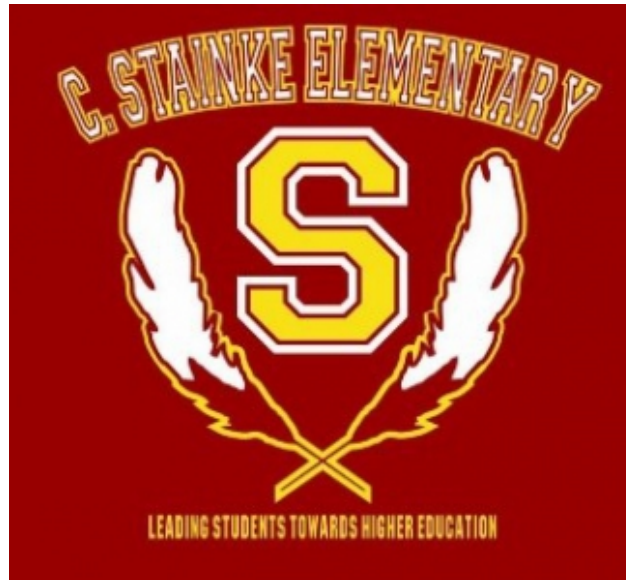


Donna Independent School District
C. Stainke Elementary
2021-2022 Campus Improvement Plan



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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Comprehensive Needs Assessment

Demographics

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 -5th grade including a PPCD unit and a self-contained unit. It currently has a total of 478 students enrolled for the 2020-2021 school year. Stainke elementary is dedicated to ensuring all students receive a quality education. Stainke Elementary is considered a neighborhood school where most of our students are bussed or dropped off at the campus. The district is an open enrollment district and has been for the past 2 years, this allows parents to have a choice as to what school their children are enrolled in. 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. These 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.

Do our special programs align with the needs and desires of our students, parents, and community?

C. Stainke Elementary aligns its philosophy and beliefs to the needs and desires of our students, parents and community. Our mission is to nurture and educate in order to prepare students to embrace the future by providing a safe and supporting environment. We create a place where all students are encouraged to excel academically, socially, and emotionally preparing responsible, and productive global citizens. Special programs like the Gifted/Talented program allow for those students who achieve beyond the norm to be identified and then accommodated in the regular classroom setting, teachers implement lessons that challenge and encourage higher order thinking in these select students. The Bilingual program stands as a platform to help the English language learners in our school community. The bilingual program that has been implemented in the lower grades is Biliteracy, this seems to be a replica of the Dual language program which we the teachers were familiar with. The upper grades levels are working with the Early exit model and giving supports to the students in their language during instruction. The Special Education program that is implemented on our campus, includes the resource program, the Special Education teacher works with the student in the classroom setting allowing the child to continue to feel a part of the classroom. Stainke Elementary also supports a Pre-K program, students ranging from the ages of 3-4 years old get an early start in their academic journey. At C. Stainke Elementary teachers encourage all students to continuously do their best.

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 expulsions. Due to Covid-19 pandemic and average of 67% of students were learning from home, and a 33% of

students were on campus. Students on campus were limited to their mobility in the classroom and this reflected in the student. This ensured the students kept in their own bubble and this resulted in less interaction, therefore limiting the chance of any misbehavior in the classroom.

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

Students mobility rate for the current school year was not yet available. The most current information available is from the 2018-2019 school year which was at 14.8%. The PEIMS clerk calls to determine the reason for the withdraw then it has to be coded on TEAMS. These students go and come from other states, and or school districts, this year we had 7 students who were withdrawn and left to Mexico, and one students family relocated to Japan.

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 over the past five years has fluctuated. Data shows that from the year 2017 to 2021 C. Stainke has had an average attendance rate of 96.9% and this year the average is 98.73%. Monitoring attendance has been different this year. Due to the covid-19 pandemic and online learning teachers have undertaken the responsibility to ensure students login into classes daily and on a timely manner. When students fail to do so, the teachers are to immediately make contact with the parents via any means available. Teachers posted attendance by 9:45 A.M. if the teacher was not able to communicate with the parent the students were marked absent. Parents had until the end of the day to communicate with the teacher, if teacher was able to make contact with the parent by the end of the day and classwork was turned in, the students un-excused absence was changed to RAP. When there was no response from the parent's students are marked absent and then the attendance clerk will try to make contact with the parents as well. Our campus procedures to track and respond to unexcused absences our principal, counselor, and curriculum specialist made multiple home visits throughout the year and visited with those students who had multiple un-excused absences or making contact was difficult. Teachers in the classroom continued to contribute and promote perfect attendance and rewarded their students.

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 99.58% of the student population served are Hispanic and 0.19% are two or more races.

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

According to the data gathered 53% of the student population are males, and 47% of the population are females for the current 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.

Student Groups

The student groups we serve at C. Stainke are:

- Economically Disadvantage: 447 students, 93.51%
- English Language Learners: 227 students, 47.49%
- Migrants: 14 students, 2.93%
- Special Education: 48 students, 10.04%
- At- Risk: 377 students, 72.87%
- Title 1: 478 students, 100%
- Homeless: 20 students, 4.18%
- Foster Care: None
- Dyslexia: None
- Gifted and Talented: 40 students, 8.37%

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 377 students who are At-Risk. The current coronavirus pandemic is having a profound impact, such as the closure of our schools to try and contain the spread of the virus. Due to this all of this we saw the greatest impact on our students, but especially on the most vulnerable ones who are more likely to face additional barriers. All of our student groups were deprived of physical learning opportunities, social and emotional support available in schools. Although our school did re-open in the fall of 2020 many students did not return to school, parents decided to keep their children at home and that they continue with online learning for the entire school year. For students who were attending school virtually, there may have been a parent, adult, or older sibling at home who was able to help them, yet others did not have that stability of someone offering that support that they needed.

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 it is necessary, as per the district or when someone retires. This is in part 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 64 staff members at Stainke Elementary. The professional staff or teachers are numbered at 28, out of these 28 teachers 18 or 64% were certified through the traditional certification and 10 or 36% were certified by alternative certification. Teachers at Stainke Elementary are predominantly of Hispanic origin, 25 out of the 28 teachers are female and 3 out of the 28 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. There are teachers who have 31 years of experience, 15 years of experience, and even some with as little as 5 years of experience. Most teachers though are veteran teachers with more than 10 years of experience. Teachers at Stainke Elementary hold a Bachelor's degree from an accredited university, and the percentage of teachers who hold a Master's degree or higher is very low. The percentage of teachers who have a Master's degree is about 14%. Again as mentioned before due to the nonexistent mobility rate, the trends have remained the same.

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. A community school-students are a legacy (families will stay and all children will attend).
2. Low Staff Mobility rate, loyalty of teachers to the school and the students.
3. School clubs and activities (on pause because of Covid pandemic, but teachers and students can't wait for next year).
4. Technology use this year (online classes, meetings)

Student Learning

Student Learning Summary

1. 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?

