

**Judson Independent School District**  
**Salinas Elementary School**  
**2017-2018 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

#### Campus Demographics

##### Total Enrollment

Grade	Enrollment
01	106
02	94
03	103
04	110
05	105
EE	3
KG	94
PK	33
Total Enrollment	648

##### Enrollment By Race

Race	Enrollment
Hispanic/Latino	263
Pacific Islander	6
Asian	27
Black	135
Native	5
White	163
Two or More Races	49

## Classification Counts

Classification	Count
Dyslexia	63
ESL	31
Bilingual	0
LEP	42
Special Education	62
At Risk	452
TAG	33
Free Lunch	284
Reduced Lunch	65

Salinas Elementary is a ten year old campus with the demographic information listed above. Student enrollment and demographics have remained consistent over the past two or three years. Our percentage of economically disadvantaged students is relatively steady and has decreased from 55% to about 52% this past year. Our mobility rate is 18.4%

All staff are highly qualified and we have only one first year teacher.

## Demographics Strengths

1. Student demographic trends have remained consistent over many years.
2. Economically Disadvantaged percentage has held steady at about 50-55% and student performance has remained average to above average.
3. Attendance percentage increased from 96.03 to 96.09
4. Special Education percentage is lower than district average of 10.3%

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The campus percentage of Special Education students is slightly higher than the state average. (8.9 vs 8.6). **Root Cause:** RTI

interventions may not be effective in reducing the achievement gap, thus causing students to fall behind in levels thus qualifying them for Special Education services in many instances.

## Student Academic Achievement

### Student Academic Achievement Summary

1. Kindergarten increased their percentage of tier 1 students from September to May by 3%, First by 8%, Second by 13%, and 3<sup>rd</sup> by 1%.
2. Kindergarten decreased their percentage of tier 3 students from September to May by 2%, First by 4%, Second by 1%, and Third by 5%
3. IStation reports show an increase in Lexile levels in all grades.
4. Stride Academy shows that from September to May that the overall percentage correct in Kinder increased 14%, Second grade increased 11%, Fourth Grade 1% and Fifth Grade increased by 7%.
5. STAAR Scores are above district average in all areas except 4th Grade Math (-1%) and 4th grade Writing (-2%).
6. 2017 STAAR

### Student Academic Achievement Strengths

All Students: STAAR performance was above District average in all 3rd Grade STAAR, 4th Grade Reading and all 5th Grade STAAR (between 7-13% in 2017).

Level III Performance was above the district in all tested subjects.

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

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** STAAR scores in all areas except for 3rd Grade Reading are lower than last year. **Root Cause:** Teachers were not led through a data analysis process that resulted in increased student scores.

# School Processes & Programs

## School Processes & Programs Summary

- 1. RPM meetings regularly to discuss data/processes to improve instruction and delivery of TEKS.
- 2. Curriculum support from peers including coaching at each grade level.
- 3. New staff supported through mentorship.
- 4. Communication systems including weekly memo to staff, Salinas Elementary Facebook page, BrightArrow emails, grade level newsletters

## School Processes & Programs Strengths

- 1. Discipline data shows that few students (42 of 650) receive discipline referrals (103 referrals this year through May 19, 2017), this is 90 fewer referrals and 33 fewer students than last year.
- 2. Attendance rate increased from 96.03 to 96.09
- 3. Parent communication was scored high in Parent Survey
- 4. Opportunities for parents to interact through 2 scheduled conferences, Goal Setting Night, PTO events (meetings 4x per year plus special events).
- 5. Increase in number of parents volunteering/attending events.
- 6. Parent survey showed high level of satisfaction with school events

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Student performance on STAAR dropped in several areas. **Root Cause:** Process of data review, especially in primary grades, was not conducted regularly enough to impact instruction.

## Perceptions

### Perceptions Summary

1. School motto "Knowledge is Power" to show focus on academic achievement.
2. Student clubs and organizations (cheer, running club, art club, etc.) allow students to build capacity in different areas.
3. Administration is working to build capacity in staff to take leadership roles through events/activities/projects.
4. Increased focus on community engagement.

### Perceptions Strengths

1. Parent Survey results show overwhelming positive view of Salinas Elementary
2. Staff survey is positive in all areas. Highest scores were related to feeling safe at school, and students receiving a good education.
3. 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 "Teachers try different types of instruction to help students learn."

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Staff survey lowest areas were: School cleanliness, students showing respect for staff members and monitoring of dress code **Root Cause:** Lack of control over custodial staff, general frustration with student behaviors in high-stress situations, and lack of coherent dress code from the district.

**Problem Statement 2:** Parent survey lowest area was "School rules are enforced consistently and fairly at this school" **Root Cause:** Lack of articulated school discipline plan.



# 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 - 85%; Writing - 75%; Math - 90% and Science - 85%

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

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	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.	Administration, RTI Facilitator, Comp. Ed. Teachers, Team Leaders	Progress Monitoring Tools			
Funding Sources: 171-8 State Comp Ed - \$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			
Funding Sources: 171-6 State Compensatory Education - \$1,332.00					
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			
<b>System Safeguard Strategy</b> 13) Students identified as Special Education will receive targeted, co-teach assistance in grades 4 and 5 with a certified SPED teacher in addition to a certified GENED teacher. In K-3, students will receive targeted assistance with a SPED paraprofessional in class.	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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	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) Provide students opportunity to develop talents through school and extracurricular activities in the Arts, Physical Education, Community Service, and STEM.	Administration, Fine Arts staff, PE Staff, Volunteers for clubs.	Development and implementation of various clubs and activities. Student participation in extra and co-curricular activities.			
 = 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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	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 Practice 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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	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) Guidance Lessons: Implement regular guidance lessons. 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 1% to 97.1%

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

**Summative Evaluation 3:**









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	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,	Academic records of homeless students, attendance records, State Assessments (STAAR) results of homeless students, TEXSHEP (ESC 10, ESC 20) mid-year review			
	Funding Sources: 199-7 -General Operating - \$0.00				
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					

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	13	Students identified as Special Education will receive targeted, co-teach assistance in grades 4 and 5 with a certified SPED teacher in addition to a certified GENED teacher. In K-3, students will receive targeted assistance with a SPED paraprofessional in class.

# 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

171-8 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$1,000.00
<b>Sub-Total</b>					\$1,000.00
<b>Budgeted Fund Source Amount</b>					\$23,800.00
<b>+/- Difference</b>					<b>\$22,800.00</b>
<b>Grand Total</b>					\$1,000.00