

**Judson Independent School District**  
**Salinas Elementary School**  
**2016-2017 Campus Improvement Plan**



# Mission Statement

We are committed to providing quality instruction facilitating a love of learning that recognizes the individual needs of all students. We strive to be customer service oriented respecting diversity and building home to school connections through effective communication.

# Vision

Salinas Elementary is Producing Excellence!

# Value Statement

Students First  
Teamwork  
Accountability  
Results-Oriented  
Loyalty  
Integrity & Mutual Respect  
Safe & Secure Environment  
Two-way Communication

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

At the end of the 2015-2016 school year, Salinas Elementary had an enrollment of 633 students. The demographics for the student population is as follows:

Economically Disadvantaged: 56.0%

Asian: 4%

African American: 19%

Hispanic: 50%

White: 21%

ESL/LEP: 6%

Special Education: 11%

Gifted and Talented: 7%

Mobility Rate: 36%

### Demographics Strengths

Strengths of the campus includes:

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- 1. Student demographic trends have remained consistent over many years.
- 2. Economically Disadvantaged percentage has increased to 56%, and student performance has remained average to above average.

### **Demographics Needs**

Maintain high level of expectations to ensure students get high quality education.

Mobility rate indicates that students will be accessing curriculum and campus/district systems at different times of the year.

## Student Achievement

### Student Achievement Summary

TEST	Salinas 2016	District 2016	Comparison To District Salinas 2015	Comparison 2015 to 2016	
3rd Math	86	74	+12	77	+9
3rd Reading	84	73	+11	84	0
4th Math	76	68	+8	75	+1
4th Reading	82	71	+11	87	-5
4th Writing	71	64	+7	86	-15
5th Math	90			90	0
5th Reading	83			79	-4
5th Science	83	67	+16	85	-2

All Students: STAAR performance on Reading and Math was above District average in all areas

Economically Disadvantaged: Closely matches overall performance due to high percentage of ED students.

Gender:

### **Student Achievement Strengths**

All Students: STAAR performance was above district average in all areas.

Economically Disadvantaged: Closely matches overall performance due to high percentage of ED students.

### **Student Achievement Needs**

Reading performance in all grades for Males is below Females.

Reading, Math, Writing and Science performance is a concern for Special Ed students,

LEP student performance has declined in Reading and is low in Science

Overall scores are not high enough to satisfy the staff, parents or students.

## School Culture and Climate

### School Culture and Climate Summary

*When surveyed, the majority of the parents felt that the teachers care about the academic well being of their child and that their child is getting a good education at the school. For the most part, when parents have concerns or problems, they feel comfortable seeking help from the staff at Salinas Elementary. In addition, parents felt that administration is accessible whenever needed.*

*Students were pleased with the overall school climate and reported a sense of support and belonging and that they enjoy coming to school. The majority of the students reported they felt physically safe and comfortable with coming to Salinas Elementary.*

*The staff at Salinas Elementary feel that there is collaboration amongst the teachers and our students are successful due to the committment of our staff. The administration has established a mission for improvement that is supported by the faculty and is evidenced by an expressed desire to implement changes that will maximize instruction and learning for students and teachers. Salinas Elementary leverages professional learning communities and planning time to promote professional dialogue and inform instruction.*

### School Culture and Climate Strengths

1. Discipline data shows that few students (75 of 640) receive discipline referrals (193 referrals this year through May 23, 2016), however total number of referrals is higher than last school year.
2. Parent Survey results show overwhelming positive view of Salinas Elementary
3. Staff survey is positive in all areas. Highest scores were related to service of the clinic and students receiving a good education.
4. Student survey is positive in all areas. Highest scores were “My teachers care about my success and help me do the very best I can” and Homework given is challenging and clearly related to what I have learned in class”

### School Culture and Climate Needs

Positive Behavior Support training for teachers/staff who did not attend in 2015-2016 to provide common language and expectations of all staff



Staff survey lowest areas were in dress code enforcement and the perception that students did not respect staff members.

Student survey lowest areas were “I can speak to someone at school if I have a problem” and “I feel welcome and valued at the school”.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

All of the teaching and support staff at Salinas Elementary are highly qualified. PDAS evaluations are provided to faculty along with summatives and both formal and informal conferences are held with faculty to provide feedback on instructional practices. Staff turnover rate remains below 2%. New staff is supported by campus and grade level mentors. All grade levels have a common planning time and there is an RTI facilitator/Instructional Coach that works with the grade levels during planning time as needed to assist in implementing district and/or campus goals. Data is discussed during staff meetings and used to determine the direction of instruction and interventions.