STAAR Assessment (May 2021):

3rd Grade

- Math: Approaches 17%, Meets 7%, Masters 2%
- Reading English/Spanish: Approaches 46%, Meets 11%, Masters 4%

4th Grade

- Math: Approaches 24 %, Meets 13%, Masters 0%
- Reading English/Spanish: Approaches 40%, Meets 21%, 5 Masters %
- Writing English: Approaches 29%, Meets 9%, Masters 3%

5th Grade

- Math: Approaches 43%, Meets 16%, Masters 10%
- Reading English/Spanish: Approaches 57%, Meets 25%, Masters 14%
- Science: Approaches 22%, Meets 4%, Masters 0%

The STAAR assessment was cancelled for Texas students for the 2019-2020 school year. Texas schools opted for distance learning due to COVID-19 pandemic, therefore there is no STAAR data this school year to compare with the previous year's.

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

TELPAS: Pending results from TEA.

TELPAS 2021

Grade	No. of students Tested	No. of students with a year gain	Percentage of students with a year gain
K			
1st			
2nd			
3rd			
4th			
5th			

TELPAS 2021

Grade	Students who progressed one proficient level from 2020 to 2021	Students who progressed two proficient level from 2020 to 2021	Students who progressed three proficient level from 2020 to 2021	Students who progressed at least one proficient level from 2020 to 2021
1st				
2nd				
3rd				
4th				
5th				

Imagine Math Assessments

Grade 1	Total Students	Total Percentage	Total Students	Total Percentage
		BOY		EOY
Didn't Meet	57	93%	36	60%
Approaches	2	3%	18	30%
Meets	1	2%	4	7%
Masters	1	2%	2	3%

Grade 2	Total Students	Total Percentage	Total Students	Total Percentage
		BOY		EOY
Didn't Meet	62	85%	37	52%

Grade 2	Total Students	Total Percentage	Total Students	Total Percentage
		BOY		EOY
Approaches	7	10%	23	32%
Meets	3	4%	9	13%
Masters	1	1%	2	3%

Grade 3	Total Students	Total Percentage	Total Students	Total Percentage
		BOY		EOY
Didn't Meet	35	71%	26	53%
Approaches	10	20%	19	39%
Meets	4	9%	3	6%
Masters	0	0%	1	2%

Grade 4	Total Students	Total Percentage	Total Students	Total Percentage
		BOY		EOY
Didn't Meet	70	95%	63	85%
Approaches	4	5%	11	15%
Meets	0	0%	0	0%
Masters	0	0%	0	0%

Grade 5	Total Students	Total Percentage	Total Students	Total Percentage
		BOY		EOY
Didn't Meet	54	82%	45	71%
Approaches	10	15%	15	24%
Meets	2	3%	2	3%
Masters	0	0%	1	2%

There was an overall decrease across grade levels in the number of students at the Didn't Meet Level. There was an increase in the number of students who tested at the Approaches

Level. Meets and Master showed a minimal improvement across grade levels.

EOY Istation (Spanish)

5th Grade

Level 1	16	50.00%
Level 2	7	22.00%
Level 3	4	13.00%
Level 4	3	9.00%
Level 5	2	6.00%
Total	32	

4th Grade

Level 1	19	58.00%
Level 2	6	18.00%
Level 3	6	18.00%
Level 4	0	0.00%
Level 5	2	6.00%
Total	33	

3rd Grade

Level 1	17	68.00%
Level 2	5	20.00%
Level 3	2	8.00%
Level 4	1	4.00%
Level 5	0	0.00%
Total	25	

2nd Grade

Level 1	19	54.00%
Level 2	8	24.00%
Level 3	4	11.00%
Level 4	4	11.00%
Level 5	0	0.00%
Total	35	

1st Grade

Level 1	14	50.00%
Level 2	3	11.00%
Level 3	4	14.00%
Level 4	3	11.00%
Level 5	4	14.00%
Total	28	

Kindergarten

Level 1	18	61.00%
Level 2	4	13.00%
Level 3	3	10.00%
Level 4	1	3.00%
Level 5	4	13.00%
Total	30	

Pre-K

Level 1	4	50.00%
Level 2	2	25.00%
Level 3	2	25.00%
Level 4	0	0.00%
Level 5	0	0.00%
Total	8	

Due to students being remote at the beginning of the school year, there is no BOY data to compare. The tables above show the students' Spanish reading levels at the end of year.

Benchmark Performance Levels: Galileo (Imagine Literacy) BOY/EOY Data

Grade Level: K

Performance Level:	BOY Benchmark	EOY Benchmark
Intervene	5.30%	23.10%
Monitor	10.50%	15.90%
Support	19.30%	13.8% (Passing)
Enrich	64.90%	46.26% (Passing)

Grade Level: 3

Performance Level:	BOY Benchmark	EOY Benchmark
Intervene	25.60%	18.40%
Monitor	30.20%	38.80%
Support	27.90%	20.40%
Enrich	16.30%	22.40%

Grade Level: 1

Performance Level:	BOY Benchmark	EOY Benchmark
Intervene	32.70%	57.10%
Monitor	24.50%	23.84%
Support	28.60%	12.7% (Passing)
Enrich	14.30%	6.3% (Passing)

Grade Level: 4

Performance Level:	BOY Benchmark	EOY Benchmark
Intervene	23.50%	21.40%
Monitor	47.10%	35.70%
Support	13.20%	20% (Passing)
Enrich	16.20%	22.9% (Passing)

Grade Level: 2

Performance Level:	BOY Benchmark	EOY Benchmark
Intervene	20.30%	10%
Monitor	13%	32.90%
Support	29%	40% (Passing)
Enrich	37.70%	17.1% (Passing)

Grade Level: 5

Performance Level:	BOY Benchmark	EOY Benchmark
Intervene	29%	42.20%
Monitor	40.30%	35.90%
Support	22.60%	7.8% (Passing)
Enrich	8.10%	41.1% (Passing)

Kinder, first, and fifth grade students showed an increase in the number of students who tested at the Intervene level while second, third and fourth grade students showed a decline at this level.

Kinder, second, and third grade students showed an increase in students testing at the Monitor level, while first, fourth and fifth grade students showed a decrease at this level.

Kinder, first, third, and fifth grade students showed a decrease in the number of students who tested at the Support level, while second and fourth grade students showed an increase at this level.

Kinder, first and second grade students showed a decrease in the number of students who tested at the Enrich level, while third, fourth and fifth grade students showed an increase at this level.

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

No STAAR and TELPAS results from 2019-2020 school year due to COVID-19 pandemic.

(Pending results from 2020-2021 TELPAS scores)

4. 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 STAAR and TELPAS results from 2019-2020 school year due to COVID-19 pandemic.

(Pending results from 2020-2021 TELPAS scores)

5. 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?

Response to Intervention is implemented every six weeks. Teachers are able to monitor students who are struggling in the areas of math and reading. Teachers provide interventions such as guided reading, small group instruction, Action plans, Imagine Math, Imagine Literacy, Istation, CLI Engage, MClass Amplify. Supplementary instruction is documented through IPIs (Intensive Plan of Instruction).

Migrant tutorials are provided from Kinder through 5th grade by Dora Ruiz, Diana Rivera, and Angela Soto. Migrant tutors assisted students with mathematics and reading. Tutorial services were provided to all students who were in need of assistance. Students classified as migrants were eligible to participate in migrant tutorials.

