Judson Independent School District



Salinas Elementary School

2025-2026
Goals/
Performance
Objectives/
Strategies

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

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Goal 1

Student Academic Achievement & Success - Actively support students and teachers to ensure academic growth and overall success for all

Performance Objective 1 High Priority

Our annual STAAR growth goals of an increase of 3,2,1 to meet the District goal of 10,5,3 by 2028 will be: By May 2026, 84% of all students will pass the Reading STAAR with 50% of students scoring at Meets and 20% scoring at the Master's level. By May 2026, 77% of all students will pass the Math STAAR with 43% of students scoring at Meets and 15% scoring at the Master's level. By May 2026, 64% of all students in 5th grade will pass the Science STAAR with 27% of students scoring at Meets and 14% at the Master's level.

Evaluation Data Source: Spring 2025 and Spring 2026 STAAR data

Strategy 1

Ensuring strong Tier 1 Instruction through collaborative planning and internalization of lessons

Formative Reviews

Moderate Progress

October March January May

Strategy 2

Continue student data tracking folders in grades k-5.

Strategy's Expected Result/Impact: Students will be motivated to improve and work hard on their assessments (unit assessments, district assessments and STAAR).

Staff Responsible for Monitoring: Admin

Teachers

Academic Coach

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October March January May

Strategy 3

Provide 3rd-5th grade teachers with STAAR aligned materials and organizational tools to use for warm-ups and STAAR Blitz to prepare students for the STAAR test.

Strategy's Expected Result/Impact: Students will have repeated exposure to STAAR formatted questions to prepare them for the STAAR tests.

Staff Responsible for Monitoring: Admin

Academic Coach

Problem Statements: Student Learning 6

Funding Sources: 211 Title I, \$2,700

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective

Instruction

Formative Reviews



October January March May

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement Root Cause

6

Overall, our Math scores all decreased on STAAR from the previous school year.

We had teachers that were new as well as DOI teachers that needed more support and time to internalize the lessons and curriculum.

Performance Objective 2

In an effort to strengthen the academic tier I instruction, we will incorporate technology into classrooms that help teacher facilitate more engaging lessons.

Evaluation Data Source: Feedback from Teachers

T-TESS

Walkthroughs

Strategy 1

Provide Clear Touch Panels to all teaching staff.

Strategy's Expected Result/Impact: Students will be more engaged in their learning with teachers using the Clear Touch Panels during instruction.

Staff Responsible for Monitoring: Teachers

Admin

Academic Coach

Problem Statements: Student Learning 1, 2, 3, 4, 5, 6

Funding Sources: Clear Touch Panels 211 Title I, \$9,988.64

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Considerable Progress

October January March May

Strategy 2

Purchase supplemental instructional materials such as the Bluebonnet Math kinder slides that align with our district curriculum to enhance tier 1 instruction.

Strategy's Expected Result/Impact: Students will be more engaged in their Bluebonnet lesson at the kinder level.

Staff Responsible for Monitoring: Teachers

Admin

Academic Coach

Problem Statements: Student Learning 3, 4, 6

Funding Sources: Bluebonnet Math Slides 211 Title I, \$135

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective

Instruction

Formative Reviews

Considerable Progress

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The first Grade Amplify data for EOY shows a drop.	Teachers must continue pulling small groups with fidelity all year long.
2	There was a slight drop in second grade Amplify data from MOY to EOY.	Teachers must continue pulling small groups with fidelity all year long.
3	Based on EOY MAP scores, all grade levels need to focus on closing the gaps through interventions.	Teachers need to pull math small groups daily.
4	Teachers need to provide immediate feedback based on math sprints.	Teachers don't see the benefit of the sprint exercises.
5	Kinder needs to focus on vocabulary development, letter recognition skills, phonological awareness, listening comprehension and decoding	The growth was stagnate from BOY to EOY.
6	Overall, our Math scores all decreased on STAAR from the previous school year.	We had teachers that were new as well as DOI teachers that needed more support and time to internalize the lessons and curriculum.

Performance Objective 3 High Priority HB3 Goal

In an effort to strengthen the academic tier I instruction and increase the quality of learning time, teachers will participate in PLC's during an extended conference time throughout the year. This will enable the campus to provide an enriched and accelerated curriculum. PLC's will focus on reviewing student data and using that data to make instructional decisions to increase student outcomes on state and local assessments.

Evaluation Data Source: BOY./MOY/EOY Assessments Unit Assessments STAAR

Strategy 1

Through PLC's we will provide vertical alignment meetings and Data meetings for teachers to enhance their tier 2 and small group instruction for our at-risk population of students.