### **Staff Quality, Recruitment, and Retention Strengths**

1. Staff turnover rate is very low. As of today, staff is expected to return 100% for next school year.
2. High staff attendance rate (95.3% to date in SY 2015-2016)

### **Staff Quality, Recruitment, and Retention Needs**

Staff quality, recruitment, and retention needs include:

- Mentoring for new staff/staff in need of assistance.

Improved staff attendance through incentives, morale building activities.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Curriculum is linked to TEKS and other standards for learning by use of the TEKS Resource System and district-created Curriculum Maps. In 3rd-5th grades, teachers collaborate regularly and use student data to drive instruction through regrouping of students for small group instruction and interventions; as well as, differentiation.

The Reflective Practice Model (RPM) is utilized in grades K-5 to allow teachers time to collaborate and analyze the student work so that adjustments can be made in instruction to address identified areas of instructional and/or student weakness. Instructional Sweeps have been utilized as a tool for grade levels to analyze student work and assess alignment to the TEKS. In addition, teachers meet with the Compensatory Education teachers and RTI Facilitator to review student progress and collaborate on the needs of at-risk students that are not meeting grade level expectations.

Although the curriculum is aligned to the TEKS, problems with assessment include alignment of instruction and misunderstanding the student expectations and knowledge statements causing horizontal and vertical alignment issues with instruction.

### **Curriculum, Instruction, and Assessment Strengths**

Curriculum, instructional and assessment strengths for Salinas Elementary include:

- 1. First grade increased their percentage of tier 1 students from September to May by 9%, Second grade by 7% and third grade by 13%.
  2. First grade decreased their percentage of tier 3 students from September to May by 9%, Second Grade by 1%, and third by 4%
  3. IStation reports show an increase in Lexile levels in all grades.
  4. Stride Academy shows 59% of K, 36% of 1<sup>st</sup> and 66% of 2<sup>nd</sup> grade students showing improvement..

### **Curriculum, Instruction, and Assessment Needs**

Curriculum, instructional and assessment needs for Salinas Elementary include:

- Kinder, Fourth and Fifth grades percentage of tier 1 students decreased between 3-4% from September to May.

Kinder, Fourth, and Fifth grades percentage of tier 3 students increased between 1-3% from September to May.

Lack of structured collaborative planning in grade levels.

Development of common assessments

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

School decisions involve the Campus Site-Based committee, campus committees, administration and in some cases PTO. Parent community activities that encourage parent involvement include: PTO Walk-a-thon, Game Night, Spa Night , Art Show, Veteran's Day Celebration, Camp Write-Along, End of Year Award Ceremonies, Field Day, Choir/Ensemble Performances, and TAG Museum.

The campus communicates with parents and students using the Blackboard Connect weekly telephone and email messages. Grade levels also provide parents with newsletters that provide information on upcoming events, homework, spelling words, and curriculum objectives.

Services available to students in special programs include enrichment activities and extended day (Reading, Writing and Math Clubs). Salinas Elementary has a partnership with Northeast Lakeview College and is a part of their Adopt a School program. This partnership allowed for Kinder, 1st and 5th grade field trips to the campuses; as well as, student exposure to college opportunities.

### **Family and Community Involvement Strengths**

Family and community involvement strengths include:

- 1. Parent communication was scored high in Parent Survey
  2. Opportunities for parents to interact through 2 scheduled conferences, Goal Setting Night, PTO events (meetings 4x per year plus special events).
  3. Increase in number of parents volunteering/attending events.
  4. Parent survey showed high level of satisfaction with school events

### **Family and Community Involvement Needs**

Family and community involvement needs include:

- Increase number of parents involved in volunteering/attending events.

## **School Context and Organization**

### **School Context and Organization Summary**

School context and organization is supported by the district through several departments including Curriculum and Instruction, Student Support Services and ELL Department. These departments provide support to the campus and teachers throughout the course of the year.

Adequate time for instruction is prescribed for each subject in each grade level. Additional tiered instruction is available through interventionists and the use of a number of intervention programs, including IStation, Think Through Math, Saxon Math and Florida Center for Reading Research (FCRR). Interventionists and RTI Facilitator are directly involved in math and reading instruction throughout the year, providing small-group instruction.