6. 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?

Teachers deliver instruction to reach all students, while implementing needed accommodations to facilitate the learning process to even the neediest of learners. However, even with these accommodations in practice, special education students usually have a lower success rate compared to their peers. Students in our special education group usually score lower than our non-special education students. Some plans of instruction are resource classes, inclusion, intense tutoring for those failing, and targeted action plans are developed at the end of every six weeks based on their needs. Teachers then implement these plans in the classroom to better prepare our students. Students are more successful when proper accommodations are in place.

When a special education student receives a failing grade in a core content area, the general education teacher and the special education teacher must create a Student Action plan. The plan outlines the reason(s) for the failing grade, student statement, and plan of action teachers will take to prevent students from failing the next grading period. The plan is sent home for parent signature. This is implemented every progress and report card period.

Special education students who did not meet state standards in the state assessments will receive an Intensive Plan of Instruction (IPI) in the failed subject area the following school year as per IEP. The plan targets specific areas of weakness based on assessment results, outlines the form of instruction (computer program or direct tutorials), and indicates the staff responsible, the frequency and duration of the session. This is to ensure special education students receive support and make progress in specifically targeted areas. Implementation is documented with service logs.

STAAR Online tutorials give additional language support. Students can practice..

7. 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?

Our 504 students and other special programs students at times do score lower than the rest of the students. The plan of instruction for these students is intense tutoring for those failing such as, small group instruction, reteach, peer tutoring, one to one, targeted action plans, special tutors (migrant/inclusion/LEP) who work with them closely to become successful. Teachers also modify the classroom environment, adjust their teaching strategies, or make other adjustments to meet the students' needs. Teachers communicate with parents effectively with parents to keep them informed of student progress.

8. How do achievement rates of students in the six state special allotment programs (gifted/talented, CTE, Bilingual/ESL, SCE, High School Allotment, and Special Education) and the federal Title programs compare with all other students? What plans are in place to support them? Their teachers?

2020-2021 STAAR Exam:

3rd Grade

Reading English LEP SPED GT 3rd Grade

Approaches	31.82%	N/A	%	42.86%
Meets	4.55%	N/A	%	9.52%
Masters	0%	N/A	%	2.38%

Reading Spanish LEP SPED GT 3rd Grade

Approaches	75%	N/A	%	75%
Meets	25%	N/A	%	25%
Masters	25%	N/A	%	25%

Math English LEP SPED GT 3rd Grade

Approaches	8.33%	N/A	%	18.18%
Meets	4.17%	N/A	%	6.82%
Masters	0%	N/A	%	2.27%

Math Spanish LEP SPED GT 3rd Grade

Approaches	0%	N/A	%	0%
Meets	0%	N/A	%	0%
Masters	0%	N/A	%	0%

4th Grade

Reading English LEP SPED GT 4th Grade

Approaches	36.67%	25%	%	43.86%
Meets	13.33%	0%	%	22.81%
Masters	3.33%	0%	%	5.26%

Reading Spanish LEP SPED GT 4th Grade

Approaches	0%	N/A	%	0%
Meets	0%	N/A	%	0%
Masters	0%	N/A	%	0%

Math English LEP SPED GT 4th Grade

Approaches	19.44%	0%	%	23.81%
Meets	5.56%	0%	%	12.7%
Masters	0%	0%	%	0%

Math Spanish LEP SPED GT 4th Grade

Approaches	N/A	N/A	N/A	N/A
Meets	N/A	N/A	N/A	N/A
Masters	N/A	N/A	N/A	N/A

Writing English LEP SPED GT 4th Grade

Approaches	24.14%	16.67%	%	35%
Meets	13.79%	0%	%	10%
Masters	3.45%	0%	%	3.33%

Writing Spanish LEP SPED GT 4th Grade

Approaches	0%	0%	N/A	0%
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Writing Spanish LEP SPED GT 4th Grade

Meets	0%	0%	N/A	0%
Masters	0%	0%	N/A	0%

5th Grade

Reading English LEP SPED GT 5th Grade

Approaches	54.55%	16.67%	%	55.77%
Meets	15.15%	0%	%	25%
Masters	9.09%	0%	%	15.38%

Reading Spanish LEP SPED GT 5th Grade

Approaches	75.%	N/A	%	75%
Meets	25%	N/A	%	25%
Masters	0%	N/A	%	0%

Math English LEP SPED GT 5th Grade

Approaches	41.18%	57.14%	%	43.64%
Meets	17.65%	14.29%	%	16.36%
Masters	11.76%	0%	%	10.91%

Math Spanish LEP SPED GT 5th Grade

Approaches	33.33%	0%	%	33.33%
Meets	0%	0%	%	0%
Masters	0%	0%	%	0%

Science English LEP SPED GT 5th Grade

Approaches	15.62%	0%	%	23.08%
Meets	3.12%	0%	%	3.85%
Masters	0%	0%	%	0%

Science Spanish LEP SPED GT 5th Grade

Approaches	0%	N/A	%	0%
Meets	0%	N/A	%	0%
Masters	0%	N/A	%	0%

The STAAR test was cancelled for the 2019-2020 school year in light of the pandemic, therefore a comparison cannot be made.

9. 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, reteaching, peer tutoring, one to one tutoring, special tutors (migrant/inclusion/LEP), extended in person and online tutorial, RTI interventions, guided reading period, Imagine Math, Istation, Imagine Learning, and intervention period.

Although there was an increase in Imagine Learning/Galileo from the BOY to the EOY assessments, there is still room for improvement as indicated by STAAR data.

10. Are the SSI, ARD, LPAC, 504 and other committee decisions concerning state assessments and interventions appropriate and beneficial for students?

Yes, students benefit from committee decisions and interventions concerning state assessments. These interventions allow students to receive more individualized instruction therefore students' academic performance increases. Components discussed in the meetings are teachers' observations, bundles grades, 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 put into action by classroom teachers.

11. 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?

Students who show minimal or no improvement after accommodations are regularly implemented are considered for referral to special education for testing.

The RTI committee consists of teachers, counselor, and administrators. The committee meets 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 utilized an action plan to meet the needs of the students identified as needing support. Teachers provide students with instruction aligned to data, differentiated instruction, extended day tutorial, reteach, and intervention period to target the needs of the students.

The process is effective when teachers routinely implement and monitor recommendations made by the committee. Students who are ultimately referred regularly meet criteria for special education identification. Parental support is crucial when students are moved through the RTI process.

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

Teachers use the program Eduphoria which contains students' information, state mandated assessments, and district assessments. Teachers utilize this program to identify target students' areas of need and plan lessons 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.

Teachers stay after school for online and in person extended day tutorials Monday through Wednesday. Teachers provide tutorials based on students' data such as reading levels, bundle exams, district exams, and computer programs.

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

Teachers utilize the following technology programs to help individualize instruction: Istation, Imagine Math, Imagine Learning. These programs assist the students to practice in areas that they struggle.

In addition, other tools teachers use are supplemental aids and guided reading to facilitate learning.

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

The majority of course failures are in the areas of Reading and Math.

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

Observations reveal that teachers are not implementing Guided Reading, Phonics and computer programs consistently at scheduled times as evidence in District personnel feedback. Teacher assistants need to stay daily in the classroom to provide support to students.

