majority of the percentages show a positive correlation towards the information of whether the students feel supported and protected, with pie chart 1 showing that 61.4% of the students feel that Salinas Elementary make them feel as an integral part of the school, While pie chart 2 shows that 48.2% of the students do feel physically safe in their school. All the while in pie chart 3, it shows that 44.4% of the students do feel that the environment in the school itself is that of a positive one which lets us know that a good majority of students feel that they are able to attend the school in a manner that makes them feel comfortable and supported.

Pie Chart 1



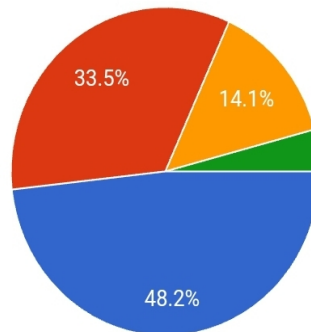
- a lot / mucho
- a moderate amount / en forma moderada
- a little/ un poco
- not at all/ para nada

Pie Chart 2



- a lot / mucho
- a moderate amount / en forma moderada
- a little/ un poco
- not at all/ para nada

Pie Chart 3

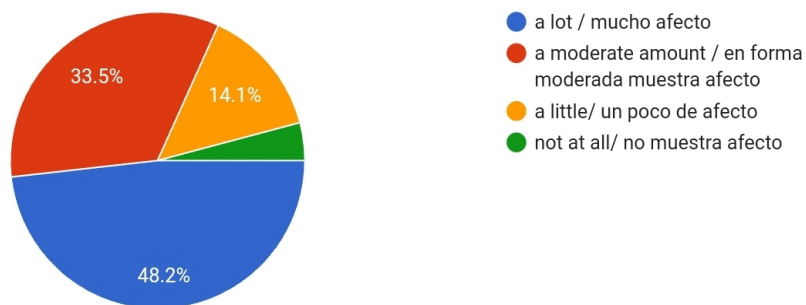


- a lot / mucho afecto
- a moderate amount / en forma moderada muestra afecto
- a little/ un poco de afecto
- not at all/ no muestra afecto

Shown on pie charts 1, 2, and 3, we can see that the various data show a predominantly positive correlation when it comes to whether the students of Salinas Elementary feel challenged and engaged.

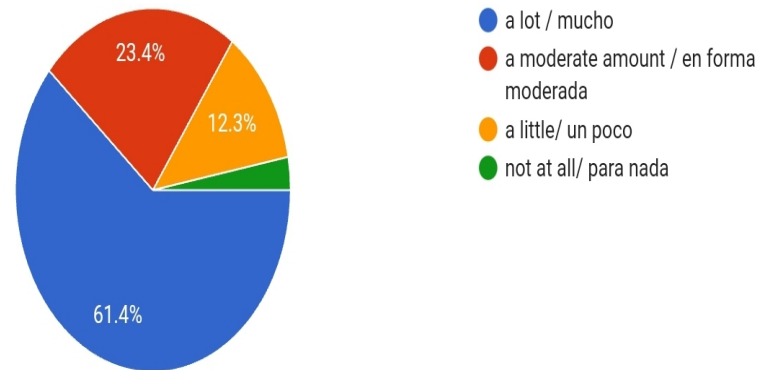
According to pie chart 1, we can see that 48.2% of the students feel that the staff shows a sense of caring and understanding for them, which in turn lets us know that they are being properly engaged in the fields of their education and studies and overall interest in their want to be challenged. We can see on pie chart 2 that 48% of the students feel that the staff does try to better understand them which shows us a positive correlation of staff and students being engaged in educational and overall general interests in their academics. With pie chart 3, we can see that 86.6% of the students do understand what the expectations are of themselves, the principal; and their teachers, showing us that the majority of the students know what is to be expected of them in their academics and overall willingness to strive further to be challenged and engaged in their education and the overall support given to them by the staff of Salinas Elementary.

