Donna Independent School District
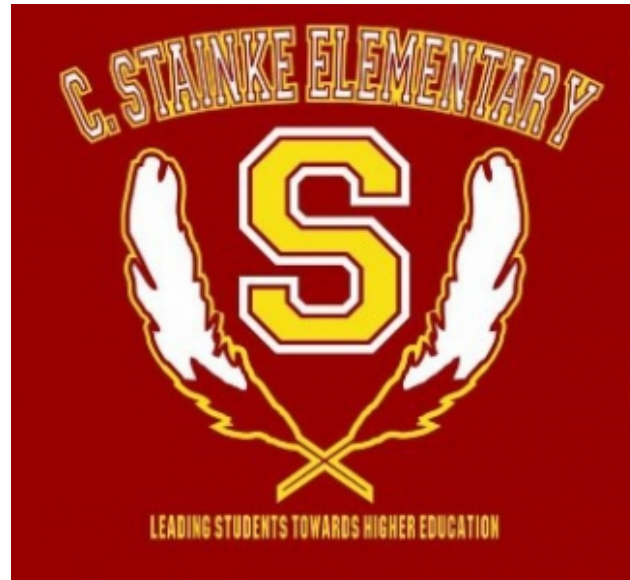
C. Stainke Elementary

2022-2023 Campus Improvement Plan

Mission Statement

The mission of C. Stainke Elementary is to nurture and educate students who are prepared, responsible, attentive and ready to embrace their future in a safe and supporting environment.

Vision

The vision of C. Stainke Elementary is to create a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere to prepare them to be responsible and productive global citizens.

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Demographics Summary

How do we describe our school?

C. Stainke Elementary is an elementary school in Donna, Texas in the Donna I.S.D. school district. The campus houses Pre-Kinder 3 -5th grade including a PPCD unit and an ECSE unit. This school currently has a total of 562 students enrolled for the 2021-2022 school year. Stainke elementary is dedicated to ensuring all students receive a quality education. Our campus is considered a neighborhood school, most of our students are bussed or dropped off at the campus and live in the surrounding area. This year we absorbed a neighboring campus (Runn Elementary), so many of our students relied on bus transportation to get to campus, since they were not in close proximity. The district is an open enrollment district and has been for the past 3 years, this allows parents to have a choice to enroll them in Donna I.S.D. and allows them to choose their campus. Stainke elementary is a forerunner in setting itself apart from the other elementary schools in the district. The campus initiated afterschool clubs not offered at other elementary campuses back in 2016. Since then the clubs at the campus have grown, due to COVID 19, there was a pause in participation but the clubs will be active for the upcoming year. Clubs included but were not limited to; Chess club, Culinary club, Folkloric, Spelling club, Book club, Gardening club and Robotics. The Stainke robotics team is leading the district by garnering state recognition in competitions, by winning the NASA Mars rover challenge, they continue to set themselves apart.

Who are our stakeholders and are they included in the planning process as authentic, valuable, contributing partners in the development and implementation of the improvement plan?

The individuals who are invested in our campus include, the administration, teachers, staff members, parents, families, school board members, community members and local business members. These stakeholders understand the importance of having a successful campus and therefore encourage participation in activities that take place on our campus. Activities that the parents are invited to participate in include RtI, ARD and 504 meetings, celebration parades for students, meet the teacher, and CLPAC and DLPAC including parent participation and input. By supporting campus events, this guarantees the success of the campus.

School environment Data

What are the student behavior trends including discipline referrals, suspensions, and expulsions? How are discipline issues affecting students and learning?

The current school year had no discipline referrals, suspensions, and/or expulsions.

What is the student's mobility and rate? What systems are in place to assist these students? Where do students go and come from?

This year we had 104 students withdraw. Many of these students did reenroll later in the year. The PEIMS clerk calls to determine the reason for the withdrawal then it has to be coded on TEAMS. These students go and come from other states, and or school districts Some of the students

who withdrew can be classified as migrant students who left to go to another state.

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

At Stainke Elementary the average class size is 20 students per teacher.

What are the attendance/tardy, truancy and drop-out/ retention rates? What trends are seen over the last 3-5 years? What strategies are in place to promote high attendance? What are the campus procedures to track and respond to unexcused absences, tardiness and other practices to improve attendance? What does the student level data reveal about excused absences, and unexcused absences and tardiness?

The attendance rate for Stainke for the 2021-2022 school year was 89.59%. Campus procedures for absences is to have the attendance clerk run a report at 9:30 AM, when a student is on the report, parents are called to see why the child is absent. When students have a history of being absent, our principal, counselor, and/or curriculum specialist made home visits throughout the year and visited with those students. As a campus, students were rewarded for perfect attendance at the end of the 6 weeks. Rewards for attendance included snacks, dances, and movie nights. Teachers in the classroom continued to contribute and promote perfect attendance and rewarded their students as well.

Students

Race/ Ethnicity (7 groups)

How many students do we serve by race/ethnicity? List the percentage of each group: African American, Asian, Hispanic, White, American Indian, Pacific Islanders, Two-or-More Races/

At C. Stainke 99.82% of the student population served are Hispanic and 0.18% are white

How do the number of males compare with females by grade level?

According to the data gathered 52.85% of the student population are males, and 47.15% of the population are females for the campus this school year.

How does this information differ from the previous 3-5 years?

Throughout previous years the student population has remained constant due to our area being Hispanic dominant. Last year (2020-2021) school year the population could be disseminated as 52.09 % males and 47.91% females. When considering the total amount of students there was a difference of about 48 students, an increase from the previous year.

Student Groups

The student groups we serve at C. Stainke are:

- Economically Disadvantage: 562 students, 93.59%
- English Language Learners: 308 students, 54.80%
- Migrants: 14 students, 2.49%
- Special Education: 39 students, 6.94%
- At- Risk: 484 students, 86.12%
- Title 1: 562 students, 100%
- Homeless: 34 students, 6.05%
- Foster Care: 1 student, 0.18%
- Dyslexia: None
- Gifted and Talented: 46 students, 8.19%

What do we know about the needs of each of the groups of students we serve, especially those who are failing or at risk of failing?

C. Stainke has a total of 562 students who are At-Risk. The current coronavirus pandemic had a profound impact on our students and district, such as the opening of a new virtual campus for the district, increased safety procedures like social distancing, as well as students lacking academically. We saw a huge impact on our students, but especially on the most vulnerable ones who will likely face additional barriers.

Who are our staff members? How do their skills, training and certification align with our students' needs and demographics? Discuss the percentage of state certified (traditional certification and alternative certification methods), number years' experience, race/ethnicity, school leaders preparation and leadership capabilities. and how these differ from previous years.

C. Stainke Elementary is a school that has a very low staff mobility rate, staff members are content and this is noticeable by the fact that staff only moves when the district requires or when someone retires. This is due to the school culture and climate, the staff is comfortable where they are and have a sense of loyalty to the school. The staff that makes up Stainke Elementary include, teachers, custodians, administration, cafeteria and other staff. There are currently 85 staff members at Stainke Elementary. The professional staff or teachers are numbered at 31, out of these teachers 21 or 67.7% were certified through the traditional certification and 10 or 32.3% were certified by alternative certification. Teachers at Stainke Elementary are predominantly of Hispanic origin, 27 out of the 31 teachers are female and 4 are male. Teachers at Stainke Elementary take their professional development very seriously. This year because of the pandemic most professional development was done online. Some of the trainings attended were the Academic Digital Summit, Bilingual ESL Educational Summit (these continued throughout the semester), there was the T.E.A. Science Safety Training, Content Area Writing with Kim Carlton, Technical Assistance for Guided Reading, and Writing Instruction in Virtual Classrooms, just to name a few. These trainings were an added support for everything that had to be done this year. As stated before the campus has a low mobility rate, so therefore the teachers that stay have acquired a number of years under their belt. Teaching experience at Stainke ranges from 34 years of service to 1 year. All teachers at Stainke Elementary hold a Bachelor's degree from an accredited university, and 8 hold master's degrees.

What is our community like and who are the residents? Describe the community and residents, including parents. Details might include major professions, labor markets, age, status of community (growing, declining), languages spoken, diversity, family income levels, family education levels, homeowners' vs renters, crime rates, emergency services, recreation centers…

The community of Donna, where Stainke Elementary is located has a population of 17,161 (as of July 2020). The community usually commutes to work to Weslaco or McAllen for their jobs. The biggest employers in the City of Donna include Wal-Mart, Donna Independent School District and currently the Immigrant children's center. Living arrangements are as followed, there are a total of 6,465 housing units, out of these 3,232 are home owners, 1,802 are renters occupied and 1,430 are vacant. This means that 62.3% are home owners and 37.7% are renters. The average household income in the city of Donna is about $43,729, this puts Donna at a 36 on the Wealth index, way below the wealth index level. The population of Donna is made up of 83.7% White (Hispanic), 11.38% some other races, 4.15% two or more other races, 0.57% Asian, and 0.17% Black. When it comes to language 16.76% of the residents in Donna speak only English, while 83.24% speak another language, this language being Spanish. The labor force includes the following, 51.6% Labor Force Participation, 48.8% Employment Rate, and 5.3% Unemployment Rate. 81.45% of Donna residents were born in the United States, with 70.29% having been born in Texas. 11.69% of residents are not US citizens. Of those not born in the United States, the largest percentage are from Latin America. Donna had a crime index of 3, when compared to other cities of similar size and population, this rate is very high. Information about education and need, can be established as a source for the crime in the city. The city of Donna does have its own police department and fire department, but has to depend on the other cities for hospital care. The closest hospital is Knapp Medical center in Weslaco, located 4.8 miles away.

Demographics Strengths

1. Student Growth (we acquired Runn elementary school)

2. Low Teacher mobility rate

3. Low student to teacher ratio

4. Low percentage of students moved to virtual option when given the opportunity.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 86 % of students are considered at risk. **Root Cause:** Students are economically disadvantage, parents not as involved, not exposed to the experiences other students may have.

Problem Statement 2: Attendance rate was low, this year we had an average of 89.59%. **Root Cause:** Many students and staff were affected by the COVID-19 and missed school for prolong periods of time. Absent means missing our on class time.

Problem Statement 3: School clubs and other activities were suspended for the year, or there was low participation. **Root Cause:** Due to COVID-19 school clubs did not meet and some activities that occurred had low participation due to fear of possible exposure to the virus.