Lack of a system such as motivational activities or incentives and/or classroom routines are needed to keep students engaged in their learning. Ineffective classroom management and high student and staff absenteeism rates are all contributing factors to high course failures. As a campus, we need a system in place to target these areas.

15. How does the campus systemically address reteaching for students who are absent, particularly for students who are at-risk of failing?

Teachers deliver instructional support to students that are absent or at risk of failing by providing extended day tutorials and intervention time daily.

As a campus, we need a system in place to target those students who are consistently absent or tardy.

Student Learning Strengths

Student Academic Achievement Strengths:

1. Students successfully learned and utilized a new learning management system and multiple programs to receive instruction, review objectives, and remain engaged in their learning.
2. Students benefited from their participation in tutorials.
3. Students interacted appropriately during online learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The RtI process has not reached its full potential due to lack of fidelity. **Root Cause:** Meetings are not being held in a timely manner.

Problem Statement 2: Reading scores are not comparable to math. **Root Cause:** A lack of fidelity to guided reading and Sing, Spell, Read and Write and an inconsistency in PK-2nd literacy routines.

Problem Statement 3: 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 4: Students are not mixed by academic ability within their grade level. **Root Cause:** Not all teachers are bilingual certified.

Problem Statement 5: Students are not reaching Meets and Masters level. **Root Cause:** Curriculum is lacking resources to spiral reading skills adequately.

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 Spanish & Imagine literacy (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 Reading/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 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**

*** 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 (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. Online professional developement on usage of technology in the classroom.
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 do after school tutoring
6. Teachers recieved new laptops
7. Teachers learned how to teach online through distance learning professional development ideas
8. Students recieved chromebooks
9. The purchase of student resources such as but not limited to books/supplies/classroom materials for reading, writing, science, and math
10. Consistant student incentives and rewards
11. Newly installed safety inside door locks for all office and classroom.

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: Old technology devices need to be updated. Ex. Projectors/smart boards **Root Cause:** lack of funding

Problem Statement 3: Updated STAAR material for RLA, Science, and Math **Root Cause:** new STAAR test will be administered 2021-2022

Perceptions

Perceptions Summary

42. 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 99.73. The ethnicity group attendance is as follows, Hispanic 99.58, white/other 0.21% & two or more 0.21%

43. 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.

Our student behavior has been very positive. No referrals.

44. 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 Anti-Bullying Read Aloud to all grade levels during lunch time. The following are school activities that were implemented to promote "No Bullying" at our school. The district also has adopted the Learning.com cyberbullying program which also helps students stay safe.

1. Anti-Bullying Sessions for all grade levels were provide in person and through remote learning by school counselor and librarian.

2. Red Ribbon Week

3. Online recognition to Super Star students was provided to students.

45. 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?

Our overall student behavior was good. We had 0%

46.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 counselor

47.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

48.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.

49.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?

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

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

Our campus, we have different procedures in place according to the severity. It was important to establish a one main entrance and a secured door at the back entrance for P.E. purposes to reduce the amount of parents and visitors to maintain our overall campus safety and to monitor anyone entering through the back entrance. Our district initiated school safety this past school year by installing a security door identification system with a camera and door lock. This heightened the security at our campus, making it effective for secretaries and front office personnel to be vigilant of incoming visitors. Safety of our students and staff was our main concern, all staff were issued security cards to enter the building. No official survey was given to students but verbal observations let staff know that students felt safe while at school. Safety procedures are practiced throughout the year.

51. 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:

1-5 yrs. -4 teachers

6-10 yrs.-11 teachers

11-20 yrs.-12 teachers

20 or more- 2 teachers

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

If teachers are new they have the support of the principal, curriculum specialist, lead teacher and are also offered a mentor teacher to help them adjust to the new teaching life. New teachers receive new teacher orientation through the district and they are paired up with a mentor teacher on campus. This year we had a new teacher who was able to be mentored and did well incorporating new learning methods in the classroom as well as her knowledge as a teacher.

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

After summarizing the teachers' overall view of campus and district, most teachers viewed a strong family engagement in student learning. Family is a priority at our campus and district. Family interaction and reaching out to our community is top priority.

54. 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 new parent educator, Mrs. Gonzales is willing to work diligently to better support teachers and parents for the upcoming school year. This year she had 3 to 4 consistent parent volunteers working almost daily making copies, decorating our hallways, sending notices, and helping her prepare for her meeting with other parents. This is the most parental involvement in years.

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

Effective safety procedures are routinely practiced to help students and staff be better prepared in case of an emergency. Those procedures practiced are lock-down, and monthly fire-drills. Our staff is also equipped with current staff development training's on safety that have been very helpful. All staff personnel were issued this past school year with key-less entry cards to be able to enter campus. These procedures were incorporated to promoting safety.

56. What procedures are in place to involve staff in improvement planning? How are they included in decisions? PARENT/GUARDIAN and COMMUNITY ENGAGEMENT

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. We also have weekly staff meetings, grade level meetings, Professional Learning Committees (PLC's) and staff development 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.

57. 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, parents participate by attending the following events; G.T. showcase- TPSP (fall-spring) summer book challenge, meet the teacher night, open house, literacy night, club performances (Fine-Arts), music performances (Mr. Guerra), showcase parade, food drives. Sign-In sheets are kept as proof of participation. Especially this year parents served as teachers to their children during distance learning due to Covid 19 and they were able to participate and engage 94% of the assignments and lessons that their child/children needed to do.

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

No survey was sent out due to Covid 19, however in observation of messages and comments on our campus Facebook page and Class Dojo page we do have parents who express their thoughts and opinions and the majority of messages are positive. Parents still felt needed and welcomed by our school, even if it is through social media for the mean time. Parents also maintained communication with teachers and staff through phone calls and texts.

59. 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, District Facebook page, ClassDojo, other school information sent through; monthly calendars, parent letters, brochures, blackboard (bilingual), blackboard messages are also sent and received through email. Majority of parents use the Stainke Facebook page, District Facebook page, classdojo app, and receive messages through blackboard.

60. Are communications translated into languages other than English when needed?

Yes, most of our flyers, brochures, monthly calendars, parent letters, school events, blackboard, classdojo, remind, parent invitations, parent training's etc. are in both languages. Many teachers' notes are also typed in both languages as well.

61. 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.

Priority Problem Statements





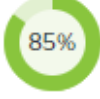
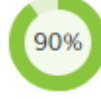
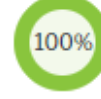
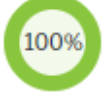
Goals


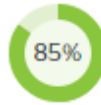







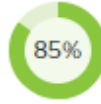


Goal 1: Stainke Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards.













Performance Objective 1: Stainke Elementary will focus on instructional improvement resulting in all students meeting goals for all accountability measures. The percentage of K-2 students reading on or above grade level will increase by 4%.