Pie Chart 1



Pie Chart 2

Pie Chart 3



Our school student population is 98% Hispanic. There are no notable differences in race attendance . Attendance data from the last school year of 2023/2024 in comparison to our current 2024/2025 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 per grade level as of 4/23/25:

2024/2025: Attendance Percentage

- PK-3 94.68%
- PK-4 91.92%
- KG 94.26%
- 1st. 95.69%
- 2nd. 95.07%
- 3rd. 96.09%
- 4th. 96.13%
- 5th. 96.33%

Overall 95.27%

We saw an increase in attendance from last year's overall percentage of 94.6% to 95.2% this year. We also noticed absences continue to occur in the lower grades and a visible improvement in the upper-grade levels. PK-4 has the lowest percentage of 91.92% and 5th grade has the highest with 96.33%.

Behavior:

Referrals per grade level as of 4/24/25

2024/2025 referrals

Bus / Campus

- PK3/4. 5
- KG. 3
- 1st. 2
- 2nd. 4 / 6
- 3rd. 6
- 4th. 2. / 1
- 5th 7 / 1

Overall 29/ 8 =37 in total

21% of referrals are on campus

78% of referrals are on bus

The majority of referrals submitted occur on the bus.

6. Support Processes for Students

Out of the 172 students who were surveyed, when conducting a School Culture and Climate survey, over 89% of students said they felt their learning environment was positive and over 80% said that they felt staff at Salinas Elementary showed a sense of caring and understanding to meet their emotional needs. Students also said that they felt staff tried to make them feel like they were an important part of the school. Over 80% also felt their physical environment and facilities were positive and the majority of the students have clear expectations for behavior and academic success.

7. Conflict Resolution and Bullying Prevention

The school offers student support services through its campus counseling department, Communities in Schools, and Capturing Kids Hearts (CKH). These services provide individual or group interventions to help students resolve conflicts and prevent further ones from arising. Students are able to talk to a trusted adult in a safe space about their issues individually or with those they are having issues with. As per Mrs. Viacobo, students are learning techniques and skills to help manage their feelings and how to help themselves and others when it comes to solving conflicts together whether it being counting to a certain number, taking deep breaths or walking away from the situation and it is helping.

In the classroom, teachers discuss ways to have empathy for one another and implement strategies to assist students with resolution.

According to the CKH survey conducted, Nearly 100% of teachers felt that students were empowered to quickly resolve conflict and use the Social Contract developed at the beginning of the year when appropriate.

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

Yes, We engage with the community through various channels, including formal meetings, advisory boards, and collaborative projects.

Partnerships that benefit both the school and the community.

1. 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.
2. City of Alamo Centennial- Students submitted different art pieces to be displayed at the city of Alamo Centennial celebration.

Through the Parent Liaison, Mrs. M. Tristan & the Parental Education department, monthly meetings are set up. The school actively encourages parental involvement through various initiatives such as meet the teacher, parent-teacher conferences, and volunteer opportunities. Parents are invited to participate in school events, meetings, and decision-making processes, fostering a sense of inclusivity and partnership in the 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.

10. Communication and Stakeholder Engagement

Should any business leaders wish to contact or present at the campus level, they are directed to communicate with the Principal. Partnerships between the campus and businesses such as IBC, Peter Piper and the City of Alamo, exist to support Salinasville.

The level of support from our community is great. We engage with the community through various channels, including formal meetings, advisory boards, and collaborative projects. City of Alamo initiative of the Irrigation StandPipe Project, students competed in an art project where 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

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.

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.

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 Generated by Plan4Learning.com 60 of 62 Campus #108-902-112, Capt. D. Salinas Elementary.