Student Learning

Student Learning Summary

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?

MATH BOY STAAR RESULTS

	Total Students	Approaches	Meets	Masters	Did Not Meet
3rd	68	17	4	0	51
		25%	6%	0%	75%
4th	58	9	4	1	49
		16%	7%	2%	84%
5th	71	17	7	2	54
		24%	10%	3%	76%

MATH EOY STAAR RESULTS

	Total Students	Approaches	Meets	Masters	Did Not Meet
3rd	89	37	15	4	52
		42%	17%	4%	58%
4th	67	31	7	5	36
		46%	10%	7%	54%
5th	102	65	33	12	37
		64%	32%	12%	36%

In May 2021, Texas did not mandate that STAAR test participation was required for all eligible students due to ongoing Covid 19 pandemic. Because of this, participation was not 100 per cent. Included for this analysis, are the beginning of year results based on an end-of-previous grade level assessment. In math, there was in increase in those students who met standards for approaches in third, fourth, and fifth grades. There was also an increase in the number of students who met standards for meets level from beginning of year to end of year. This increase

can also be seen at the Masters level.

READING BOY STAAR RESULTS

	Total Students	Approaches	Meets	Masters	Did Not Meet
3rd	71	17	4	0	53
		24%	6%	0%	75%
4th	42	22	9	4	20
		52%	21%	10%	48%
5th	71	42	25	13	29
		59%	35%	18%	41%

READING EOY STAAR RESULTS

	Total Students	Approaches	Meets	Masters	Did Not Meet
3rd	89	43	23	9	46
		48%	26%	10%	52%
4th	67	38	19	8	29
		57%	28%	12%	43%
5th	102	65	36	25	37
		64%	35%	25%	36%

The increases in student performance can also be observed when comparing data from beginning of year and end of year assessments in Reading.   All state tested grade levels showed increases in the percentage of students reaching Approaches, Meets and Masters level on their assessment.

SCIENCE BOY STAAR RESULTS

	Total Students	Approaches	Meets	Masters	Did Not Meet

SCIENCE BOY STAAR RESULTS

5TH	71	45	26	7	26
		63%	37%	10%	37%

SCIENCE EOY STAAR RESULTS

	Total Students	Approaches	Meets	Masters	Did Not Meet
5TH	102	39	12	1	63
		38%	12%	1%	62%

In Science, 71 students tested at the beginning of the year. Of those, 71, 63% reached approaches level, 35% were at meets level, and 10% were at masters level. In May 2022, 102 students took the Science STAAR exam.   The scores were as follows: 38% approaches level, 12% meets level and 1% masters level. Data shows a decline in all student performance levels in Science.

What are the results on other assessments? Include comparison with other relevant assessments including district/campus-based assessments.

TELPAS

Students' language proficiency in grades kinder through fifth were assessed in the Spring of 2022. Students were assessed in the areas of listening, speaking, reading and writing. Through these ratings, students earned a composite rating in which they were either rated beginner, intermediate, advanced, or advanced high.

Below is a table that shows the comparison in the number of students that received a rating in each of the grade levels. There was a change in the total number of students tested due to enrollment changes.

Students were also assessed in Spring 2021. What can be seen is the following:

-In kinder, the number of students at beginner level went from 24 to 26 and the number of students at intermediate went from 14 to 19. There were no students at advanced level and only one student at advanced high level in Spring 2022.

-In first grade class of 2021, there were 36 students at beginner and intermediate proficiency levels, and 2 at advanced level. By 2022, there were 35 students at beginner and intermediate proficiency levels, and 12 at advanced level.

-The second grade spring 2021 ratings show that there were 32 students at beginner and intermediate levels, and 8 at advanced level. The second grade Spring 2022 ratings have 35 students at beginner and intermediate with 9 students at advanced level.

-In the third grade spring 2021 ratings 21 students were at beginner and intermediate with 12 at advanced level. The spring 2022 third grade class had 30 students at beginner and advanced level, while 21 students achieved an advanced or advanced high level.

-The fourth grade class of 2021, there were 21 students at the beginner and intermediate proficiency levels, and 29 at the advanced and advanced high levels. By 2022, there were 23 students at the beginner and intermediate levels, and 15 at the advanced and advanced high proficiency levels.

-In fifth grade class of 2021, there were only two students who tested at the beginner and intermediate proficiency levels and one student at the advanced level, while in the Spring 2022 assessment, 20 students were at the beginner and intermediate proficiency levels and 40 students achieved and advanced and advanced high level.

	Beginning	Intermediate	Advanced	Advanced High	No Rating
Kinder 2021	24	14	0	0	0
Kinder 2022	26	19	0	1	0

	Beginning	Intermediate	Advanced	Advanced High	No Rating
1st 2021	16	20	2	0	0
1st 2022	12	23	12	0	0
2nd 2021	13	19	8	0	7
2nd 2022	4	31	9	0	0
3rd 2021	2	19	12	0	1
3rd 2022	2	28	16	5	0
4th 2021	2	19	23	6	1
4th 2022	3	20	11	3	0
5th 2021	1	1	1	0	0
5th 2022	3	17	26	14	0

Overall, there were 285 students rated in TELPAS. There were some ARD decisions that prevented students from being rated, not included in the number above. As a whole, there were 50 students rated beginner, 138 intermediate, 74 advanced and 23 advanced high. Below is the graph as a whole representation for the entire campus by percentage.

TELPAS
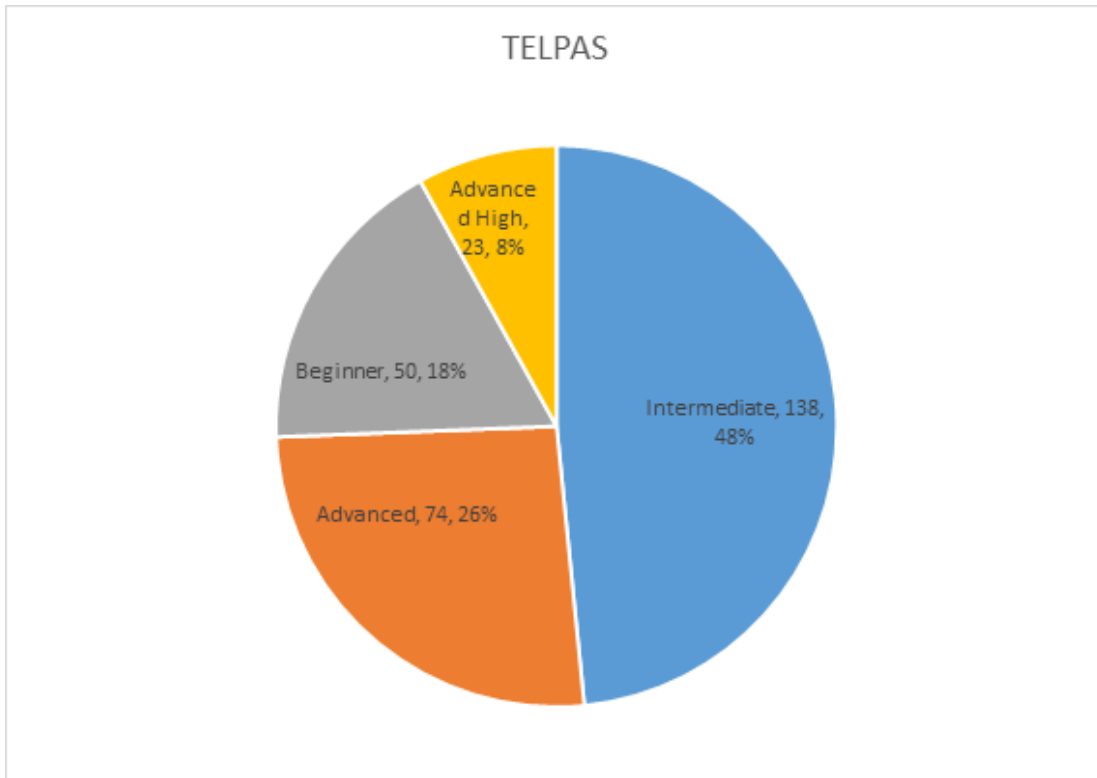
IStation

Students in Pre-Kinder through fifth grade were assessed in various reading areas such as listening, letter knowledge, phonemic awareness, alphabetic decoding, reading comprehension, and vocabulary using IStation. The following graphs demonstrate the overall reading results by grade level from the beginning of the school year to the end of the year.
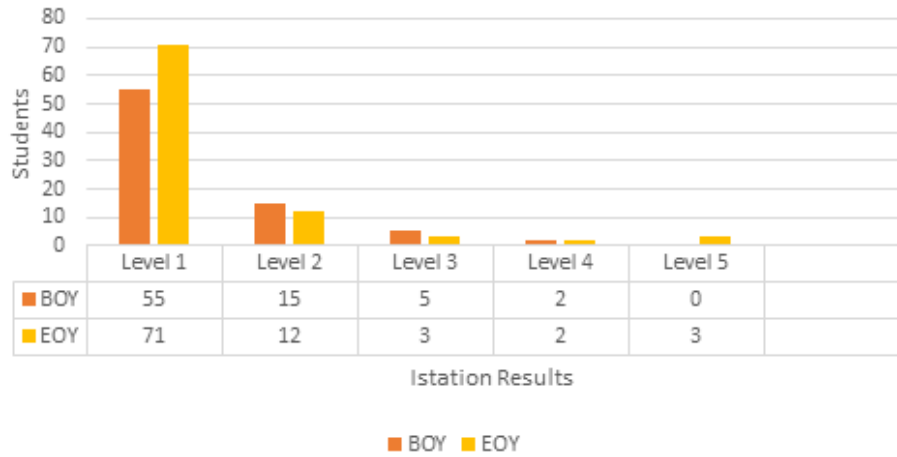
Pre-Kinder	BOY	39	EOY	41
Istation Levels	Number of students		Number of students	
Level 1	38%	15	63%	26
Level 2	31%	12	20%	8
Level 3	15%	6	10%	4
Level 4	10%	4	2%	1
Level 5	5%	2	5%	2