Evaluation Data Sources: Istation, STAAR, TELPAS, & PBMAS

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Develop, implement, and monitor a literacy plan where every student is provided the support, personalized instruction, and resources to guarantee reading on level or make a 2 years growth in reading level if student is below grade level. Strategy's Expected Result/Impact: Increased Reading Levels on Istation and approaches/meets/masters levels on STAAR Staff Responsible for Monitoring: Principal & Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use the district curriculum and instruction guide as their primary source of instructional direction for all subject areas. Strategy's Expected Result/Impact: Increased number of students meeting or exceeding STAAR standards per core content area. Staff Responsible for Monitoring: Principal & Curriculum Specialist Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught every day the appropriate allocated minutes and implement and monitor required lesson plans for Reading, Writing, Math, Science, and Social Studies Strategy's Expected Result/Impact: Increased student performance as measured by District and State assessments. Staff Responsible for Monitoring: Principal & Curriculum Specialist Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Obtain and provide program manipulatives, models, consumable, non-consumable materials and any other classroom instructional materials or resources for all core content areas and all student populations. Give students Tshirts for STAAR testing days and spirit and universerity shirs. Strategy's Expected Result/Impact: Inventory aligned to core curriculum materials and purchase orders. Increased percentage of all students meeting District, State, and Federal Standards (STAAR, TELPAS, & PBMAS.) Staff Responsible for Monitoring: Campus Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - Title I (211) - \$6,000, - State Comp.(164) - \$1,536, - Bilingual (162) - \$2,000, - Title III (263) - \$800	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide research based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: response to intervention(RTI), data utilization, technology, core state adopted textbooks, supplemental programs, research based strategies for EL's, research based instructional strategies for, classroom management, and discipline (teaching) for appropriate behavior Strategy's Expected Result/Impact: Professional Development Plan, training agendas, and sign-ins. Increased instructional effectiveness and student performance as measured by grades and state assessment outcomes, decreased at risk learners, decrease in referrals, and decrease in behavior referrals. Staff Responsible for Monitoring: Campus Administration & Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: 289.31.6239.00.106.11.0.00 - Title IV 289 - \$300	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Improve supports to struggling learners by improving interventions, resources, and training, and articulate those interventions in documented meetings, lessons, parent contact logs, team meetings, data analysis, and revolving follow up. Hire Dr. Diana Ramirez for reading. A tutor will also be hired to address our monolingual population in the area of Reading Strategy's Expected Result/Impact: Decreasing number of struggling students requiring tutoring and or intervention. Staff Responsible for Monitoring: Campus Administrations, Teachers, and Support Staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: 211.13.6291.00.106.24.0.00 - Title I (211) - \$4,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Implement district initiatives such as Guided Reading, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks/Journal, Student Portfolios, Best-Practices Strategies, Sheltered Instruction, College Readiness Activities, Literacy Stations, Technology, Software including but not limited to: Accelerated Reading, myON, STEMScopes, Edusmart, I-Station, DLM kits, Circle Curriculum, Reading A-Z, SingSpellRead&Write, Imagine Math, and Reasoning Mind Blueprint. Strategy's Expected Result/Impact: Walkthroughs and Increased student performance as measured by district and state assessments. Staff Responsible for Monitoring: Campus Administration and Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Determine and use student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessments. The district shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs. Strategy's Expected Result/Impact: Assessment Reports Staff Responsible for Monitoring: Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administration, and Teachers. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				









Strategy 9 Details	Reviews			
Strategy 9: Ensure the use of the district's program for English Learners as it is research based, responsive to the needs of students, designed, implemented, supported, and monitored for impact on student learning. Strategy's Expected Result/Impact: Increased student performance as measured by district and state assessments and TELPAS. Staff Responsible for Monitoring: Campus Administrations and Teachers. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
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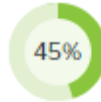














Goal 1: Stainke Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards.













Performance Objective 2: Stainke Elementary will facilitate K-2nd Reading Level Monitoring. 100% of teachers serving identified English Learner (EL) students will receive support in the understanding of language, literacy, and content interdependence.

Evaluation Data Sources: Istation, Eduphoria (Workshop and AWARE), Master Schedules, TELPAS, PBMAS

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Train teachers on pedagogy (sheltered instruction, language acquisition methodologies) that addresses the needs of the EL's population, and acquire resources to assist teachers in providing linguistically accommodated instruction and assessment to EL's. Strategy's Expected Result/Impact: Requisitions; use in classrooms; inclusion in lesson plans; meeting agendas and sign-ins Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Maintain up-to-date instructional technology, resources, materials, and/or supplies in bilingual, SLD, ELD classrooms in order to serve students more effectively. Strategy's Expected Result/Impact: Use of technology/supplies/ in instruction; enhanced TELPAS and STAAR scores for students utilizing technology; requisitions Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Facilitate the bilingual education Campus Administrators, and Teachers' attendance of training sessions, school visits, and conferences (such as Testing, Administrator, Region One, Assessment Conference, etc...) in order to keep up-to-date on latest state and federal accountability changes as well as best practices in order to provide cutting-edge training and support. Strategy's Expected Result/Impact: Training certificates, sign-in sheets and requisitions Staff Responsible for Monitoring: Campus Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: 255 - Teacher/Principal (255) - \$2,162, 289 - Title IV 289 - \$800	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Inclusion of ELD/SLD classes in campus master schedule for ELL students. ELD/SLD is according to the group placement and language of instruction the students receive in language arts. Strategy's Expected Result/Impact: Master Schedules Staff Responsible for Monitoring: Campus Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Monthly monitoring of students reading on grade level. Strategy's Expected Result/Impact: Increase number of students reading on grade level. Intentional targeting of strategies for student learning. Staff Responsible for Monitoring: Campus Administration & Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Train and oversee the implementation of ELD and Guided Reading by ensuring that teachers have the materials and time necessary to adequately plan and implement linguistic accommodations and to improve linguistic development of the ELs they serve. Ensure the monitoring of the Linguistic Accommodation Plan Forms (LAP). Strategy's Expected Result/Impact: Enhanced student performance Staff Responsible for Monitoring: Campus administration, counselors & teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				






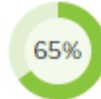






Strategy 7 Details	Reviews			
Strategy 7: Yearly training of the time and treatment model, LPAC process, use of linguistic accommodation plan and LPAC folder auditing system Strategy's Expected Result/Impact: Enhanced student performance, reduce number of students that are improperly placed Staff Responsible for Monitoring: Campus administration, counselors & teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Coordinate parental meetings with district departments and community to ensure more parents receive information that can benefit their children and families (Title III requirement) Strategy's Expected Result/Impact: Increased parental awareness Staff Responsible for Monitoring: Campus administration, counselors & teachers Schoolwide and Targeted Assistance Title I Elements: 3.2	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Stainke Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards.

Performance Objective 3: Stainke Elementary library services department will facilitate the purchase of and monitor usage of key literacy programs in the district, including Accelerated Reader and MyOn for grades PK- 5th. The school will utilize 100% of available Accelerated reader licenses and increase the total word count for the school year by 5%. MyOn will be implemented and add to the district's goal of 150k books.

Evaluation Data Sources: MyOn purchase, AR purchase, reports

Summative Evaluation: Some progress made toward meeting Objective










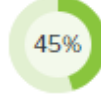






Strategy 1 Details	Reviews			
Strategy 1: Stainke Elementary will ensure the use of MyON by all students. Staff Responsible for Monitoring: Campus Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Ensure library purchases are being made by librarian to be in compliance with the Texas library guidelines. Strategy's Expected Result/Impact: Library book purchases Staff Responsible for Monitoring: Library Services Director Principals Librarians	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Stainke Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards.