As of May 6, 2025, social media posts were Bilingual, some of the time. 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

Perceptions Strengths

1. **Positive Perception of the Learning Environment:** The majority of students perceive the learning environment positively and are very aware of their expectations as set forth by their teachers and campus administrators. 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. **School Facilities and Safety:** In response to concerns raised last year, the school has implemented several new initiatives for the current academic year. For instance, the frequency of various types of drills and staff training has increased to reinforce the Emergency Operations

Plan. Additionally, a higher fence has been installed at the school entrance to enhance safety.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We also noticed absences continue to occur in the lower grades and a visible improvement in the upper-grade levels. PK-4 has the lowest percentage of 91.92%.

Root Cause: The rule of 90 is no longer in place.

Problem Statement 2: The majority of referrals submitted occur on 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: Having a mentor teacher from different grade levels makes it more difficult due to different schedules and experiences. However, working with the same grade level team is more helpful and useful.

Root Cause: Teachers have different schedules that cause conflict when meeting to assist new teachers.

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.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

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 2026:



- *3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase from 27% to 45%
- *3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 31% to 40%
- *The percentage of graduates demonstrating college/career/military readiness (CCMR) will increase from 71% to 75%



HB3 Goal


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





Strategy 1 Details	Reviews			
<p>Strategy 1: Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding) including testing practice for all benchmarks, six weeks assessments and state assessments (STAAR/TELPAS/LAS).</p> <p>Strategy's Expected Result/Impact: To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2026. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from 50% to 100% by September 30, 2026.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.51, 2.52, 2.53 - 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</p>	Formative			Summative
	Sept	Dec	Mar	June
	 Some Progress			

Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the amount of explicit instruction in every classroom, Library and throughout the campus through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, reading material and quality questioning.</p> <p>Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from 65% to 85% ,the use of visual stimuli from 60% to 90% and utilization of processing tools from 40% to 65% by the end of the 2026 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations.</p> <p>Staff Responsible for Monitoring: Campus Administration & Teachers</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Lease Liability - Local (199) - 199.71.6512.00.112.99.0.00 - \$14,832, Teacher Office Supplies - Local (199) - 199.11.6399.00.112.11.0.00 - \$4,000, Travel Employee - Local (199) - 199.11.6411.00.112.11.0.00, PE Supplies - Local (199) - 199.11.6399.00.112.11.0.00 - \$1,169, Travel Students - Local (199) - 199.11.6412.00.112.11.0.00, Transportation Expenditure - Local (199) - 199.11.6494.00.112.11.0.00, Misc. Contracted Services - Local (199) - 199.12.6299.00.112.11.0.00, Reading Material - Local (199) - 199.12.6329.00.112.11.0.00 - \$450, Travel Students - Local (199) - 199.12.6412.00.112.11.0.00 - \$500, Transportation Expenditure - Local (199) - 199.12.6494.00.112.11.0.00, Region Edu. Services - Local (199) - 199.13.6239.00.112.99.0.00 - \$600, Teacher Office Supplies - Local (199) - 199.23.6399.00.112.99.0.00 - \$3,500, Travel Employee - Local (199) - 199.23.6411.00.112.99.0.00 - \$1,500, 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 - \$8,932, Teacher Office Supplies - State Comp. (164) - 164.11.6399.00.112.30.0.00 - \$6,050, Student Travel - State Comp. (164) - 164.11.6412.00.112.30.0.00 - \$1,500, Transportation Expenditure, UTRGV \$396.00, AG Awareness Day \$ 297.00 - State Comp. (164) - 164.11.6494.00.112.30.0.00 - \$1,500, Teacher Office Supplies - Title III (263) - 263.11.6399.00.112.25.0.00 - \$2,008, Teacher Office Supplies - Bilingual (162) - 162.11.6399.00.112.25.0.00 - \$6,966, Educational walk to Alamo Fire Dept and Alamo City Park \$00 - Local (199), The Nutcracker \$168.30 - Student Activity (461) - 461.00.2190.00.112.00.0.00</p>	Formative			Summative
	Sept	Dec	Mar	June
	<div data-bbox="1444 207 1549 310" data-label="Figure"> </div> <p data-bbox="1444 329 1549 386">Some Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback.</p> <p>Strategy's Expected Result/Impact: Increase observation and direct feedback protocol implementation from 45% to 85% by the end of the 2026 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Mar	June
	 <p>Some Progress</p>			
Strategy 4 Details	Reviews			
<p>Strategy 4: Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support.</p> <p>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 50% to 100% protocol implementation based on observation tracker and weekly meeting notes.</p> <p>Staff Responsible for Monitoring: Campus Administrators & Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Mar	June
	 <p>Moderate Progress</p>			