Teachers and staff attend Collaboration (faculty) meetings, CSBC meetings, RPM/PLC meetings, and work on various committees to provide input and guidance in decision making and school policy. Teachers were given the opportunity to have more campus and grade-level control of the TEKS checkpoints. Curriculum Based Assessments (CBAs) were completely created at the district level.

In a recent survey of students and parents, it was revealed that parents and students are pleased with the performance and offerings of the school.

### **School Context and Organization Strengths**

School context and organization strengths include:

- 1. Parents/ staff report high level of satisfaction based on responses to their surveys.
  2. Master schedule of classes is based on providing uninterrupted teaching time for core subjects.

### **School Context and Organization Needs**

School context and organization needs include:

- Continue development of leadership capacity through campus committees and events.

# Technology

## Technology Summary

A variety of technology exists at Salinas Elementary. Teachers have projectors and document cameras available in each classroom and there is a white board device available in our Media Center. All classrooms have a teacher computer and four student computers. The proficiency level of each teacher is quite high and all are competent in basic computer and word processing skills.

Barriers include lack of training, ability to purchase the latest upgrades, and the replacement of old hardware with new hardware. Most staff are responsible for attending professional development that meets their technology needs.

Technology is used in all content areas. The web is used to find creative ways to teach various TEKS. Students love interactive sites where they can practice skills. The wifi network at Salinas Elementary is designed to handle the laptops that are available in our 5th grade math and science classroom as a result of the STEM grant; as well as, the laptops used with our TAG classroom. At this time, there is enough bandwidth to support all devices. Teachers are encouraged to find ways to successfully implement and integrate technology.

## Technology Strengths

Technology strengths at Salinas Elementary include:

- 1. Every classroom is equipped with 4 student stations and a mounted projector .
  2. 2 labs for use in Tech Apps and Istation/Stride Academy
  3. Implementation of All-In Learning began. Some clickers purchased.

## Technology Needs

Technology needs at Salinas Elementary include:

- Network services to handle the volume of activity.

Maintain and upgrade equipment as necessary.



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Discipline records
- Student surveys and/or other feedback

## Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

**Parent/Community Data**

- Parent surveys and/or other feedback

# Goals














**Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness.**

**Performance Objective 1:** To improve, sustain, and support academic student performance level to minimum of 10% above the state average in the core subject areas. Goal is Reading - 88%; Writing - 85%; Math - 90% and Science - 90%

**Evaluation Data Source(s) 1:** STAAR data, Universal Screen data, CBA data, Student Journals and Student Work.

**Summative Evaluation 1:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Math Problem Solving: Kinder-5th grade students will utilize Math Exemplars and the district's SOAR/SELFIE problem solving framework daily.	Administration, RTI Facilitator, Compensatory Education Teachers, Team Leaders	Student Journals, Student Work and Assessments, Lesson Planning, Walk through/TTESS				
2) Balanced Literacy: Kinder-2nd grade teachers will utilize Daily 5 with Guided Reading as the framework to increase reading comprehension, critical reading skills and stamina.	Administration, RTI Facilitator, Compensatory Education Teachers, Team Leaders	Student Journals, Student Work and Assessments, Lesson Planning, Walk through/TTESS				
3) Readers Workshop: 3rd-5th grade teachers will utilize Reader's Workshop as the framework incorporating student conferences and reader's response to increase reading comprehension, critical reading skills and stamina.	Administration, RTI Facilitator, Compensatory Education Teachers, Team Leaders	Student Journals, Student Work and Assessments, Lesson Planning, Walk through/TTESS				
4) Writing Process: Kinder-2nd grade students will write at least one composition every twelve weeks utilizing the writing process.	Administration, RTI Facilitator, Compensatory Education Teachers, Team Leaders	Writing Portfolios				
5) Writing Process: 3rd-5th grade students will write at least one composition every month utilizing the writing process.	Administration, RTI Facilitator, Compensatory Education Teachers, Team Leaders	Writing Portfolios				