Performance Objective 4: G1 The percentage of Kindergarten - Grade 2 students reading on or above grade level (as measured by Istation) will increase from 64% to 90% by the year 2023. Donna ISD AE Local (Exhibit) Goal Annual Targets: SY18/19=70%, SY19/20=75%, SY20/21=80%, SY21/22=85%, SY22/23=90%

Evaluation Data Sources: Istation

Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
Strategy 1: GMP 1.1 Percentage of Kindergarten students reading on or above grade level (as measured by Istation) will increase from 72% to 90% by 2023. Goal Annual Targets: SY18/19=76%, SY19/20=80%, SY20/21=84%, SY21/22=88%, SY22/23=90% Strategy's Expected Result/Impact: 90% of Kindergarten students will be reading at or above grade level by 2023. Staff Responsible for Monitoring: Campus Administration, District Administration, Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: GMP 1.2 Percentage of 1st grade students reading on or above grade level (as measured by Istation) will increase from 55% to 90% by 2023. Goal Annual Targets: SY18/19=63%, SY19/20=70%, SY20/21=77%, SY21/22=84%, SY22/23=90% Strategy's Expected Result/Impact: 90% of 1st Grade students will be reading at or above grade level by 2023. Staff Responsible for Monitoring: Campus Administration, District Administration, Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: GMP 1.3 Percentage of 2nd grade students reading on or above grade level (as measured by Istation) will increase from 65% to 90% by 2023. Goal Annual Targets: SY18/19=70%, SY19/20=75%, SY20/21=80%, SY21/22=85%, SY22/23=90% Strategy's Expected Result/Impact: 90% of 2nd Grade students will be reading at or above grade level by 2023. Staff Responsible for Monitoring: Campus Administration, District Administration, Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Stainke Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards.

Performance Objective 5: The percentage of students achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60% by 2023. Donna ISD AE Local (Exhibit) Goal Annual Targets: SY18/19=42%, SY19/20=47%, SY20/21=52%, SY21/22=57%, SY22/23=60%

Evaluation Data Sources: STAAR Data

Summative Evaluation: Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
Strategy 1: GMP 2.1 The percentage of students in grades 3-5 who achieve meets and/or masters performance level on the STAAR exam identified in the Eduphoria TEA STAAR import files will increase from 35% to 60% by 2023. Goal Annual Targets: SY18/19=40%, SY19/20=45%, SY20/21=50%, SY21/22=55%, SY22/23=60% Strategy's Expected Result/Impact: 60% of students will achieve meets and/or masters performance level on the STAAR exam. Staff Responsible for Monitoring: Campus Administration, District Administration, Teacher	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





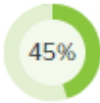







Goal 2: Stainke Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 1: The percentage of students in grades 3-5 who achieve meets and/or masters performance level on the STAAR exam will increase from 26% to 33%.

Evaluation Data Sources: STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: The district will implement a standards based grading system that Stainke teachers will abide by. All teachers will identify the standard associated with the posted grade. Reteach/recovery guidelines will be reviewed/implemented with all teachers and will be monitored by administrators. Strategy's Expected Result/Impact: Gradebook Staff Responsible for Monitoring: Campus Administrations, and Teachers. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop, implement, and monitor a literacy plan where every student is provided the support, personalized instruction, and resources to guarantee reading on level or make a 2 years growth in reading level if student is below grade level. Strategy's Expected Result/Impact: Students will be reading at or above grade level and STAAR academic outcomes. Staff Responsible for Monitoring: Campus Administration & Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				













Strategy 3 Details	Reviews			
Strategy 3: Teachers will use the district curriculum and instruction guide as their primary source of instructional direction for all subject areas. Strategy's Expected Result/Impact: Increased number of students meeting or exceeding STAAR standards per core content area Staff Responsible for Monitoring: Campus Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Monitor implementation of best instructional practices presented during professional development and all staff training. Strategy's Expected Result/Impact: Lesson Plans, walkthroughs, classroom visits, progress monitor documentation and student academic outcomes. Staff Responsible for Monitoring: Campus Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Stainke Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 2: Advanced Academics: Increase GT students achieving the meets and masters grade level standards on STAAR by 3%.





Evaluation Data Sources: STAAR Results









Summative Evaluation: Some progress made toward meeting Objective













Strategy 1 Details	Reviews			
Strategy 1: Differentiated instruction, resources, materials, tutorials, counseling, focused teacher training on differentiating for GT students, and training on social/emotional needs of GT students will be used to provide targeted differentiated learning for the GT population. Strategy's Expected Result/Impact: Increased student performance. Staff Responsible for Monitoring: Campus administrators, district strategists and interventionists, and district director. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities during the school day and outside of the school day for GT students to participate in individual/group projects in Science Technology Engineering and Math which will strengthen GT student's core areas in Reading, Writing, Research, Science, Social Studies, Math, and technology. Strategy's Expected Result/Impact: Increased student performance. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Stainke Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 3: Special Education: Increase special education students achieving the meets and masters grade level standards on STAAR by 2%.

Strategy 1 Details	Reviews			
Strategy 1: Provide campus trainings in the area of accommodations and designated supports. Strategy's Expected Result/Impact: -increase teacher awareness of accommodations -increase accommodation implementation and effectiveness -increase academic state performance -increase academic classroom performance Staff Responsible for Monitoring: Special Education Teacher, General Education Teachers, Campus administrators, 504 campus coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

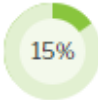
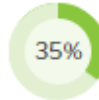






Strategy 2 Details	Reviews			
Strategy 2: Coordinate with ELA department and provide trainings to ELA teachers and special education teachers on targeted instruction. (BG1, GB2, BG3) Strategy's Expected Result/Impact: -Increase communication and teacher planning between ELA general education teachers and special education teachers -increase monitoring of student progress -increase academic state performance -increase academic classroom performance -increase IStation progress monitoring -increase lexile progress monitoring Staff Responsible for Monitoring: Special Education Director, ELA Director, ELA strategists, ELA instructional coaches, Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide supplemental reading programs to assist students with reading difficulties (Language Live, Rewards, Rave-O) including dyslexia. (BG1, BG2, B3) Strategy's Expected Result/Impact: -increase student reading performance Staff Responsible for Monitoring: Campus Administrators & Special Education teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Provide online assessment resources to students in preparation of online state assessments. (BG2, BG3) Strategy's Expected Result/Impact: -increase student preparation in navigating online assessment resources -increase online state assessment performance Staff Responsible for Monitoring: Campus administrators, Special education teachers, Campus technicians Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Recognize student academic performance. Students and Staff will also attend special events and performances (BG2) Strategy's Expected Result/Impact: -increase teacher communication between general education teachers and special education teachers -increase student academic performance Staff Responsible for Monitoring: Special education teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Provide teacher training on district data monitoring resources to improve student progress monitoring. (BG1, BG2, BG3) Strategy's Expected Result/Impact: -increase student academic performance Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
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Goal 2: Stainke Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

















Performance Objective 4: Bilingual/ESL Education: Increase by 5% points , from last year, the number of students identified as LEP students that achieve the MEETS and MASTERS grade level standard on STAAR.