Strategy 5 Details	Reviews			
<p>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, and other programs; through proper identification of students at risk for academic failure and effective monitoring of strategies 1-4.</p> <p>Strategy's Expected Result/Impact: Increase student achievement.</p> <p>Staff Responsible for Monitoring: District administration, campus administration, counselors, and teachers.</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Mar	June
	 Some Progress			
Strategy 6 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase academic achievement.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics, Director of Academic Support, Principals, and librarians.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Mar	June
	 Some Progress			



Strategy 7 Details	Reviews			
<p>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. 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.</p> <p>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%</p> <p>Staff Responsible for Monitoring: District and Campus ARC</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
	 Some Progress			






 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Focus on Family and Community Engagement

Performance Objective 1: Evaluate family engagement efforts and use evaluations for continuous improvement by increasing the digital communication usage and the number of returned surveys by 5% each year until reaching 90%.

Evaluation Data Sources: Digital Communication rubric - included in the handbook
 Family and Community Engagement Survey Checklist
 Surveys



Strategy 1 Details	Reviews			
<p>Strategy 1: Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication.</p> <p>Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships</p> <p>Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop data collection systems to monitor family engagement including engagement via digital platforms.</p> <p>Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships</p> <p>Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
	 Some Progress			



Strategy 3 Details	Reviews			
<p>Strategy 3: Use data to ensure alignment between family engagement and learning goals</p> <p>Strategy's Expected Result/Impact: Promote continuous family engagement to ensure student success</p> <p>Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., District Administration</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
	 No Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Goal 2: Focus on Family and Community Engagement





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

Evaluation Data Sources: Training invitation, sign in sheets and meeting/training agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources).</p> <p>Strategy's Expected Result/Impact: Create strong connections between our school system and our community</p> <p>Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Sept	Dec	Mar	June
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.)</p> <p>Strategy's Expected Result/Impact: Create strong connections between our school system and our community</p> <p>Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Sept	Dec	Mar	June
	 <p>No Progress</p>			

Strategy 3 Details	Reviews			
<p>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.)</p> <p>Strategy's Expected Result/Impact: Create strong connections between our school system and our community</p> <p>Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Sept	Dec	Mar	June
	 Some Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: Train educators on the homeless/foster identification procedures and the resources available at the beginning of every school year.</p> <p>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</p> <p>Strategy's Expected Result/Impact: Equitable access to all available supports and resources.</p> <p>Staff Responsible for Monitoring: Director of Parent & Family Engagement, Student Engagement Specialist, Campus Homeless Liaison, Campus Administration.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
	 Some Progress			

Strategy 5 Details	Reviews			
<p>Strategy 5: District and campus staff will be provided the identification procedures for determining poverty eligibility and campus allocations.</p> <ol style="list-style-type: none"> Campus staff will send out income surveys at the beginning of the school year. Child Nutrition will send the student data in September to match for poverty eligibility. Campus staff will determine poverty criteria using the following measure of poverty, Free or Reduced Period Lunch under the National School Lunch Act. The data will be collected in Skyward using the date of verification that they determine for the poverty eligibility criteria. 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. <p>Strategy's Expected Result/Impact: Ensure equitable campus allocations.</p> <p>Staff Responsible for Monitoring: Campus counselors, PEIMS clerks, Campus Administration, PEIMS Department, Federal Programs Department, and Director of Child Nutrition.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Sept	Dec	Mar	June
	 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue



Goal 2: Focus on Family and Community Engagement




Performance Objective 3: Establish a network of community resources to assist 70% of families and facilitate needed services.