6) Writing Across Curriculum: Kinder-5th grade teachers will incorporate writing across all content areas in order to allow students to reflect and critically think about their learning.	Administration, RTI Facilitator, Compensatory Education Teachers, Team Leaders	Student Journals and Student Work				
7) Science Academic Performance: Kinder-5th grade teachers will incorporate hands-on experiments and field demonstrations.	Administration, RTI Facilitator, Compensatory Education Teachers, Team Leaders	Student Journals and Student Work				
8) Response to Intervention - Provide targeted interventions (Tier II and Tier III) for identified students determined by Universal Screener, CBAs, STAAR scores and student classroom performance. Include use of Think Through Math for Tier students.	Administration, RTI Facilitator, Comp. Ed. Teachers, Team Leaders	Progress Monitoring Tools				
	Funding Sources: 171-7 State Compensatory Education - \$1,000.00					
9) At-Risk Progress Monitoring: Kinder-5th grade teachers will meet with the RTI Facilitator and Compensatory Education teachers to complete data progress monitoring and attend RTI Follow-up meetings at least four times this school year (twice in the 1st semester and twice in the 2nd semester).	Administration, RTI Facilitator and Compensatory Education Teachers	Updated Progress Monitoring Tools submitted to the RTI Facilitator				
10) Ranger Preview: Kinder-5th grade teachers will provide a morning re-teach/intervention time at least four times per week for all at-risk students.	Administration, RTI Facilitator, Compensatory Education Teachers, and Team Leaders	Ranger Preview Attendance Record submitted to Team Leaders every six weeks				
11) Extended Day: After school tutoring will be provided for at-risk students with a minimum of two teachers per grade level to include use of supplemental instructional materials to increase student achievement.	Administration, RTI Facilitator, and Extended Day Coordinator	Mini Common Assessments during tutoring sessions with scores charted that demonstrate improvement in student achievement.				
	Funding Sources: 171-7 State Compensatory Education - \$14,500.00					
12) Comp. Ed. teachers and RTI Facilitator will participate in Professional Development activities targeted at improving instruction and increasing student achievement by focusing on teaching and learning.	Administration, Comp. Ed. teachers	Enrollment in Professional Development Activities				
<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Federal System Safeguard Strategy</b></p> 13) Students identified Special Education will increase their academic performance in all tested content areas on STAAR by at least 5% to meet System Safeguards.	Classroom teachers, administration, Special Education staff	Interim improvement on common assessments, CBA's and Benchmarks. STAAR scores				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 2: To improve communication with all stakeholders by creating additional information pathways with increasing participation.**

**Performance Objective 1:** Provide learning activities where students, parents, and community members can participate and grow our school academically, socially, and independently.

**Evaluation Data Source(s) 1:** Parent and Community Participation Data and Surveys

**Summative Evaluation 1:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Parent and Community Involvement: Conduct parent involvement activities to merge the students, parents, community partners, and faculty and allows parents to learn effective behavioral and instructional strategies to utilize at home with their student(s).	Administration, Guidance Counselor, RTI Facilitator, Comp. Ed. Teachers, Grade Level Teachers	Pictures from events, Parent Sign-in sheets, campus website, increased parent participation, positive feedback on parent and community surveys				
2) Parent Volunteers: Create parent volunteer opportunities throughout the campus with a focus in the library, front office, cafeteria, and classroom.	Administration, Guidance Counselor, RTI Facilitator, Comp. Ed. Teachers, Grade Level Teachers	Pictures from events, Parent Sign-in sheets, campus website, increased parent participation, positive feedback on parent and community surveys				
3) Campus and Teacher Websites: Use the campus and teacher websites as a tool to communicate events and curriculum goals with parents and a curriculum resource for parents and students.	Administration, Campus Webmasters	Positive feedback on parent surveys				
4) Student-Led Conferences: Implement student-led conferences in Kinder-5th grades enabling students to be directly involved in their assessment process.	Administration, Guidance Counselor, RTI Facilitator, Comp. Ed. Teachers, Grade Level Teachers	Student Portfolios, Parent Sign-in sheets, Pictures from the conferences, positive feedback on parent surveys				
5) Parents on Your Side: Continue with Parents on Your Side Professional Development for teachers to emphasize the power of positive communication with parents.	Administration, RTI Facilitator, Comp. Ed. Teachers, Campus Guidance Counselor	Positive feedback on parent surveys				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

### Goal 3: To increase employee satisfaction and retention of highly effective teachers and instructional aides.

**Performance Objective 1:** Improve teacher performance and increase instructional capacity by providing support and quality staff development while building teachers and staff who work together to ensure the success of all learners.