Pre-Kinder- Istation

Istation Results	Level 1	Level 2	Level 3	Level 4	Level 5
BOY	15	12	6	4	2
EOY	26	8	4	1	2
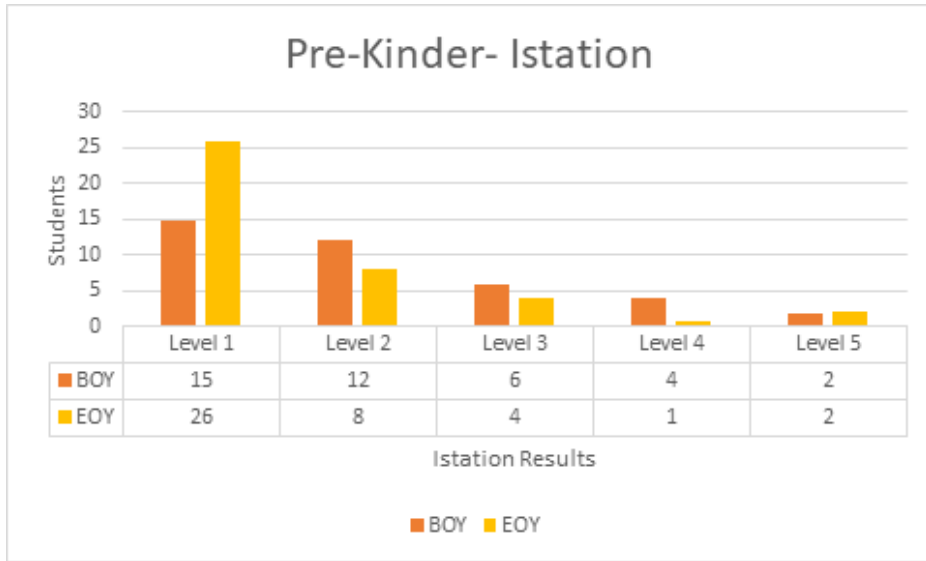
At the beginning of the school year, 39 students who tested IStation obtained a 38% on level 1, 31% on level 2, 15% on level 3, 10% on level 4, and 5% on level 5. While at the end of the year, 41 students scored 63% on level 1, 20% on level 2, 10% on level 3, 2% on level 4, and 5% on level 5. Data shows that at the end of the school year, there was an increase of students on level 1 and a decrease of students on levels 2, 3, and 4. Overall, pre-kinder students did not improve their reading skills.

Kinder	BOY	77	EOY	91
Istation Levels	**Number of students**		**Number of students**	
Level 1	71%	55	78%	71
Level 2	19%	15	13%	12
Level 3	6%	5	3%	3
Level 4	3%	2	2%	2
Level 5	0%	0	3%	3

Kinder- Istation

Kinder - Istation

	Level 1	Level 2	Level 3	Level 4	Level 5
BOY	55	15	5	2	0
EOY	71	12	3	2	3

Istation Results

■ BOY ■ EOY

There were 77 students assessed on IStation at the beginning of the school year in Kinder grade level. Results shows that all kindergarten classrooms scored 71% on level 1, 19% on level 2, 6% on level 3, 3% on level 4, and 0% on level 5. Compared to the end of the year, 91 students tested. They obtained 78% on level 1, 13% on level 2, 3% on level 3, 2% on level 4, and 3% on level 5. Overall, Kinder students did not show increase on their reading skills by the end of year.

1st Grade	BOY	75	EOY	82
Istation Levels	Number of students		Number of students	
Level 1	79%	59	67%	55
Level 2	15%	11	13%	11
Level 3	0%	0	12%	10
Level 4	4%	3	5%	4
Level 5	3%	2	2%	2

1st Grade- Istation

	Level 1	Level 2	Level 3	Level 4	Level 5
BOY	59	11	0	3	2
EOY	55	11	10	4	2

Istation Results

BOY EOY
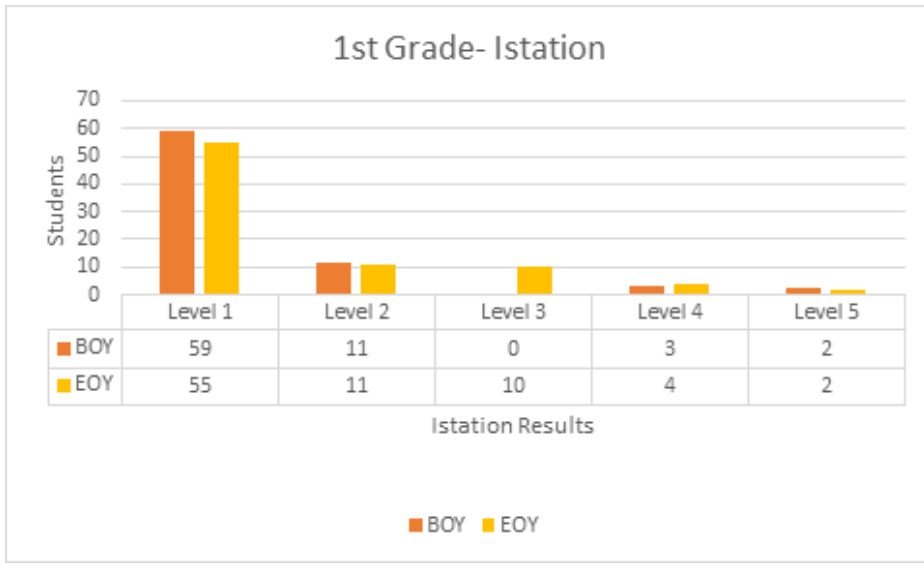
In first grade level, 75 students tested IStation at the beginning of the school year with scores of 79% on level 1, 15% on level 2, 0% on level 3, 4% on level 4, and 3% on level 5. At the end of the school year, 82 students tested. IStation reading percentages were 78% on level 1, 13% on level 2, 3% on level 3, 2% on level 4, 3% on level 5. As an overall, students made some increase on level 3. On all other levels, students stayed almost the same.

2nd Grade	BOY	71	EOY	81
Istation Levels	Number of students		Number of students	
Level 1	76%	54	65%	53
Level 2	10%	7	20%	16
Level 3	10%	7	2%	2
Level 4	0%	0	9%	7
Level 5	4%	3	4%	3

2nd Grade- Istation

	Level 1	Level 2	Level 3	Level 4	Level 5
BOY	54	7	7	0	3
EOY	53	16	2	7	3

Istation Results

■ BOY ■ EOY
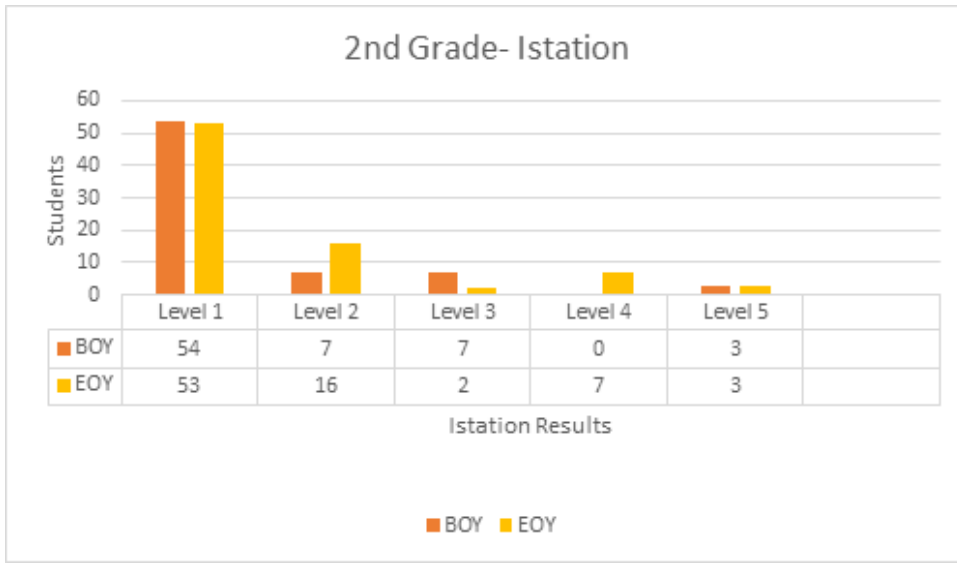
 71 second grade students that tested IStation at the beginning of the school year scored 76% on level 1, 10% on level 2, 10% on level 3, 0% on level 4, and 4% on level 5. Comparing data with the end of the year, 81 second graders who tested obtained 65% on level 1, 20% on level 2, 2% on level 3, 9% on level 4, 4% on level 5. Overall, students made a big increase on levels 2, and 4. There was a big decrease on level 3.

3rd Grade	BOY	84	EOY	89
Istation Levels	Number of students		Number of students	
Level 1	51%	43	47%	42
Level 2	25%	21	8%	7
Level 3	12%	10	16%	14
Level 4	8%	7	16%	14
Level 5	4%	3	13%	12

3rd Grade- Istation

	Level 1	Level 2	Level 3	Level 4	Level 5
■ BOY	43	21	10	7	3
■ EOY	42	7	14	14	12

Istation Results

■ BOY ■ EOY
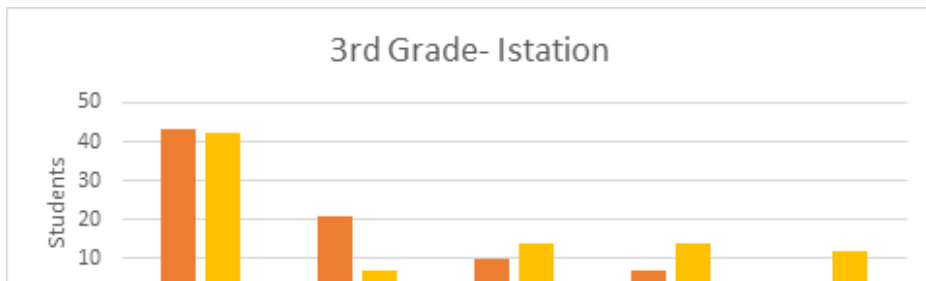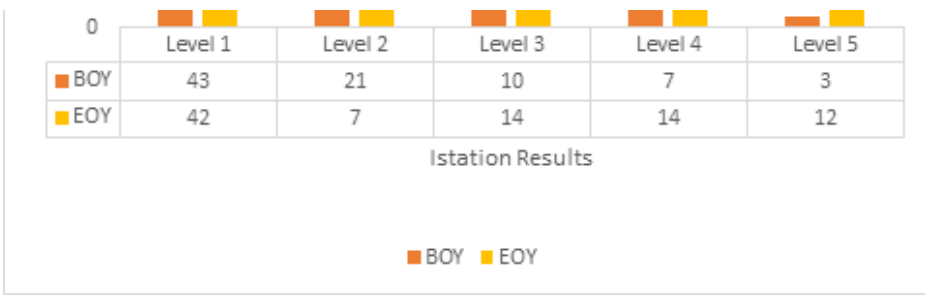
Third grade students who tested IStation at the beginning of the year were a total of 84. They scored 51% on level 1, 25% on level 2, 12% on level 3, 8% on level 4, and 4% on level 5. Compared to the May administration, there were 89 students which scored 47% on level 1, 8% on level 2, 16% on level 3, 16% on level 4, ad 13% on level 5. Overall, students' percentages showed a big increase on levels 3, 4, and 5 and a big decrease on level 2.