Evaluation Data Sources: Parent/community partner sign-ins, adult education class rosters, resource handbook distribution

Goal 3: Focus On Operational Excellence

Performance Objective 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			
<p>Strategy 1: Salinas will monitor their facilities and send a survey to the staff to see input on the facilities' needs. Strategy's Expected Result/Impact: Ensure the district's and campus 5 year plan is followed. Staff Responsible for Monitoring: Campus administration.</p> <p>Title I: 2.51, 2.53 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administration will review the campus' facilities survey results and monitor the work orders submitted at the campus to ensure areas of need are being addressed. Strategy's Expected Result/Impact: Compare survey and work orders. Staff Responsible for Monitoring: Campus administration.</p> <p>Title I: 2.51, 2.53 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
	 Moderate Progress			



Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Prioritization of campus needs.</p> <p>Staff Responsible for Monitoring: Campus administration.</p> <p>Title I: 2.51, 2.53</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Fixed Assets - Local (199) - 199.23.6395.00.112.99.0.00 - \$2,324</p>	Formative			Summative
	Sept	Dec	Mar	June
	 Moderate Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget.</p> <p>Strategy's Expected Result/Impact: A campus based 5 year plan and ensure campus administration monitors implementation of said plan.</p> <p>Staff Responsible for Monitoring: Campus administration.</p> <p>Title I: 2.51, 2.53</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
	 Some Progress			
Strategy 5 Details	Reviews			
<p>Strategy 5: Salinas will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc.</p> <p>Strategy's Expected Result/Impact: Ensuring of proper procedures for purchases, etc.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Title I: 2.51, 2.53</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
	 No Progress			







Strategy 6 Details	Reviews			
<p>Strategy 6: Salinas will meet with necessary personnel to have general funds allocated to complete campus prioritized projects.</p> <p>Strategy's Expected Result/Impact: Allocate funding appropriately to address facilities</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.51, 2.53</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Sept	Dec	Mar	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Focus On Operational Excellence

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

Evaluation Data Sources: Work orders


Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Clean and safe campus</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Supplies Maintance Janitor - Local (199) - 199.51.6315.00.112.99.0.00 - \$1,200, Supplies Maintance Janitor - Local (199) - 199.51.6319.00.112.99.0.00 - \$500</p>	Formative			Summative
	Sept	Dec	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Appropriate meals in a clean and safe environment</p> <p>Staff Responsible for Monitoring: Campus administration and CNP staff</p> <p>Title I: 2.51, 2.53</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Sept	Dec	Mar	June
	 Considerable			







Strategy 3 Details	Reviews			
<p>Strategy 3: Salinas will ensure to secure campus work orders to the maintenance department as needed to ensure safe conducive learning spaces.</p> <p>Strategy's Expected Result/Impact: Facilities needs addressed</p> <p>Staff Responsible for Monitoring: Campus administration and campus custodial staff</p> <p>Title I: 2.51, 2.53</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Sept	Dec	Mar	June
	 Moderate Progress			
Strategy 4 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Safe transportation</p> <p>Staff Responsible for Monitoring: Campus Administration and transportation personnel</p> <p>Title I: 2.51, 2.53</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Focus On Employees And Organizational Excellence

Performance Objective 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			
<p>Strategy 1: Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health.</p> <p>Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.51, 2.53</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Dues - Local (199) - 199.23.6495.00.112.99.0.00 - \$1,000, Regional Educational Services - Local (199) - 199.31.6239.00.112.99.0.00 - \$300, Travel Employee - Local (199) - 199.31.6411.00.112.99.0.00 - \$150, Travel Employee-TASA 2026 - Title II Teacher/Principal (255) - 255.23.6411.00.112.24.0.00 - \$732, Travel Employee-TAC 2025 - Title II Teacher/Principal (255) - 255.13.6411.00.112.24.0.00 - \$1,094, Region One Workshop 382187- Teacher - Local (199) - \$0, Region One workshop 371572 - Teacher - Local (199) - 199.13.6239 - \$150, Travel- TASA Registration - Title II Teacher/Principal (255) - 255.23.6299.00.112.24.0.00 - \$585</p>	Formative			Summative
	Sept	Dec	Mar	June
	 <p>Some Progress</p>			