Evaluation Data Sources: Achieve 3000, STAAR, TELPAS, Student Schedules

Strategy 1 Details	Reviews			
Strategy 1: Implement programs so that recent immigrants can draw upon their schooling in other countries and, via tutoring and software, continue to learn content in a comprehensible format while simultaneously developing their linguistic ability in English. Strategy's Expected Result/Impact: Increased student performance on TELPAS Staff Responsible for Monitoring: Campus Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Stainke Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.


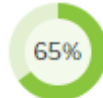


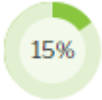



Performance Objective 1: Business and Finance: Stainke will ensure fiscal responsibility by reviewing internal controls, maintain financial transparency and maintain proper allocation of resources to improve student achievement.


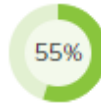










Strategy 1 Details	Reviews			
Strategy 1: Conduct Annual Review of internal controls Strategy's Expected Result/Impact: Checklist, requisitions, purchase orders Staff Responsible for Monitoring: Principal	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Maintain campus web pages that contain financial information for easy access for staff, community members and other stakeholders Strategy's Expected Result/Impact: Information posted on web page Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide training for all necessary campus personnel on the district and campus financial procedures Strategy's Expected Result/Impact: Agendas, sign-in sheets Staff Responsible for Monitoring: Business office supervisors and campus administration	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






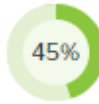










Goal 3: Stainke Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.













Performance Objective 2: Federal Programs-Stainke will ensure that intent and purpose of each federal program will be met as well as all Initial Compliance Indicators on the ESSA, 90% of federal budgets will be spent.

Evaluation Data Sources: ESSA Application and Compliance Reports

Strategy 1 Details	Reviews			
Strategy 1: Use of Title I Part A Funds: Programs/Activities/Strategies must be research based and meet the CNA Strategy's Expected Result/Impact: Evaluation will be on the Final ESSA Compliance Report Staff Responsible for Monitoring: Campus administrators, staff and teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Supplemental research for core areas Service delivery methods such as: Tutorials Small group instruction Individualized instruction Computer aided instruction Extended learning opportunities Strategy's Expected Result/Impact: Evaluation will be on Final ESSA Compliance Report Extra Duty Pay Reports Staff Responsible for Monitoring: Campus administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: tutors - Title I (211) - \$12,000	Formative			Summative
	Sept	Dec	Mar	June
				

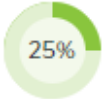







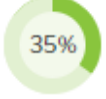











Strategy 3 Details	Reviews			
Strategy 3: Provide funding for: Supplemental Guidance and Counseling Salaries, Trainings, Travel, Supplies & Materials & Misc. for counselors & counseling dept. Strategy's Expected Result/Impact: Evaluation will be on the Final ESSA Compliance Report Staff Responsible for Monitoring: Campus administration Schoolwide and Targeted Assistance Title I Elements: 2.6 Funding Sources: 289.31.6239.00.106.11.0.00 - Title IV 289 - \$300, 199.31.6411.00.106.99.0.00 - Local (199) - \$600	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Provide funding for: Supplemental Health/Dental/Eye Care Strategy's Expected Result/Impact: Evaluation will be the requisitions for services Staff Responsible for Monitoring: Nurses and campus administration Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Schoolwide Programs: Funds to improve student performance and upgrade the entire educational program Funding must be supplemental for all 6300s and all 6400s Strategy's Expected Result/Impact: Evaluations and requisitions Staff Responsible for Monitoring: Teachers and principals Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Provide funding for supplemental clothing assistance for our economic disadvantaged students to purchase uniforms and misc clothing for students. Strategy's Expected Result/Impact: Vouchers for Clothing Staff Responsible for Monitoring: Campus Counselors Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: 211.32.6499.00.106.24.0.00 - Title I (211) - \$500	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Provide funding for our homeless population to purchase school supplies and/or personal hygiene products. Strategy's Expected Result/Impact: Vouchers for items Staff Responsible for Monitoring: Campus Counselors Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Provide funding to hire part time parent attendance helpers to call home of all students who are absent on a daily basis. In an effort to improve academic performance, students need to be in school daily. This also improves district's ADA. Our at risk population is absent frequently, which further makes students behind. Calling home and getting them to school will assist their performance. Strategy's Expected Result/Impact: Improved Scores of AT risk population Improved ADA in all schools Staff Responsible for Monitoring: Campus Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Campus administration and secretary will attend the Business Symposium to be informed of policies, changes and procedures. Strategy's Expected Result/Impact: Sign-in sheets Staff Responsible for Monitoring: Campus administration and secretary	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 10 Details	Reviews			
Strategy 10: Provide incentives to staff members during testing, staff meetigns, end of the school year, t-shirts, Teacher of the Year trophy, etc. Provide working lunches for staff during Teacher Appreciation Week and/or whenever necessary. Strategy's Expected Result/Impact: Highly qualified teachers and staff will be maintained Staff Responsible for Monitoring: Campus administration Funding Sources: 199.23.6499.00106.99.0.00 - Local (199) - \$2,550, 897.00.2190.01.106.00.0.00 - Title IV 289 - \$5,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: All federal funds will be expended to enhance current programs and meet program intents. Strategy's Expected Result/Impact: Purchase Orders Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 3: Stainke Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 3: Human Resources: Stainke will maintain a 100% highly qualified status for the staffing requirements of the ESSA. Stainke will comply with 100% of requirements under Title IX of the Education Amendments of 1972.

Strategy 1 Details	Reviews			
Strategy 1: Direct/conduct 100% of the Investigations of all Title IX and Title VII allegations as per policy. Strategy's Expected Result/Impact: Appropriately resolve all investigations on a timely manner. Staff Responsible for Monitoring: Principal	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Stainke will provide the statutorily required training in Title IX, VII, Child Abuse Awareness, and Policy to all staff twice per year. Strategy's Expected Result/Impact: All training will be documented and maintained at the Campus level Staff Responsible for Monitoring: All leadership staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Develop a recognition plan for exemplary teaching by providing all necessary materials needed to run an efficient office for the entire campus. Strategy's Expected Result/Impact: Increased student performance Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: All staff will be trained or a refresher will be done on T-TESS to stay abreast of any changes. Strategy's Expected Result/Impact: Agendas, sign-in sheets, and all staff rated at least proficient Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

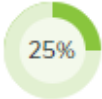
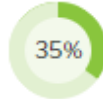







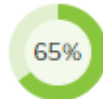
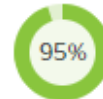

Goal 3: Stainke Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.


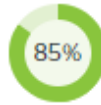










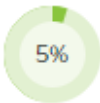
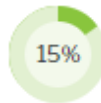
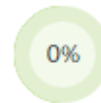

Performance Objective 4: Testing & Evaluation Department: Stainke will ensure that all 3rd-5th grade students are tested with the required state assessments. The campus will ensure that 100% of the Campus Testing Coordinators, Principals, and other staff involved with testing receive appropriate training yearly.

