Some Progress October January March May

Performance Objective 4 High Priority HB3 Goal

All students will show growth from BOY to MOY and EOY on their district assessments.

Evaluation Data Source: PK-K: CLI Engage, Circle, TxKEA, mCLass 1-5: MAP Reading and Math

Strategy 1

Ensure small group instruction is being done daily in math and reading.

Strategy's Expected Result/Impact: Students will show growth on their BOY, MOY and EOY assessments.

Staff Responsible for Monitoring: Admin

Teachers

Academic Coach

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



October January March May

Strategy 2

Implement a Data Binder for all Pk-5 teachers to keep track of their student data.

Formative Reviews

Considerable Progress

Goal 2 Faculty and Staff - Recruit and value all staff to ensure satisfaction and employee retention

Performance Objective 1

Decrease our teacher turnover rate in order to retain highly effective teachers.

Evaluation Data Source: TAPR Report

Strategy 1

Increase our social media presence to adding other social media platforms to promote a positive work environment and recruit new talent.

Strategy's Expected Result/Impact: Our school will highlight all the positive things going on on campus to attract new talent.

Staff Responsible for Monitoring: Admin

Academic Coach

Formative Reviews

Some Progress

October

January

March

May

Performance Objective 2 High Priority

Develop more leadership opportunities on campus to provide opportunities for staff to use their skills and talents.

Evaluation Data Source: Committee sign up sheets

Strategy 1

Develop campus committees for staff to sign up an lead (ie: Literacy Night, Math Night, Fall Festival, etc.)

Strategy's Expected Result/Impact: Staff will have more input and feel more apart of the school events.

Staff Responsible for Monitoring: Admin

Considerable Progress October January March May

Strategy 2

Principal and Assistant Principal will join TEPSA to take part in their Summer Leadership Conference as well as other professional development as needed in order to support the growth of the school and enhance instructional and behavioral practices.

Strategy's Expected Result/Impact: The campus will benefit from leadership gaining skills and knowledge to move the campus forward and enhance instructional practices.

Staff Responsible for Monitoring: Admin

Academic Coach

Problem Statements: School Processes & Programs 1, 2

Funding Sources: Defiant Student Seminar 211 Title I, \$392

TEA Priorities: Improve low-performing schools

Problem Statement

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever

5: Effective Instruction

Formative Reviews

Some Progress

October

January

March

Root Cause

May

Performance Objective 2 Problem Statements Identifying School Processes & Programs

The campus principal is still fairly new to the role (3rd year). There is a need to grow as a leader to improve our campus processes and programs.

The need for collaboration among other leaders.

The number of students in ISS is excessive and directly affects students learning as they are missing out on classroom instruction.

With an increase in DOI teachers and new teachers on campus, behavior management strategies need to be addressed to decrease the number of office refferals.

Performance Objective 3

Provide a supportive leadership and Culture on Campus.

Performance Objective 4

Provide campus morale events aimed at fostering a positive school community.

Evaluation Data Source: Staff meetings, PLC Agendas, Staff Satisfaction Surveys, Campus event participation rates

Strategy 1 Implement a sunshine committee that will help organize campus morale events and appreciation days throughout the school year. Formative Reviews Some Progress October January March May

Stakeholder Engagement - Serve and market to our families, Goal 3 businesses, and broader community through communication, collaboration and connections

Performance Objective 1

Continue with campus branding to develop a strong sense of school pride and community.

Evaluation Data Source: Parent surveys

Strategy 1

Promote a sense of school pride, belonging and positivity among our students by displaying our school logo and positive behavior posters around the campus and at school events.

Strategy's Expected Result/Impact: Students will see out school logo and positive posters displayed throughout the campus and at events and feel encouragement, a sense of belonging and school pride.

Staff Responsible for Monitoring: Admin

Problem Statements: Perceptions 8 Funding Sources: 211 Title I, \$388

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

October March January May

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement Root Cause

There is a need on campus to promote a more positive mindset among our staff and students to increase morale and an overall positive school culture and climate.

There has not been a formal focus or plan on developing a positive mindset among staff and students.

Performance Objective 2

Provide effective communication using different communication methods such as social media, school website, phone calls, parent meetings and parent newsletters.

Evaluation Data Source: SMORE Newsletter Data Socail Media Feedback/Comments Participation at Volunteer Events Parent Surveys

Strategy 1

Utilize the new District communication app (Thrillshare) to communicate in various means with our families.

Strategy's Expected Result/Impact: Parents will stay informed about what is going on on campus.