**Evaluation Data Source(s) 1:** Eduphoria Workshop Portfolios, TTESS Walkthroughs/Observations, Employee/Staff Attendance Rates, Turnover Rates

#### Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Newly Hired Teachers: Ensure that first year teachers are enrolled in the JISD Mentor Program and pair them with a master teacher at their assigned grade level.	Administrations, RTI Facilitator, and Campus Lead Mentor	100% of brand new or first year teachers will be enrolled in the district mentor program, decreased turnover rate and positive feedback on staff surveys.				
2) Veteran Teachers: Ensure that veteran teachers hired that are new to the school are teamed up with a "buddy" and have regular contact with them and administration prior to school starting and during regular intervals throughout the school year.	Administrations, RTI Facilitator, and Campus Lead Mentor	Decreased turnover rate and positive feedback on staff surveys.				
3) Lesson Plan Collaboration: Maintain weekly grade-level collaborative planning sessions to plan instruction and interventions through the use of data and analysis of student work.	Administration, RTI Facilitators, Comp. Ed. Teachers	Universal Screens, CBAs, and STAAR.				
4) Reflective Practive Model (RPM): Increase high yield instructional strategies at the Tier I level through ongoing collaboration in planning, evaluating data, and planning interventions in professional learning communities.	Administration, RTI Facilitators, Comp. Ed. Teachers	Universal Screens, CBAs, and STAAR.				
Funding Sources: 199-7 -General Operating - \$6,000.00						
5) Vertical Alignment Teams: Structure vertical alignment teams so that grade levels are collaborating and making instructional decision based on data and student performance.	Administration, RTI Facilitators, Comp. Ed. Teachers	Universal Screens, CBAs, and STAAR.				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 4: To spend money wisely, efficiently, and equitably by coordinating and integrating federal, state, and local funds to improve the overall learning environment.**

**Goal 5: All students will be taught in an environment that is safe, drug-free, and conducive to learning.**

**Performance Objective 1:** Develop and implement a systematic approach to student discipline that results in a 20% decrease in discipline referrals.

**Evaluation Data Source(s) 1:** Eschool Discipline Data, Counseling Logs

**Summative Evaluation 1:**










Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Campus-wide Discipline Plan: collaborate, develop, and communicate campus-wide discipline plan to all stakeholders to decrease discipline referrals.	Administration, RTI Facilitator, and Discipline Committee	Discipline data will be tracked and analyzed for trends and patterns.				
Funding Sources: 171-7 State Compensatory Education - \$5,000.00						
2) Behavior Professional Development: Provide professional development to ensure proper implementation of campus-wide discipline plan so that teachers can focus on the instructional needs of the students. (Dan St. Romain Positive Behavior Principles)	Administration, RTI Facilitator, and Discipline Committee	Discipline data will be tracked and analyzed for trends and patterns.				
3) Attend to needs of students in migrant and McKinney-Vento situations by providing personal support as needed and services to include counseling, academic advisement, and tutorials if necessary.	Counselor,	Students in migrant or McKinney-Vento situations will have discipline referrals and grades within the average range of students not in those situations.				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 5:** All students will be taught in an environment that is safe, drug-free, and conducive to learning.

**Performance Objective 2:** Evaluate, develop, and implement Pk-5th grades counseling and social assistance program that meet state guidelines and results in a creating a positive learning environment that is physically and emotionally safe.

**Evaluation Data Source(s) 2:** Eschool Discipline Data, Counseling Logs, Parent Involvement Activities

**Summative Evaluation 2:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Character Development: Implement and evaluate an age appropriate comprehensive social and emotional development guidance program that includes guidance, responsive services, individual plans, and system support.	Administration, Campus Counselor	Submitted Program, Student Contact Logs, and Schedule of Guidance Classes, 20% decrease in discipline referrals. Discipline data will be tracked and analyzed for trends and patterns.				
2) Ranger of the Nine Weeks: Continue the character recognition program that recognizes a student from each class, each nine weeks with a reward.	Administration, Campus Counselor	Character Certificates, 20% decrease in discipline referrals. Discipline data will be tracked and analyzed for trends and patterns.				
3) Ranger of the Week: Continue with the character recognition program that recognizes one student from each classroom every week.	Administration, Campus Counselor	Character Certificates, 20% decrease in discipline referrals. Discipline data will be tracked and analyzed for trends and patterns.				
4) Guidance Lessons: Implement regular guidance lessons using Second Step Curriculum. Include specific strategies to address the needs of Migrant and McKinney-Vento students.	Administration, Campus Counselor	Monthly documentation and/or calendar.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						