Strategy 2 Details	Reviews			
<p>Strategy 2: Design and implement guidelines, expectations, and high priority goals for principals.</p> <p>Strategy's Expected Result/Impact: A year-long plan for growing principals that is focused, clear, connected, and aligned to LSG.</p> <p>Staff Responsible for Monitoring: Executive Cabinet, Leadership</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Awards & Incentives - Local (199) - 199.11.6498.00.112.11.0.00 - \$3,500, Awards & Incentives - Local (199) - 199.12.6498.00.112.11.0.00 - \$750, Awards & 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, Sams, Walmart, HEB - Student Activity (461) - 461.00.2190.00.112.00.0.00 - \$5,714, - Coke Activity Account (461) - 461.00.2190.00.112.00.0.99 - \$553.50, - Library Account (461) - 461.00.2190.00.112.00.0.98 - \$568.52, Sam's, Walmart, HEB - Faculty Account (461) - 461.00.2190.01.112.00.0.97 - \$6,824.14, Transportation, Mcallen Performing Arts - The Nutcracker \$168.30 - Student Activity (461) - 461.00.2190.00.112.00.0.00</p>	Formative			Summative
	Sept	Dec	Mar	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement opportunities to discover that relationships are at the core of performance, and that trust and respect are essential to any organization seeking to grow and improve.</p> <p>Strategy's Expected Result/Impact: Leaders learn and practice specific skills that make clear, candid communication possible. They learn to use these skills in their relationships and to model and apply them on the job.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Leadership Team</p> <p>Title I: 2.51, 2.53</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				




Goal 4: Focus On Employees And Organizational Excellence







Performance Objective 2: Salinas will provide opportunities to build students' and staff's social and emotional capacity. (4.2 Organizational Health / 4.2 Student Wellbeing / 4.2 Employee Wellbeing)

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			
<p>Strategy 1: Partner with health and safety services to provide professional development on adult and youth mental health for district personnel. By 2026 100% of campus staff will be trained in Youth Mental Health First Aid (YMHFA).</p> <p>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).</p> <p>Staff Responsible for Monitoring: Campus Administration, SEL Supervisor, Leadership, Human Resources, Benefits & Risk Management</p> <p>Title I: 2.51, 2.53 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Travel Employee Only - Title IV (289) - 289.13.6411.00.112.11.0.00 - \$1,371</p>	Formative			Summative
	Sept	Dec	Mar	June
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being.</p> <p>Staff Responsible for Monitoring: Campus Administration & Counselor</p> <p>Title I: 2.51, 2.53 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
	 <p>Some Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus will work to maintain a balanced schedule by ensuring that a minimum of 80% of daily activities for Professional School Counselors are aligned with the four components (guidance curriculum, individual planning, responsive services, & system supports) of the Texas Model for Comprehensive School Counseling Programs by decreasing the amount of time being allocated to non-counseling activities by 10% each school year from 2023 to 2026.</p> <p>Strategy's Expected Result/Impact: Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.51, 2.53</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
	 Considerable			
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement an evaluation tool designed specifically for Professional School Counselors (PSCs) and Licensed Professional Counselors (LPCs) in assessing their professional performance in alignment with ten domains (Program Management, Guidance, Counseling, Consultation, Coordination, Student Assessment, Leadership, Advocacy, Professional Behavior, Professional Standards) within the context of the Texas Model for Comprehensive School Counseling Programs four service delivery components (Guidance Curriculum, Individual Planning, Responsive Services, & System Supports) and assess all ten domains over a period of three years, thereafter the practice will be to assess the PSCs' and LPCs' performance against all ten professional development and growth domains annually.</p> <p>Strategy's Expected Result/Impact: To enhance the positive effect Professional School Counselor (PSC) and Licensed Professional Counselor (LPC) have on students and school stakeholders by ensuring professional development and growth and assist appraisers in supporting their development and growth through clear expectations, and a fair and transparent evaluation process that is relevant and accurately assesses the professional effectiveness of PSCs and LPCs.</p> <p>Staff Responsible for Monitoring: Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership</p> <p>Title I: 2.51, 2.53</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
	 Some Progress			