4th Grade	BOY	59	EOY	68
Istation Levels	Number of students		Number of students	
Level 1	51%	30	47%	32
Level 2	20%	12	19%	13
Level 3	12%	7	19%	13
Level 4	12%	7	4%	3
Level 5	5%	3	10%	7

4th Grade- Istation

Istation Results	Level 1	Level 2	Level 3	Level 4	Level 5
BOY	30	12	7	7	3
EOY	32	13	13	3	7
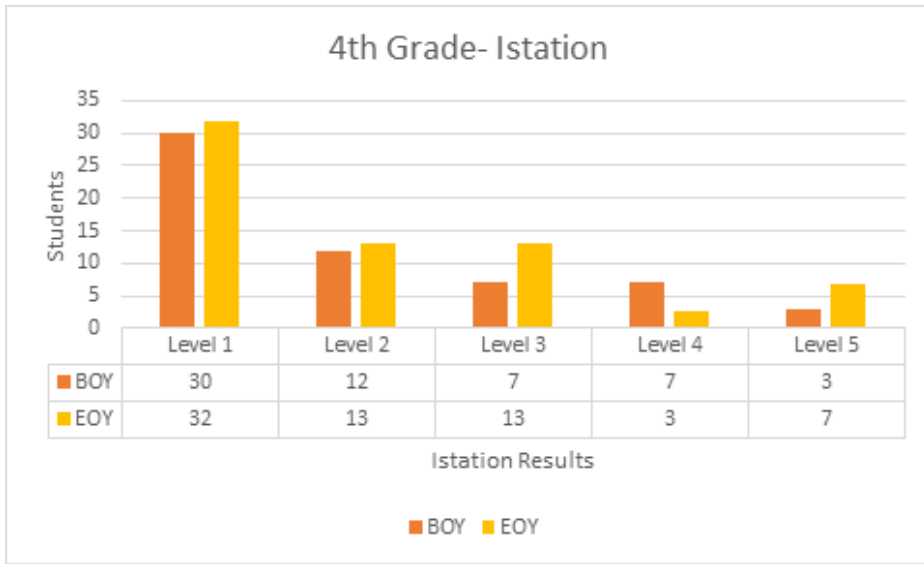
At the beginning of the school year, 59 students tested IStation in 4th grade. They obtained 51% on level 1, 20% on level 2, 12% on level 3, 12% on level 3, and 5% on level 5. According to data at the end of the year, there were 68 total students that tested IStation who scored 47% on level 1, 19% on level 2, 19% on level 3, 4% on level 4, and 10% on level 5. Overall, the results showed an increase on levels 1, 2, 3, and 5 and a decrease on level 4.

5th Grade Istation Levels	BOY 95 Number of students		EOY 102 Number of students	
Level 1	55%	52	53%	54
Level 2	17%	16	20%	20
Level 3	14%	13	11%	11
Level 4	7%	7	12%	12
Level 5	7%	7	5%	5

5th Grade- Istation

	Level 1	Level 2	Level 3	Level 4	Level 5
■ BOY	52	16	13	7	7
■ EOY	54	20	11	12	5

Istation Results

■ BOY ■ EOY
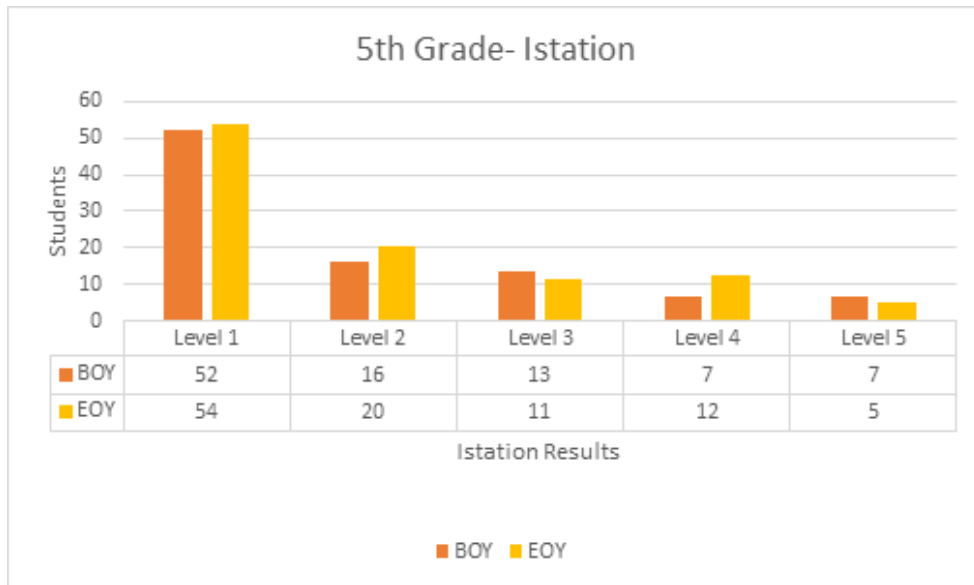
Fifth grade students who tested IStation at the beginning of the year were 95 in total. They scored 55% on level 1, 17% on level 2, 14% on level 3, 7% on level 4, and 7% on level 5. At the end of the year, there were 102 total students that tested IStation with a score of 53% on level 1, 20% on level 2, 11% on level 3, 5% on level 5. Comparing data from the beginning to the end of the year; overall, students made an increment on level 1, 2, and 4. There was a decrease of students on levels 3 and 5.

Overall, comparing data from the beginning to the end of the school year, the majority of students in all grade levels stayed on level 1. Results demonstrated the majority of the students did not excel in their reading skills. Therefore, most of the students across all grade levels are not reading and comprehending on their level.

Which student groups are staged in the Results Driven Accountability (RDA)? Why? Is there a significant difference between the performances of different student groups? Wh

Based on STAAR and TELPAS exam results, the following groups are being monitored: ELs, Special Education, RtI, 504, and GT.

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?

No data to compare from the previous 3-5 years due to the ongoing due to the COVID-19 pandemic.

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?

Teachers look at different sources of information to identify the needs of the students. Formal and informal assessment data is analyzed to identify the needs of the students. Computer programs such as Istation, Imagine Math, and Amira use to identify the needs and skills that need to be targeted. Due to the fact that our students all have different needs, we implement a Response to Intervention (RTI) approach throughout the six weeks. Using this response to intervention the teacher will monitor the students and target their areas of need. Teachers will provide the intervention strategies through small group instruction, guided reading groups, or tutoring groups. Teachers will analyze the data and create an action plan which will included the specific areas of needs and the approaches that will be taken to help the students. A tutorial period is also included in our daily schedule to accommodate and target the areas of need in both reading and math. Tutors work with our students to ensure that the support is provided to our students. Frequent progress monitoring happens to

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

Occasionally students that are part of our special education group tend to score lower than students that are not part of the group. Plans that we currently have in place would be inclusion and resource classes. Resource or inclusion classes are selected depending on the needs of the students. If the student is failing, intense interventions in small group can be implemented. Depending on the needs of the students, one to one with a tutor or a resource teacher can also be provided. Skills that need improvement can be addressed in our six weeks' action plans to ensure that the students' needs are addressed. Manipulatives, visuals, and instructional aids can also be provided for the students. To provide additional academic support, teachers can also allow the students to work with a peer.

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?

Students in our 504 program and other special programs may score lower that their peers. Progress monitoring will allow teachers to identify the needs of the students. Once the data has been analyzed the teacher will be able to create an action plan to address those needs. Teachers can include differentiation of instruction in their lessons, intense tutoring for those students who are failing, small group, reteach, peer tutoring, one-to-one, special tutors (migrant/inclusion/EL). Special tutors will assist these students closely and they will help them to become successfully.

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

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

Some interventions that take place at our campus are targeted action plan, small group instruction, re-teaching, peer tutoring, one to one tutoring, special tutors(migrant/inclusion/LEP), RTI period, guided reading period, Imagine Math, IStation, and MyON. Hired outside tutors to assist students for half of day (Four hours, Monday to Thursday). Administrators and teacher assistants provide tutorial during power hour or intervention period.

We have RTI program in place. After reviewing interventions, bundles, assessments we can tell if students are making any progress.

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 in which the students will benefit in the classroom.

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?

The RTI committee consists of teachers, counselor, and administrator. The committee should meet every six weeks for students on Tier I and Tier II and every 3 weeks for students on Tier III. Documentation is kept by teachers and uploaded on SuccessEd. Documentation should be updated every six weeks by the teacher and counselor.

The committee analyzes data such as report cards, assessments, attendance, and behavior. After identifying the struggling students, the committee makes contact with the parents to let them know about the committees' action plan to provide the student additional instruction support. Teachers plan accordingly (Action Plan) for each struggling student. Teachers provide students with instruction aligned to data, differentiated instruction, extended day tutorial, reteach, pull out tutorial, intervention, power hour tutorial to target the needs of the students. Special Education teachers works collaboratively with General Education teachers in implementing accommodations, and target tutoring.

The process is not effective due to lack of monitoring, lack of schedule implementation with the committee, and documentation of interventions. Students who are referred show improvement progressively once they are in the Special Education program. Parental support is needed when meeting for RTI with teachers. As part of the daily routine, PK-2nd review phonic skills, comprehension, and fluency.

What tools are available to ensure that strategies are designed to improve student performance?