Staff Responsible for Monitoring: Admin

Problem Statements: Perceptions 2, 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

October January March May

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement Root Cause

Some parents noted that communication methods and frequency vary significantly between teachers.

There hasn't been standardized communication practices across the school could be beneficial.

Several parents requested more advance notice for events, awards ceremonies, and field trips, citing work schedules as a constraint.

The weekly parent newsletter and posts on Facebook and Dojo are great but some families need more advance notice.

Performance Objective 3 High Priority

Create flexible opportunities for parents to volunteer in classrooms and campus events.

Evaluation Data Source: Participation at Volunteer Events

Strategy 1

Plan parent education events such as Literacy and Math Night to aide parents in gaining skills to help their children at home.

Strategy's Expected Result/Impact: Parents will gain the knowledge in an easy to understand and implement way to help their students at home.

Staff Responsible for Monitoring: Admin

Teachers

Academic Coach

Problem Statements: Student Learning 1, 2, 3, 4, 5, 6 - Perceptions 1

Funding Sources: Materials for Literacy and Math Night 211 Title I,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause			
The first Grade Amplify data for EOY shows a drop.	Teachers must continue pulling small groups with fidelity all year long.			
There was a slight drop in second grade Amplify data from MOY to EOY.	Teachers must continue pulling small groups with fidelity all year long.			
Based on EOY MAP scores, all grade levels need to focus on closing the gaps through interventions.	Teachers need to pull math small groups daily.			
Teachers need to provide immediate feedback based on math sprints.	Teachers don't see the benefit of the sprint exercises.			
Kinder needs to focus on vocabulary development, letter recognition skills, phonological awareness, listening comprehension and decoding	The growth was stagnate from BOY to EOY.			
Overall, our Math scores all decreased on STAAR from the previous school year.	We had teachers that were new as well as DOI teachers that needed more support and time to internalize the lessons and curriculum.			
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	The first Grade Amplify data for EOY shows a drop. There was a slight drop in second grade Amplify data from MOY to EOY. Based on EOY MAP scores, all grade levels need to focus on closing the gaps through interventions. Teachers need to provide immediate feedback based on math sprints. Kinder needs to focus on vocabulary development, letter recognition skills, phonological awareness, listening comprehension and decoding Overall, our Math scores all decreased			

	Problem Statement	Root Cause
1	Parent turn out at our academic nights and parent engagement activities varies and we would like to engage more parents in these events.	The time the events are scheduled and the day of the week could be a factor as well as the communication put out about the events. We need to provide a variety of ways for parents to be involved, catering to different schedules and interests.

Goal 4 Finance and Operations - Implement transparent and efficient processes to ensure equitable distribution of district resources

Performance Objective 1

Hold a campus budget meeting monthly with the leadership team to review the budget.

Evaluation Data Source: Campus Title, SCE and local budgets

Strategy 1

Survey staff to find out what resources or needs they may have to ensure the funds are meeting the needs of the campus.

Strategy's Expected Result/Impact: Staff will have resources needed to provide high quality tier 1 instruction.

Staff Responsible for Monitoring: Admin

Academic Coach

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Performance Objective 2

Use finances to not only support instruction but also to support safety and SEL initiatives on campus.

Evaluation Data Source: Campus Title, SCE and local budgets

Strategy 1

Provide staff with drawstring bags to keep their safety red folder in along with a current class roster when they leave their classrooms in the event an emergency situation happens.

Strategy's Expected Result/Impact: Staff will have a current roster and safety materials with them at all times in the event of an emergency.

Staff Responsible for Monitoring: Admin

Problem Statements: School Processes & Programs 1 - Perceptions 6

Funding Sources: 211 Title I,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

October January March May

Strategy 2

Provide students with social emotional tools to help our at-risk students regulate their emotions.

Strategy's Expected Result/Impact: Students will use the fidgets and sensory items to help self regulate themselves.

Staff Responsible for Monitoring: Counselors

Admin

Problem Statements: School Processes & Programs 2

Funding Sources: sensory items 171 State Comp Ed, \$625.73

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement Root Cause

The campus principal is still fairly new to the role (3rd year). There is a need to grow as a leader to improve our campus processes and programs.

The need for collaboration among other leaders.

The number of students in ISS is excessive and directly affects students learning as they are missing out on classroom instruction.

With an increase in DOI teachers and new teachers on campus, behavior management strategies need to be addressed to decrease the number of office refferals.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement Root Cause

There is a notable percentage of staff who feel they lack the necessary tools, equipment, or supplies to perform their job effectively, which may hinder productivity and job satisfaction.

Funding available for some of the resources staff need is not there.