Strategy 5 Details	Reviews			
<p>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%.</p> <p>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).</p> <p>Staff Responsible for Monitoring: Campus Administration & Counselors</p> <p>Title I: 2.51, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: clothing referrals - Title I (211) - 211.32.6499.00.112.24.0.00 - \$500</p>	Formative			Summative
	Sept	Dec	Mar	June
	 Some Progress			
Strategy 6 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administration & Counselors</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
	 Some Progress			
Strategy 7 Details	Reviews			
<p>Strategy 7: Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10%</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administration & Counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
	 Some Progress			

Strategy 8 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administration & Counselors</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
	 Some Progress			
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide support to address our employees' health and social emotional well-being by having a Wellness Facilitator at every campus.</p> <p>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</p> <p>Staff Responsible for Monitoring: Human Resources, Benefits & Risk Management, Campus Administration, Health Services</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
	 Considerable			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 5: Focus On Financial Stewardship

Performance Objective 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			
<p>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.</p> <p>Strategy's Expected Result/Impact: Campus budget planned to limit if any budget changes/amendments</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.51, 2.53</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Sept	Dec	Mar	June
	 Some Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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.

Evaluation Data Sources: C.N.A.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for those indicators identified. 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</p> <p>Title I: 2.51, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Sept	Dec	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>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. Strategy's Expected Result/Impact: Campus budget planned to limit if any budget changes/amendments Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.51, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Sept	Dec	Mar	June
	 Some Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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	\$6,966.00
Sub-Total					\$6,966.00
Budgeted Fund Source Amount					\$6,966.00
+/- Difference					\$0.00
State Comp. (164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Transportation Expenditure, UTRGV \$396.00, AG Awareness Day \$ 297.00	164.11.6494.00.112.30.0.00	\$1,500.00
1	1	2	Teacher Office Supplies	164.11.6399.00.112.30.0.00	\$6,050.00
1	1	2	Student Travel	164.11.6412.00.112.30.0.00	\$1,500.00
Sub-Total					\$9,050.00
Budgeted Fund Source Amount					\$9,050.00
+/- Difference					\$0.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teacher Office Supplies	199.11.6399.00.112.11.0.00	\$4,000.00
1	1	2	Travel Employee	199.23.6411.00.112.99.0.00	\$1,500.00
1	1	2	Teacher Office Supplies	199.23.6399.00.112.99.0.00	\$3,500.00
1	1	2	Travel Students	199.12.6412.00.112.11.0.00	\$500.00
1	1	2	PE Supplies	199.11.6399.00.112.11.0.PE	\$1,169.00
1	1	2	Transportation Expenditure	199.12.6494.00.112.11.0.00	\$0.00
1	1	2	Travel Employee	199.11.6411.00.112.11.0.00	\$0.00
1	1	2	Misc. Contracted Services	199.12.6299.00.112.11.0.00	\$0.00
1	1	2	Reading Material	199.12.6329.00.112.11.0.00	\$450.00
1	1	2	Transportation Expenditure	199.11.6494.00.112.11.0.00	\$0.00
1	1	2	Travel Students	199.11.6412.00.112.11.0.00	\$0.00
1	1	2	Teacher Office Supplies	199.31.6399.00.112.99.0.00	\$200.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Educational walk to Alamo Fire Dept and Alamo City Park \$00		\$0.00
1	1	2	Lease Liability	199.71.6512.00.112.99.0.00	\$14,832.00
1	1	2	Region Edu. Services	199.13.6239.00.112.99.0.00	\$600.00
3	1	3	Fixed Assets	199.23.6395.00.112.99.0.00	\$2,324.00
3	2	1	Supplies Maintance Janitor	199.51.6315.00.112.99.0.00	\$1,200.00
3	2	1	Supplies Maintance Janitor	199.51.6319.00.112.99.0.00	\$500.00
4	1	1	Dues	199.23.6495.00.112.99.0.00	\$1,000.00
4	1	1	Region One workshop 371572 - Teacher	199.13.6239	\$150.00
4	1	1	Regional Educational Services	199.31.6239.00.112.99.0.00	\$300.00
4	1	1	Travel Employee	199.31.6411.00.112.99.0.00	\$150.00
4	1	1	Region One Workshop 382187- Teacher		\$0.00
4	1	2	Awards & Incentives	199.11.6498.00.112.11.0.00	\$3,500.00
4	1	2	Misc. Operating Expenses	199.23.6499.00.112.99.0.00	\$2,500.00
4	1	2	Awards & Incentives	199.12.6498.00.112.11.0.00	\$750.00
4	1	2	Awards & Incentives	199.23.6498.00.112.99.0.00	\$5,500.00
Sub-Total					\$44,625.00
Budgeted Fund Source Amount					\$44,625.00
+/- Difference					\$0.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teacher office Supplies	211.11.6399.00.112.24.0.00	\$8,932.00
4	2	5	clothing referrals	211.32.6499.00.112.24.0.00	\$500.00
Sub-Total					\$9,432.00
Budgeted Fund Source Amount					\$9,432.00
+/- Difference					\$0.00
Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Travel Employee-TAC 2025	255.13.6411.00.112.24.0.00	\$1,094.00
4	1	1	Travel- TASA Registration	255.23.6299.00.112.24.0.00	\$585.00
4	1	1	Travel Employee-TASA 2026	255.23.6411.00.112.24.0.00	\$732.00

Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$2,411.00
Budgeted Fund Source Amount					\$3,199.00
+/- Difference					\$788.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teacher Office Supplies	263.11.6399.00.112.25.0.00	\$2,008.00
Sub-Total					\$2,008.00
Budgeted Fund Source Amount					\$2,008.00
+/- Difference					\$0.00
Student Activity (461)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	The Nutcracker \$168.30	461.00.2190.00.112.00.0.00	\$0.00
4	1	2	Sams, Walmart, HEB	461.00.2190.00.112.00.0.00	\$5,714.00
4	1	2	Transportation, Mcallen Performing Arts - The Nutcracker \$168.30	461.00.2190.00.112.00.0.00	\$0.00
Sub-Total					\$5,714.00
Budgeted Fund Source Amount					\$5,714.00
+/- Difference					\$0.00
Coke Activity Account (461)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2		461.00.2190.00.112.00.0.99	\$553.50
Sub-Total					\$553.50
Budgeted Fund Source Amount					\$553.50
+/- Difference					\$0.00
Faculty Account (461)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Sam's, Walmart, HEB	461.00.2190.01.112.00.0.97	\$6,824.14
Sub-Total					\$6,824.14
Budgeted Fund Source Amount					\$6,824.14
+/- Difference					\$0.00

Library Account (461)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2		461.00.2190.00.112.00.0.98	\$568.52
Sub-Total					\$568.52
Budgeted Fund Source Amount					\$568.52
+/- Difference					\$0.00
Title IV (289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	Travel Employee Only	289.13.6411.00.112.11.0.00	\$1,371.00
Sub-Total					\$1,371.00
Budgeted Fund Source Amount					\$1,371.00
+/- Difference					\$0.00
Grand Total Budgeted					\$90,311.16
Grand Total Spent					\$89,523.16
+/- Difference					\$788.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Title I, Part C Migrant	R. Castaneda	8/26/2025	Rebecca Castaneda	8/26/2025