Teachers use the program Eduphoria in which contains students' information, state mandated assessments, district and campus assessments. Teachers utilize this program to target students' areas of need and plan lessons accordingly based on individual students' needs.

SuccessEd program is another tool that teachers use to monitor students every six weeks. Teachers track compliance and services provided to students in special education, section 504, RTI and EL (ELLA). Teachers maintain LPAC meeting information, parent letters and reporting.

Hired special tutors provide pull out tutorial for four hours (Monday - Thursday). Tutors are assigned to students based on data (reading levels, bundle exams, district exams).

Teachers have PLC's meetings once a week. These meetings allow teachers to work collaboratively on planning for instruction, intervention, analyzing data, and suggesting/sharing of ideas of content area implementation.

Teachers utilize the following technology programs to help individualize instruction: Istation, Imagine Math, and MyOn. These programs assist the students to practice on areas that they struggle. In addition, other tools teachers use are supplemental aids and guided reading.

How many students fail one or more courses each year? What subjects? How many students are retained?

Currently, most of our students are struggling in all subject areas due to the ongoing Covid 19 pandemic. Usually, the majority of course failures are in the area of reading. Teachers have been implementing intense interventions and accommodations to assist students' learning. Administrators, bilingual strategists, reading and math strategists visited the school's classrooms to observe teachers and provide feedback. Computer programs such as Istation, MyOn, and Imagine Math were used to monitor students' learning. Teachers provided small group instruction and extended time tutorials. Tutors were also assigned students to support the Reading. Recognitions such as the Super Star parade, AR celebrations, and attendance fun day were implemented to recognize student success.

What do classroom observations reveal about class sections with high course failures?

Observations reveal that teachers are not implementing Guided Reading daily and Phonics program consistently at scheduled times as evidenced in District personnel feedback. Teacher assistants were also assigned to give tutorial to students chosen by the teacher on a daily basis, but most of the time teacher assistants were pull to do other tasks not related to the classroom. As a campus, we need a system in place to target those students who are absent and also students who are not on grade level. Many students are also lacking foundational skills making it very difficult to fill the educational gap.

How does the campus systemically address re-teaching for students who are absent, particularly for students who are at-risk of failing?

Teachers had an intervention and a power hour period to provide re-teaching to students. Teacher assistants were also assigned to give tutorial to students chosen by the teacher on a daily basis. As a campus, we need a system in place to target those students who are tardy frequently or absent.

Student Learning Strengths

- When comparing data from the beginning of the year and end of the year, all state tested grade levels showed increases in the percentage of students reaching Approaches, Meets and Masters level on their assessment

- Tutors were available to assist in the areas of Reading, Bilingual and Migrant.
- Teachers and Teacher Assistants were utilized for tutorials in all tested subjects.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The RtI process is not effective due to lack of monitoring, lack of schedule implementation with the committee, and documentation of interventions. **Root Cause:** Meetings are not being held in a timely manner and are not on task.

Problem Statement 2: The correlation between classroom grading and local bundles varies. **Root Cause:** The nature of the assignments in the classroom, report grades may not be in the same range as the assessment.

Problem Statement 3: Students are not reaching Meets and Masters level. **Root Cause:** Curriculum is lacking resources to spiral reading skills adequately.

Problem Statement 4: Students' absenteeism has affected basic academic skills. **Root Cause:** concerns due to ongoing Covid-19 pandemic.

Problem Statement 5: Student AR reading goals are low or have not been met. **Root Cause:** Lack of a librarian

School Processes & Programs

School Processes & Programs Summary

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. (Note: Some districts or charters might consider this to be a district-level or charter-level responsibility and not a campus responsibility.)

Highly qualified applications come from central office. Once in place school/campus staff interview based on campus needs. Then hired teachers are placed where they are needed and or are certified to teach. They are evaluated using Strive on Eduphoria and TTESS and are given immediate feedback if standards are not met. Administration also assigns a mentor teacher to help and guide the newly recruited staff. All new teachers must be in compliance with state and district requirements. All DISD teacher are almost always offered ways to maintain their high quality education, such as through achieving their masters through district initiative. All paraprofessionals are screened and placed in the same way teachers are hired, they also must abide district and campus expectations.

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

Professional development is usually planned by administrators or central office personal based on the need of the subject area or campus. Data is gathered and analyzed to determine appropriate needed. The impact of PD's are to help teachers and administrators see different views on how to teach, approach and target the needed area in a diverse perspective and raise the bar a step higher than the previous year. Once implanted the effects are usually positive and students are successful. Some PD's teachers attended this year were geared mostly towards virtual teaching, however with the return to campus staff would like to attend the following professional developments: Reading/Writing-Diana Ramirez (Pre K-2nd and 3rd-5th) and any new computer software programs that can be utilized in the classroom to help with instruction.

 How are decisions made in our district? Describe how PLCs or other leadership groups participate in decision-making.

Decision in our district are made through the following committees: At district level- DLPAC, Superintendent/ Board Meetings, Principal meetings. At campus level- CLPAC, grade level meetings, LPAC, CNA committees, ARD, 504, RTI. At classroom level-principal, teacher, parents/students.

Our superintendent/School board members (made up of community members) make decisions about priorities and goals. A Directors/principals has to align priorities/goals with the district. Directors/strategies/teachers make up our PLC professional learning. At meetings strategist and teachers review what they have learned, evaluate the school year and get training to promote positive

student outcomes.

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.

Yes, everyone is included in the decision making process, through CLPAC committee, grade level meetings, LPAC, CAN committees, ARD, 504, RTI and DLPAC representatives. At these meetings teachers and administration collaborate on ways to help the different student groups in our school, by discussing grades, benchmark, comprehensive & STAAR scores, student grouping, resources needed are for grades K-5th:

*STAAR review materials((English/Spanish),

* STAAR coach((English/Spanish))

*Forde-Ferrier-fastfocus (Eng./Span.)

* Mentoring minds (English/Spanish)

* Staar Ready (Eng./Span.)

* Kamico (Eng./Span.)

* Think-up (Eng./Span.)

*Classroom Libraries

*Dictionaries (Eng./Span.) (Electronic)

*Sing, Spell, Read and Write (All grade levels)

* The writing notebook (All grade levels)

* Tutors (migrant & bilingual), Tutorial (during school/afterschool/Saturdays), and possible teacher trainings in and outside of the district for the different subject area especially but not limited to Reading, Writing, Math, and Science.

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

DISD district goals are:

In the area of reading in grades K-2nd is to have students reading at or above grade level at the end of the year (K-80%, 1st-70%, 2nd-75%). The goal is to increase the percentage each year successfully within the next 4 year.

In the area of Math in grades K-2nd is to have students master math at or above grade level at the end of the year (K-20%, 1st-26%, 2nd-20%). The goal is to increase the percentage each year successfully within the next 4 years.

Campus Goals:

Campus goals are similar to the district goals however they are tailored to our campus needs and populations of our student community. Students in K-2nd are still expected to surpass or maintain the district reading goals as well as 3rd-5th on their STAAR test scores/reading & math level goals. Each year our grade level scores change based on student performance the pervious year. These goals are not limited to STAAR and Reading levels as there is also tailored to TELPAS, Circle Time, weekly assessments, benchmarks/comprehensive exams, etc. Teacher and administration also set goals for these cumulative assessments.

Data used:

Some of the data observed in these goals come from readiness assessments (K-2nd), Circle time (Pre-k), mClass Amplify (K-2nd), STAAR/ benchmarks/comprehensive/Diagnostic exams/ weekly assessments (3rd-5th), TELPAS (ALL grades), Istation English/Spanish (3rd-5th) Imagine math (3rd-5th).

How are the goals, performance objectives and strategies communicated? What expectations exist for formative and summative reviews?

At the district level goals, performance objectives and strategies are discussed at weekly/monthly meetings with directors and strategist, professional developments, out of and in district trainings, it is there expectations are reviewed and sporadic walk throughs are accompanied. At campus level goals are communicated through grade level meeting and staff meetings, they are then followed up by walk-through, formal observations, T-tess observations, SLO documentations, STAAR Scores, and Istation (Spanish)/Imagine Math. All of these expectation reviews can be found on Eduphoria and Strive.

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?

We do this through our CNA. We analyze the data, determine needs and strengths, and then do the root cause when we input into

Plan4 Learning. We also make sure that it is reflected in our CIP. As far as prioritizing our needs we just try to address them all and keep up with where we are at throughout the year by monitoring the progress on our CIP Formative Reviews.

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?

As a campus at the beginning of the year and throughout we collaborate on ways that we can improve and motivate students to achieve academically, such as acknowledging student success in honor roll by rewarding them with an incentive and placing their name on the hall of fame wall, we also recognize top students in the classroom each six weeks with a Super Star parade, for perfect attendance we award them with no uniform, electronic day or a small treat/goodie bags. Our campus also showcases top students and classrooms in Ar, Istation, Imagine Math, STAAR, and benchmark tests by displaying graphs and goals met down our main hallways, from time to time students also receive small incentives for their great work. These rewards really help our students look forward to that goal and will work hard to meet it. These processes are in place throughout all grade levels and when students travel from grade to grade already know what the daily demands need to be met and are what they need to focus on to improve in a certain area.

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 result will be reported to the board. This can be one and the same.

Yes, our school district offers different times throughout the year to monitor formative assessments, which allows teachers to access data and revisit strategies and classroom tactics. At the end of each six weeks and semester teachers and administration meet and collaborate to see what changes if any should be made to help students be more successful in meeting our goals. For example, we use data from Reading Readiness which is measured at the BOY, MOY, and EOY, also Istation/Imagine/Reasoning Math, mClass Amplify which are measured monthly to evaluate student's math and reading skills. Finally, we use the six week, diagnostic/comprehensive, STAAR, TELPAS assessments throughout the year to see if students are showing growth. As assessments are prescribed and data is read it is at that time that proper adjustments are made.

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.

Currently there is no evidence that our curriculum has increase student achievement, the number remain the same as in years past and there seem to be no change to the curriculum. We are preparing for new ELA curriculum for the 2021-2022 school year and we hope to get extra support in our area of LEP, RTI students, and special education. This group of student is not showing progression since years past and teacher are struggling to show gains and are in need of extra resources such as

*STAAR review online materials((English/Spanish),

* STAAR coach((English/Spanish))

*Forde-Ferrier-fastfocus (Eng./Span.)