**Goal 5:** All students will be taught in an environment that is safe, drug-free, and conducive to learning.

**Performance Objective 3:** Student attendance will improve by 5%.

**Evaluation Data Source(s) 3:** Eschool Attendance Data

**Summative Evaluation 3:**









Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Nine Weeks Perfect Attendance: Recognize students with perfect attendance each nine weeks.	Administration, Campus Counselor, RTI Facilitator, PEIMS Clerk	PEIMS Reports, Pictures from Celebrations				
2) Perfect Attendance Recognition: Weekly recognition for grade level attendance, weekly recognition of students with perfect attendance, incentives for classes with perfect attendance.	Administration, Campus Counselor, RTI Facilitator, PEIMS Clerk	PEIMS Reports, Pictures from Celebrations				
3) Classroom Attendance: Recognize and post individual classroom and campus attendance at the end of each week.	Administration, Campus Counselor, RTI Facilitator, PEIMS Clerk	PEIMS Reports, Pictures from Celebrations				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 5:** All students will be taught in an environment that is safe, drug-free, and conducive to learning.

**Performance Objective 4:** Unique needs of homeless students who qualify under the McKinney-Vento Act will be addressed.

**Evaluation Data Source(s) 4:** Counseling Logs, Academic records of identified students.

**Summative Evaluation 4:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Identify students who are homeless by collecting SRQs (Student Residency Questionnaires) during the registration process or when a student is referred by a staff member. Immediate enrollment for students identified as homeless.	Homeless liaison, counselor, , PEIMS clerk,	PEIMS homeless reports, Student Residency Questionnaires (SRQ)				
2) Provide appropriate services, including supplies, uniforms, meals, and transportation, to homeless students to improve academic progress and attendance.	Homeless liaison, counselor, Funding Sources:	Academic records of homeless students, attendance records, State Assessments (STAAR) results of homeless students, TEXSHEP (ESC 10, ESC 20) mid-year review				
3) Monitor the attendance and grades of homeless students and communicate immediately when barriers or concerns exists for homeless students/families.	Homeless liaison, counselor,	6-weeks report card grades, Attendance reports of homeless students				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	13	Students identified Special Education will increase their academic performance in all tested content areas on STAAR by at least 5% to meet System Safeguards.

## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	13	Students identified Special Education will increase their academic performance in all tested content areas on STAAR by at least 5% to meet System Safeguards.

# State Compensatory

## Budget for Salinas Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
6118	6118 Extra Duty Stipend - Locally Defined	\$9,000.00
6121	6121 Extra Duty Pay/Overtime - Support Personnel	\$500.00
<b>6100 Subtotal:</b>		<b>\$9,500.00</b>
<b>6300 Supplies and Services</b>		
6329	6329 Reading Materials	\$2,175.00
6399	6398 Computer Supplies/Software - Locally Defined	\$500.00
<b>6300 Subtotal:</b>		<b>\$2,675.00</b>
<b>6400 Other Operating Costs</b>		
6411	6411 Employee Travel	\$500.00
6417	6417 Travel and Subsistence - Locally Defined	\$500.00
6494	6494 Reclassified Transportation Expenses	\$2,000.00
<b>6400 Subtotal:</b>		<b>\$3,000.00</b>

**Personnel for Salinas Elementary School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christine Wunstel	Teacher	Comp. Ed.	1
Michelle Allen	RTI Facilitator	Comp. Ed.	1
Sarah Lloyd	Teacher	Comp. Ed.	1

## Campus Funding Summary

<b>199-7 -General Operating</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	1	4	Substitutes		\$6,000.00
5	4	2	TEXSHEP grant, Local		\$0.00
<b>Sub-Total</b>					\$6,000.00
<b>171-7 State Compensatory Education</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	8			\$1,000.00
1	1	11	Funding for Teachers and Materials		\$14,500.00
5	1	1	Professional Development		\$5,000.00
<b>Sub-Total</b>					\$20,500.00
<b>Grand Total</b>					\$26,500.00