* Mentoring minds (English/Spanish)

* Staar Ready (Eng./Span.)

* Kamico (Eng./Span.)

* Think-up (Eng./Span.)

*Classroom Libraries

*Dictionaries (Eng./Span.) (Electronic)

*Sing, Spell, Read and Write (All grade levels)

* Tutors (migrant & bilingual), Tutorial (during school/afterschool/Saturdays), and possible teacher trainings in and outside of the district for the different subject area especially but not limited to Reading, Writing, Math, and Science.

PK does have the CL1 program, they are getting special training to be able to incorporate it into their teaching.

How do our special programs meet the needs of students? Explain anything significant with enrollment and participation in special education, bilingual/ESL, gifted/talented (include AP/IB and advanced graduation plans), career and technical education (CTE) and dyslexia treatment.

Some of our special programs receive the attention from teachers, bilingual, regular, and migrate tutors, teacher aid who are in PK, Kinder and 1st help out throughout the day. The students in these programs receive tutoring, inclusion, one to one instruction and any special service needed to help our students. We do have a significant amount of LEP and special education students. At times with our special education students it's hard to give that special attention with only 1 teacher and 2 helpers at our campus.

GT: teachers keep up to date, Curriculum specialist work with GT with 2 projects for fall and spring.

1 identified with Dyslexia get services with 504 reading intervention program.

High number of special Education due to the campus having, the PPCD unit, Life Skills, and inclusion program. This also includes the Speech only, and OT only.

Bilingual: every 6 wks. we update the LAP Checklist to provide accommodations.

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.

A plan or guideline is accessible to help improve instruction in STEAM. The curriculum on SharePoint provides a plan that science and math educators may implement. The TEKS are used to guide instruction in technology. Our campus is currently using Learning.com to help implement these TEKS. Our after school robotics club/team is assisting in the area of science, technology and engineering.

How do we provide equitable services to all students? Discuss the status of equity of services for all students.

We did not have a class size reduction in any grade level. Class sizes remained steady at about 18 students per teacher, but teachers were moved due to decreased grade level size.

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 into middle/junior high or junior high into high school, high school to postsecondary.

Due to covid we did not have extracurricular activities , however we plan to have activities after school such as: Clubs such as chess, folklorico, arts and crafts, choir, culinary, robotics, Cheer and book club were added for all grade levels. 5th grade students participate in afterschool athletics activities such as volleyball and basketball.

Grade levels 3rd thru 5th have students representing them in Student Council.

We have seen an increase in more parent request testing for special education. Earlier detection of special needs allows a student to obtain services at an earlier age increasing allowing them to succeed.

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.

This year our district/ Our school follows our District and classroom management plans. In the classroom teachers have a set of rules and expectations that students must follow. We also have a district management plan in place if teachers need to write referrals. The plan is used to make documentation, make parent contact, teacher consequence action and finally a referral of the behavior observed. Sever cases result in suspension in and out of school and or expulsion. After many discipline referrals a student is sent to DAEP, but not until all measures have been taken. Teachers must have a case serve enough to write a classroom referral.

What is our plan for school safety? Discuss data for bullying, drug, violence and suicide prevention, as appropriate.

School safety is a priority at our campus, to off set any issues we supply the staff and students with an abundance of helpful information. This is done through presentations by our community and counselor (Such as: TED E. BEAR/Border Patrol- drug abuse, Happy the comedian-self esteem, Career day-future goals, Transportation- bus safety, Oscar Munoz). This addresses the topics of bullying, drug use prevention, violence, and fire preventions. We also have monthly fire drills and periodic lock down practices to prepare our students for any emergency. We also have a new camera system in the entrance of the school and now have locks in the inside of each classroom.

What is our plan for school safety drills? How do we know that 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.

At our campus teachers begin the year reviewing our emergency exit plans which are present in each classroom. These are practiced periodically and students are trained on what to do. Staff also get extra professional development trainings on new or updated practices and then relate the plans to their students.

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.

Our staff gets trained yearly to be able to handle or identify situation that may occur on campus. They also get familiarized with how to

recognize issues with student who may make outcries or show signs of distress and how to report it.

School Processes & Programs Strengths

1. Newly installed promithium boards in most classrooms

2. Consistent feedback with Adminstrators to discuss data

3. The purchase of some classroom libraries and new dictionaries for students and staff.

5. Teacher were able to have tutors for at risk student tutoring

6. Capturing kids hearts to help with student's SEL.

7. The purchase of student resources such as but not limited to books/supplies/classroom materials for reading, writing, science, and math

8. Consistant student incentives and rewards

9. Newly installed safety inside door locks for all office and classroom.

10. ACE program

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Reading levels were low across all grade levels and campus did not meet their EOY goals **Root Cause:** At home learning and lack of fidelity to guided reading, sing-spell-read-write, inconsistency of monitoring during testing

Problem Statement 2: Updated STAAR online review material for RLA, Science, and Math **Root Cause:** Online STAAR test will be administered 2022-2023.

Problem Statement 3: Student's AR goals were low or not met **Root Cause:** Lack of a librarian

Perceptions

Perceptions Summary

Do our students attend school daily? Define the attendance rate and if lower than desired, disaggregate it by the seven race/ethnicity groups.

School attendance goal at our campus was 98% percent. Student attendance for this year was 87.72%. The ethnicity group attendance is as follows, Hispanic 99.82%, white/other 0.18% & two or more 0.00%. Last year's yearly attendance was 99.73%. The campus experienced an average of about 11% decrease in student attendance mainly due to covid.

How does student behavior impact instruction? Describe what is significant in the data about behavior, disciplinary patterns, disciplinary alternative education placements (DAEP) and any differences between the seven race /ethnicity groups and five student groups.

Student behavior impacts instruction, especially if student's behavior is impeding the student(s) to learn. This year several behavior concerns took place. The counselor, curriculum specialist, and principal took initiative to provide guidance and support, this also included counseling by Hidalgo County social-workers. Overall, no student attended DAEP.

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

Our school district has adopted the- Administrator's Anti-Bullying Toolkit which is available for all staff. Our campus provided activities throughout the year to promote anti-bullying. Our school counselor provided monthly guided lessons to help students with social & emotional skills, as well as learning how to be positive and kind.

The following are school activities that were implemented to promote "No Bullying" at our school.

1. Monthly guidance lessons

2. Red Ribbon Week

3. Weekly "Kindness Challenge"

4. "Shout Out Board" to promote knowing how to give positive compliments to their peers and teachers, also including staff members.

5. Anti-Bullying incentives given at the end of the year.

6. We also had our yearly "Adopt an Angel" to promote caring for needy students.

7. We had a presenter "Happy" to promote "social-emotional learning- this was for all staff.

What percentage of students are sent to the DAEP or juvenile justice alternative education program (JJAEP) for discretionary purposes? Mandatory purposes? For what offenses? Is one student group more heavily represented than others?

We had several challenges throughout the year, but overall we had a positive outcome. There were no students attending DAEP.

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

Students who are having behavioral problems are referred to the school counselor. Teachers are also able to talk to students about the behavior that may be impeding students to succeed. This year there were social workers from Hidalgo County-Communities in Schools who were housed on campus. These social workers were able to provide counseling with parent consent, after consent the social workers are available to provide mentoring and counseling to students. Overall, this was a positive outcome for our students and staff.

Do our students successfully graduate in a timely manner? Describe the dropout rate or graduation rate and differentiate it by the seven race/ethnicity groups and five student groups. (Middle and High Schools)

N/A

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

Comparing this data to the staff it does slightly differ. Although most said that they feel the campus is friendly and inviting. Others go on to state that the campus is an Excellent place. Although we did have many positive responses it is important to state that of the 37 staff members that were surveyed several did say that the roof needs to be repaired. Every time it rains, we have new leaks across the campus. Another did mention that it is old, and it can use an update.

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

Our student climate survey consisted of 147 students from 2nd, 3rd, 4th, and 5th graders on campus.

1. How students view the campus, 141 students stated the campus was beautiful, 6 stated the school was unsafe, neglected.
2. Campus support- 139 felt there was campus support, while 8 answered no support.
3. Having good friendships- 130 students stated they have good friendships, while 17 stated not having good relationships.

4. Feeling safe at school-126 students stated the campus is a safe place to while 21 stated it's not a good place.
5. The school is a physically good place to learn- 139 students said yes, while 8 stated it was not.
6. A positive school environment- 121 students stated it's a positive environment, while 26 stated it's not positive.
7. Staff members behave professionally towards students- 138 students stated yes, while 9 students did not.
8. Staff members have respect for students-140 students said yes, while 7 said staff members do not behave professional towards them.
9. School promotes an environment and positive learning-133 students said yes, while 14 students said it is not a positive environment.

After comparing students and staff, both students and teachers describe campus life as inviting, supportive, positive, and a safe place to learn and work.

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

Campus safety is of the utmost importance. Last year, a secured door with automatic lock and security camera were installed to the main entrance to monitor all visitors visiting the campus. This heightened the security at our campus, making it effective for office personnel to be cautious of incoming visitors. The secure door entrance was also installed to the east door leading to the pavilion/P.E. area. Safety of our students and staff was our main concern; all staff was issued security cards to enter the building students felt safe while at school. Safety procedures were practiced throughout the year. With unexpected circumstances, our campus will initiate the installment of an I.D. security system that will check all visitors visiting the campus.

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

Stainke Elementary is recognized as a friendly, positive campus which is the main reason that our teacher retention is low. Most teachers have no desire to transfer. Stainke Elementary teachers have made this campus their ideal place to work, the following are years that teachers have worked at this campus: The following are the years' teachers have working at our campus:

2020-2021	2021-2022
1-5 yrs.-----4 teachers	1-5 yrs.-------3 teachers
6-10 yrs.----11 teachers	6-10 yrs.------6 teachers
11-20 yrs.---12 teachers	11-20 yrs.-----17 teachers
20+yrs.------2 teachers	20+yrs.--------5 teachers
	1 teacher resigning due to personal family matters.

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

New teachers are support the school principal, curriculum specialist, and lead teacher assigned to the designated grade level. New teachers

receive new teacher orientation through the district and they are paired up with a mentor teacher on campus. This year we had two teachers, one who had an assigned mentor and one who did not have an assigned mentor teacher, but did receive mentoring by the grade level head teacher.

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

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Overall, students feel safe and enjoy their school atmosphere as well as teachers and staff. According to staff 72% feel there is family engagement between school and family.

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

 Teachers would like to see more parental involvement during and after school activities; which is one thing that is still improving at our campus. Our parent educator, Mrs. Gonzales is willing to work diligently to better support teachers and parents for the upcoming school year. Unfortunately, due to Covid-19, the district was not allowing any volunteers on campus. It was not until mid-November that our campus had one consistent parent volunteer. An upcoming goal for the next school year 2022-2023 is to reach out to parents to have a larger number of volunteers at our campus.

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

Effective procedures were practiced but not as consistent to previous years. Due to Covid-19, teachers were encouraged to practice fire-drills with their individual classrooms. The purpose was to enforce social distancing for safety & health measures. Our staff is also equipped with current staff development training's on safety that have been very helpful. All staff personnel were issued key-less entry cards last school year to enter the campus. For this coming year monthly fire-drills and lockdowns will be prioritized.

PARENT/GUARDIAN and COMMUNITY ENGAGEMENT

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

To improve campus planning, Stainke elementary has staff members in CLPAC and DLPAC who gather information, then CLPAC group disseminates the information to grade levels. The grade-levels then have meetings to discuss any improvements need to be made. Staff meetings, grade level meetings, Professional Learning Committees (PLC's) and staff development gather to discuss ways to improve our students learning. At the end of the year our CNA group is divided into 1 of 4 groups. CNA groups collect and analyze information to update our CIP.

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

During the school year, even though preventive measures were taken due to covid, the campus was able to keep parents abreast about their child's learning. Parents were offered educational trainings on campus and other designated campuses within the district. Open house was also initiated this year and was a success despite Covid-19 safety measures.

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

According to the Donna I.S.D. Parent and Family Engagement Spring survey the following is some input gathered: One out of 47 parents said, the campus is not parent friendly. There were three parents whom did not respond to the question. All other parents strongly agreed that the campus is a friendly campus.

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

Some effective forms of communication at campus level are: Stainke Facebook page, ClassDojo, other school information is sent through; monthly calendars, parent letters, flyers, blackboard messages are also sent and received through email. It is evident that parents read the information provided to them because they respond, and participate in events and activities throughout the year. Of the 47 parents that replied to the survey 6 parents prefer to receive information through text messages, 7 parents prefer email, and 5 prefer phone call. Most parents that responded to the survey prefer to receive their information in a letter or flyer.

Are communications translated into languages other than English when needed?

Communication is a campus goal and continues to be a priority at the campus. All communication such as; flyers, brochures, monthly calendars,

parent letters, school events, blackboard, ClassDojo reminders, parent invitations, and parent training are provided in both languages. Office personnel are also available to assist and communicate in English or Spanish.

Do parents and community members participate in the site-based planning committee? How are they selected? Do they feel their participation is necessary and important? How do we know?

Parents and community members are always welcomed to participate in site-based planning committees. They participate in the CLPAC and are asked to volunteer, in which they then get voted in by the CLPAC committee. The parents and community DLPAC committee members are voted in through the district. The parents feel like their input is important.

Perceptions Strengths

1. The initiation of parent volunteering to resume on campus is a strenghth. Due to Covid, parent volunteering was not allowed. Volunteeting is beginning to be a positive asset at the campu

2. Hidalgo County Social Workers working at the campus level has been a postive for our students and staff.

3. ACE program has been another strength because students are able to have extra-curricular activities afterschool.

4. Teacher turnover continues to be a strength at the campus.

5. Capturing Hearts and Kindness Challenges are promoting well-being on campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The main entrance door needs to be fixed. **Root Cause:** The door doesn't shut correctly and this is something that will be at top priority.

Priority Problem Statements

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 so that we meet the following goals by August of 2023:

*3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase from 15% to 25%
*3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 17% to 24%
*The percentage of graduates demonstrating college/career/military readiness (CCMR) will increase from 64% to 67%

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding). Includes all supplies, materials and resourcces need to bring to fruitation all activities and daily lesson.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2022. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from __% to 100% by September 30, 2022. **Staff Responsible for Monitoring:** Campus administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Results Driven Accountability** **Funding Sources:** - Title III (263) - 263.11.6399.00.106.25.0.00 - $6,160, Reading materials - Title I (211) - 211.11.6329.00.106.24.0.00 - $2,500, testing matierial - Title I (211) - 211.11.6339.00.106.21.0.00 - $2,500, Teacher Supplies/office supplies - Title I (211) - 211.11.6399.00.106.24.0.00 - $8,402, Teacher/Office Supplies - State Comp.(164) - 164.11.6399.00.106.30.0.00 - $1,900				

Strategy 2 Details	Reviews			
Strategy 2: Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, and quality questioning. Including field trips associated with ligh level instrution. Also by allocating monies for the use of copiers, laminating machines, laminating film, printers, ordering new technology devices and replacement parts such as bulbs and ink. Items that will be needed to support student success and teacher prepardeness. **Strategy's Expected Result/Impact:** Increase teacher proficiency in academic vocabulary instruction from __% to __% ,the use of visual stimuli from __% to __% and utilization of processing tools from __% to __% by the end of the 2023 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations. **Staff Responsible for Monitoring:** Campus administration **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability** **Funding Sources:** - Local (199) - 199.11.6399.00.106.11.0.00 - $4,000, - Local (199) - 199.12.6399.00.106.11.0.00 - $200, - Local (199) - 199.23.6269.00.106.0.00 - $3,000, - Local (199) - 199.23.6399.00.106.99.0.00 - $4,756	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback. **Strategy's Expected Result/Impact:** Increase observation and direct feedback protocol implementation from __ to __ by the end of the 2023 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys. **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Results Driven Accountability**	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILts at the campus will go from 0% to 100% protocol implementation based on observation tracker and weekly meeting notes. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** - Local (199) - 199.11.6269.00.106.11.0.00 - $9,000				
0% No Progress 100% 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.

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

Strategy 1 Details	Reviews			
Strategy 1: Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration	**Sept**	**Dec**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Develop data collection systems to monitor family engagement including engagement via digital platforms.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration	**Sept**	**Dec**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Use data to ensure alignment between family engagement and learning goals	**Formative**			**Summative**
Strategy's Expected Result/Impact: Promote continuous family engagement to ensure student success **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., District Administration	**Sept**	**Dec**	**Mar**	**June**

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

Goal 2: Focus on Family and Community Engagement

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

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

Strategy 1 Details		Reviews			
Strategy 1: Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources).		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Create strong connections between our school system and our community **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration **Funding Sources:** clothing - Title I (211) - 211.32.6499.00.106.240.00 - $600					
Strategy 2 Details		Reviews			
Strategy 2: Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.)		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Create strong connections between our school system and our community **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration					
Strategy 3 Details		Reviews			
Strategy 3: Provide professional development that develops skills in working with families (e.g., engaging fathers, customer service, understanding and responding to a child's behavior, etc.)		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Create strong connections between our school system and our community **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration **Funding Sources:** Provide snacks for parent meetings or PD - Title I (211) - 211.61.6499.00.106.24.0.00 - $100					
0% No Progress	100% Accomplished	Continue/Modify	Discontinue		

Goal 3: Focus On Operational Excellence

Performance Objective 1: 3.1 Stainke Elementary will, monitor campus facility and adhere to the districts five year strategic plan. Work orders for the necessary upgrades and/or upkeep of the facilities will be done consistently throughout the school year. Accomplishing this objective will provide safe, modern, flexible, and efficient facilities. The team will implement and monitor the long-term facilities plan on a quarterly basis and complete 100% of the plan's initiatives by July 2026.

Strategy 1 Details	Reviews			
Strategy 1: C. Stainke will monitor their facilities and send a survey to the staff to see input on the facilities' needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure the district's and campus 5 year plan is followed. **Staff Responsible for Monitoring:** Campus administration.	**Sept**	**Dec**	**Mar**	**June**

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

Strategy 3 Details	Reviews			
Strategy 3: Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Prioritization of campus needs. **Staff Responsible for Monitoring:** Campus administration.	**Sept**	**Dec**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget.	**Formative**			**Summative**
Strategy's Expected Result/Impact: A campus based 5 year plan and ensure campus administration monitors implementation of said plan. **Staff Responsible for Monitoring:** Campus administration.	**Sept**	**Dec**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: C. Stainke will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensuring of proper procedures for purchases, etc. **Staff Responsible for Monitoring:** Campus administration	**Sept**	**Dec**	**Mar**	**June**

Strategy 6 Details	Reviews			
Strategy 6: C. Stainke will meet with necessary personnel to have general funds allocated to complete campus prioritized projects.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Allocate funding appropriately to address facilities **Staff Responsible for Monitoring:** Campus Administration	**Sept**	**Dec**	**Mar**	**June**

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

Goal 3: Focus On Operational Excellence

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

    Evaluation Data Sources: Work orders

Strategy 1 Details	Reviews			
Strategy 1: C. Stainke's custodial department will secure janitorial supplies to clean and disinfect campus buildings and report any facilities needs to campus administration to provide safe learning environment . Also providing custodians with new radios to ensure a healthy learning environment.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: Clean and safe campus and in constant communication.
     Staff Responsible for Monitoring: Campus Administration
 	
     Funding Sources: - Local (199) - 199.23.6395.00.106.99.0.00 - $1,000, - Local (199) - 199.51.6319.00.106.99.0.00 - $399				

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

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

Strategy 4 Details	Reviews			
Strategy 4: C. Stainke 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. Will also arrange bus transportation for field trips for all students.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Safe transportation **Staff Responsible for Monitoring:** Campus Administration and transportation personnel **Funding Sources:** - Local (199) - 199.11.6412.00.106.11.0.00 - $2,000, - Local (199) - 199.11.6494.00.106.11.0.00 - $3,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 4: Focus On Employees And Organizational Excellence

Performance Objective 1: 4.1 Stainke 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.

Evaluation Data Sources: District and Campus Professional Development, Surveys, Employee Handbook, District and Campus Initiatives, Organization Health Inventory, Monthly Gatherings/Meetings, Data Trackers

Strategy 1 Details	Reviews			
Strategy 1: Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health. Includes travel	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery. **Staff Responsible for Monitoring:** Campus Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Funding Sources:** - Local (199) - 199.12.6411.00.106.0.00 - $1,000, - Local (199) - 199.13.6411.00.106.0.00 - $1,600, - Local (199) - 199.23.6411.00.106.99.0.00 - $1,500, - Local (199) - 199.31.6411.00.106.99.0.00 - $400, - Title II Teacher/Principal (255) - 255.23.6411.00.106.24.0.00 - $1,186, - Title IV 289 - 289.31.6411.00.106.11.0.00 - $500, Admin Travel - Title II Teacher/Principal (255) - 255.236299.00106.24.0.00 - $500, Guidance - Title I (211) - 211.33.621900.106.24.0.00 - $100				

Strategy 2 Details	Reviews			
Strategy 2: 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. Ex. Teacher appreciation awards and incentives for teachers and meals. Provide for snacks during meetings.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
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. Ensure a positive working enviornemnt. **Staff Responsible for Monitoring:** Campus Administration; Campus Leadership Team **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local (199) - 199.23.6498.00.106.99.0.00 - $7,000, - Local (199) - 199.23.6499.00.106.99.0.00 - $8,000				

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

Goal 4: Focus On Employees And Organizational Excellence

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

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

Strategy 1 Details	Reviews			

Strategy 1: 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.
 	
    Strategy's Expected Result/Impact: Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being.
 	
    ESF Levers: Lever 3: Positive School Culture
	Formative			**Summative**

	Sept	**Dec**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Campus will work to maintain a balanced schedule by ensuring that a minimum of 80% of daily activities for Professional School Counselors are aligned with the four components (guidance curriculum, individual planning, responsive services, & system supports) of the Texas Model for Comprehensive School Counseling Programs by decreasing the amount of time being allocated to non-counseling activities by 10% each school year from 2023 to 2025. **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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**

Strategy 3 Details	Reviews			

Strategy 3: 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%.
 	
    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).Also. to include Diabetes awareness, heart month, Fire Prevention, etc..
 	
    ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
    Funding Sources: Contracted Services for counseling--comedian/majic show - Title IV 289 - 289.31.6299.00.106.0.00 - $700, Incentives and awards for counseling - Title IV 289 - $3,320
	Formative			**Summative**

	Sept	**Dec**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Campus will work with the SEL Department to provide teachers and campus staff Social Emotional Learning (SEL) education on responsive and instructional classroom practices to increase the overall teacher campus climate by 10% on district surveys.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase support for teachers and campus staff in helping build students' social and emotional competence in the school setting to foster resilience and well-being for students, for educator as they work with their students, and for school leaders as they work to build trust and well-being in their school communities that reinforce the teacher and staff perception of staff-student relationship building, skills, and mindsets.				

Strategy 5 Details	Reviews			
Strategy 5: Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10%	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
Strategy 6: Campus will provide parents Social Emotional Learning (SEL) education on tools, practices, strategies, and resources to support students at home to increase parental involvement and satisfaction by 10% on district surveys.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase support for parents in helping build students' social and emotional competence at home to foster a strong home-school connection and partnership that reinforce social and emotional skills at home, school, and their communities. **ESF Levers:** Lever 3: Positive School Culture				

Strategy 7 Details	Reviews			
Strategy 7: C. Stainke will provide students with incentives and awards to promote continued academic success.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide students with acknowledgement and reward success in academics, AR readers, Robotics registration , attendance, ACES, Battle of the Books and honor roll intentives including prizes, snacks fieldtrips, shirts, STAAR Shirts and toys. Purchasing robotics kits.	**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Sponsors, and coaches. **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local (199) - 199.11.6498.00.106.11.0.00 - $2,000, - Local (199) - 199.11.6499.00.106.11.0.00 - $2,000, - Local (199) - 19906412.00.106.11.0.00 - $600, - Local (199) - 199.12.6499.00.106.11.0.00 - $100, - Title IV 289 - 289.11.6412.00.106.11.0.00 - $400, - Title IV 289 - 289.116494.00.106.11.0.00 - $600, - Title IV 289 - 289.11.6399.00.106.11.0.00 - $100				

Strategy 8 Details	Reviews			
	Formative			Summative
Strategy 8: Provide students with field trips that will encourage and rienforce students to interact with one another. Field trips will also be a connenction to an instructional lesson students will benefit from when exploring and engaging in real life activity. Will also incude travel on busses and entry fees.	**Sept**	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will transfer knowledge learned to real life experience. **Staff Responsible for Monitoring:** Administrators, teachers, sponsors **Funding Sources:** Student Travel - State Comp.(164) - 164.11.6412.00.106.30.0.00 - $3,890, Transportation Expenditure - State Comp.(164) - 164.116494.00.106.30.0.00 - $3,890				

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

Goal 5: Focus On Financial Stewardship

Performance Objective 1: 5.1 Create a comprehensive needs assessment in order to prioritize resources equitably based for C. Stainke Elementary based on the 5-year Strategic Plan.

    Evaluation Data Sources: C.N.A.

Strategy 1 Details		Reviews			

Strategy 1: Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals.
    Strategy's Expected Result/Impact: Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs.
    Staff Responsible for Monitoring: Campus Administration
		Formative			**Summative**

		Sept	Dec	Mar	June
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 5: Focus On Financial Stewardship

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

Strategy 1 Details	Reviews			

Strategy 1: C. Stainke will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed.
    Strategy's Expected Result/Impact: Campus budget planned to limit if any budget changes/amendments
    Staff Responsible for Monitoring: Campus Administration
	Formative			**Summative**

	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: C. Stainke will use their campus budget appropriately by expending 10-15% of their budget on a monthly basis to meet the needs of the students to improve student achievement of the current year's students.	**Formative**			**Summative**
	Sept	Dec	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Campus Funding Summary

<table>
<tr><td colspan="6" align="center">State Comp.(164)</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>1</td><td>Teacher/Office Supplies</td><td>164.11.6399.00.106.30.0.00</td><td>$1,900.00</td></tr>
<tr><td>4</td><td>2</td><td>8</td><td>Student Travel</td><td>164.11.6412.00.106.30.0.00</td><td>$3,890.00</td></tr>
<tr><td>4</td><td>2</td><td>8</td><td>Transportation Expenditure</td><td>164.116494.00.106.30.0.00</td><td>$3,890.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$9,680.00</td></tr>
<tr><td colspan="4"></td><td align="right">Budgeted Fund Source Amount</td><td>$9,680.00</td></tr>
<tr><td colspan="4"></td><td align="right">+/- Difference</td><td>$0.00</td></tr>
<tr><td colspan="6" align="center">Local (199)</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>2</td><td></td><td>199.23.6399.00.106.99.0.00</td><td>$4,756.00</td></tr>
<tr><td>1</td><td>1</td><td>2</td><td></td><td>199.23.6269.00.106.0.00</td><td>$3,000.00</td></tr>
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<tr><td>4</td><td>1</td><td>1</td><td></td><td>199.12.6411.00.106.0.00</td><td>$1,000.00</td></tr>
<tr><td>4</td><td>1</td><td>1</td><td></td><td>199.13.6411.00.106.0.00</td><td>$1,600.00</td></tr>
<tr><td>4</td><td>1</td><td>1</td><td></td><td>199.31.6411.00.106.99.0.00</td><td>$400.00</td></tr>
<tr><td>4</td><td>1</td><td>1</td><td></td><td>199.23.6411.00.106.99.0.00</td><td>$1,500.00</td></tr>
<tr><td>4</td><td>1</td><td>2</td><td></td><td>199.23.6499.00.106.99.0.00</td><td>$8,000.00</td></tr>
<tr><td>4</td><td>1</td><td>2</td><td></td><td>199.23.6498.00.106.99.0.00</td><td>$7,000.00</td></tr>
<tr><td>4</td><td>2</td><td>7</td><td></td><td>199.11.6499.00.106.11.0.00</td><td>$2,000.00</td></tr>
<tr><td>4</td><td>2</td><td>7</td><td></td><td>19906412.00.106.11.0.00</td><td>$600.00</td></tr>
<tr><td>4</td><td>2</td><td>7</td><td></td><td>199.12.6499.00.106.11.0.00</td><td>$100.00</td></tr>
<tr><td>4</td><td>2</td><td>7</td><td></td><td>199.11.6498.00.106.11.0.00</td><td>$2,000.00</td></tr>
</table>

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	$51,555.00
				Budgeted Fund Source Amount	$51,555.00
				+/- Difference	$0.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading materials	211.11.6329.00.106.24.0.00	$2,500.00
1	1	1	testing matierial	211.11.6339.00.106.21.0.00	$2,500.00
1	1	1	Teacher Supplies/office supplies	211.11.6399.00.106.24.0.00	$8,402.00
2	2	1	clothing	211.32.6499.00.106.240.00	$600.00
2	2	3	Provide snacks for parent meetings or PD	211.61.6499.00.106.24.0.00	$100.00
4	1	1	Guidance	211.33.621900.106.24.0.00	$100.00
				Sub-Total	$14,202.00
				Budgeted Fund Source Amount	$14,202.00
				+/- Difference	$0.00
Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Admin Travel	255.236299.00106.24.0.00	$500.00
4	1	1		255.23.6411.00.106.24.0.00	$1,186.00
				Sub-Total	$1,686.00
				Budgeted Fund Source Amount	$1,686.00
				+/- Difference	$0.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		263.11.6399.00.106.25.0.00	$6,160.00
				Sub-Total	$6,160.00
				Budgeted Fund Source Amount	$6,160.00
				+/- Difference	$0.00
Title IV 289					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1		289.31.6411.00.106.11.0.00	$500.00

			Title IV 289		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	3	Contracted Services for counseling--comedian/majic show	289.31.6299.00.106.0.00	$700.00
4	2	3	Incentives and awards for counseling		$3,320.00
4	2	7		289.11.6399.00.106.11.0.00	$100.00
4	2	7		289.11.6412.00.106.11.0.00	$400.00
4	2	7		289.116494.00.106.11.0.00	$600.00
				Sub-Total	$5,620.00
				Budgeted Fund Source Amount	$5,620.00
				+/- Difference	$0.00
				Grand Total Budgeted	$88,903.00
				Grand Total Spent	$88,903.00
				+/- Difference	$0.00