Strategy 1 Details	Reviews			
Strategy 1: The testing coordinator will attend Region One for Staff Development and meetings to learn about any state/federal changes or updates. In addition, the Principal and testing coordinator will attend conferences and training related to testing. Strategy's Expected Result/Impact: Information will be shared with staff when returned, so that information will be implemented. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				


Goal 3: Stainke Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 5: Expenditures: Stainke will expect 100% of all allocated funds to be used for their expenditures based on a Comprehensive Needs Assessment developed by its various leadership teams.

Strategy 1 Details	Reviews			
Strategy 1: Provide supplies, materials, and technology resources to implement initiatives throughout the year for Red Ribbon Week, bully prevention, social-emotional learning, PBIS, Capturing Kids Hearts, positive reinforcements, incentives and citizenship. Provide refreshments and materials for training (as needed). Strategy's Expected Result/Impact: Implementation of daily operations and initiatives. Staff Responsible for Monitoring: Campus Administration Funding Sources: - State Comp.(164) - \$2,780, 211 - Title I (211) - \$4,400, 263.11.6399.00.106.25.0.00 - Title III (263) - \$3,632, 289.31.6399.00.106.11.0.00 - Title IV 289 - \$2,180, - Local (199) - \$4,000, - Migrant (212) - \$3,800, 255.13.6399.00.106.24.0.00 - Teacher/Principal (255) - \$2,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Contracted Services Strategy's Expected Result/Impact: Requests for Contacted Services Staff Responsible for Monitoring: Principal	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Operating Leases Strategy's Expected Result/Impact: Lease Staff Responsible for Monitoring: Principal	Formative			Summative
	Sept	Dec	Mar	June
				









Strategy 4 Details	Reviews			
Strategy 4: Fixed Assets: Audio/Visual equipment including but not limited to computers, projectors,laminating machine-repair and display cameras, radios Strategy's Expected Result/Impact: Quotes, purchase orders and requisitions Staff Responsible for Monitoring: Principal and secretary Funding Sources: 199.23.6399.00.106.99.00.0 - Local (199) - \$4,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Extra Duty Pay-Provides funds for personnel to compensate for working and/or after regular hours, during summer administrations, etc. Strategy's Expected Result/Impact: Work performance to complete the task. Staff Responsible for Monitoring: Principal	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Provide resources in all grade levels that will impact the quality of instruction. Strategy's Expected Result/Impact: Supplies and Materials Staff Responsible for Monitoring: Campus Administration Funding Sources: Buy instructional supplies - Local (199) - 199.11.6399 - \$4,250, Buy instructional supplies - Title I (211) - 211.11.6399 - \$4,400, supplies - Title IV 289 - \$2,180, - State Comp.(164) - 164.11.6399 - \$2,780	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Student and employee travel expenses including transportation, fees and meals. Robotics Competitons ,Funding for fieldtrips and tshirt for fieldtrips will be done by having fundraisers. Strategy's Expected Result/Impact: Travel paperwork, Funds and Buses Staff Responsible for Monitoring: Campus Administration and Teachers Funding Sources: Expenses for field trip buses - Local (199) - 199.11.6494 - \$3,400, Expenses for field trip entrance fees and meals - Local (199) - 199.11.6412 - \$3,800, 289.11.6412.00.106.11.0.00 - Title IV 289 - \$700 , 289.11.6494.00.106.11.0.00 - Title IV 289 - \$1,000, Expenses for field trip buses & entrance fee - State Comp. (164) - \$5,900	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 8 Details	Reviews			
Strategy 8: Operational leases Strategy's Expected Result/Impact: Purchase Orders Staff Responsible for Monitoring: Campus Administration and Secretary Funding Sources: To pay for student copier - Local (199) - 199.11.6269 - \$13,000, To pay for office copier - Local (199) - 199.23.6269 - \$4,000, To pay for counselors copier - Local (199) - 199.31.6269 - \$1,500	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Fixed Assets: Audio/Visual equipment including but not limited to computers, projectors, and display cameras. Strategy's Expected Result/Impact: Purchase Orders Staff Responsible for Monitoring: Campus Administration and Secretary Funding Sources: surveillance cameras - Local (199) - 199.23.6499 - \$2,550	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Teachers, media specialist and administration will attend Region One trainings for all content areas as needed. Strategy's Expected Result/Impact: Travel Paperwork Staff Responsible for Monitoring: Campus Administration and Secretary Funding Sources: - Title I (211) - 211.21.6239.00.106.24.0.00 - \$1,698	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Campus will ensure all monies allocated to the campus are spent in accordance to campus needs and in compliance with federal and business guidelines. Strategy's Expected Result/Impact: Compliance report and campus budget Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 12 Details	Reviews			
Strategy 12: Strategy 12: Promote a safe and secure environment on the campus by the use and purchase of PPE personal protective equipment gear/supplies for campus faculty, staff and students. Strategy's Expected Result/Impact: Minimize exposure to hazards that cause serious workplace injuries and	Formative			Summative
	Sept	Dec	Mar	June

illnesses. Staff Responsible for Monitoring: Campus administration Funding Sources: - \$12,000				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

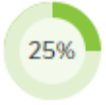













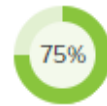





Goal 3: Stainke Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 6: Warehouse/Fixed Assets/Textbooks - Warehouse Departments will ensure all requisitions requested by Stainke are expedited in a timely manner as per identified needs.

Strategy 1 Details	Reviews			
Strategy 1: Provide all necessary textbooks and materials to teachers to ensure student success. Strategy's Expected Result/Impact: Completed Requisitions Staff Responsible for Monitoring: Campus Administration Schoolwide and Targeted Assistance Title I Elements: 2.4	Formative			Summative
	Sept	Dec	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

















Goal 3: Stainke Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.


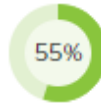






Performance Objective 7: Stainke custodians will ensure to maintain the building, its premises and the facilities within, keeping them safe and clean.

Strategy 1 Details	Reviews			
Strategy 1: Provide janitorial supplies only after the head custodian submits their orders. Strategy's Expected Result/Impact: Supply Orders Staff Responsible for Monitoring: Campus Administration, Head Custodian Funding Sources: 199.51.6319.00.106.99.0.00 - Local (199)	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Design and implement plan for assisting custodians to work in shifts Strategy's Expected Result/Impact: Work schedule Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Buy staff materials needed to perform duties such as raincoats, etc... Strategy's Expected Result/Impact: Purchase Orders Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Implement an evaluation process for evaluating work performance. Strategy's Expected Result/Impact: Completed evaluations Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Stainke Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

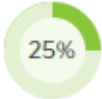
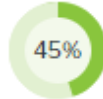



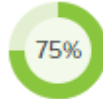






Performance Objective 8: Technology Department: Stainke improve their inventory accuracy to 90% and meet at least 85% of the stated objectives in the District's Technology Plan.

Strategy 1 Details	Reviews			
Strategy 1: Maintain and update the campus inventory using district guidelines. Strategy's Expected Result/Impact: Completed Inventory Staff Responsible for Monitoring: Campus Administration and Inventory Personnel	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Continue placing work orders as needed and ensure completion and/or follow up. Pay copier rentals. Strategy's Expected Result/Impact: Work-order Documentation Staff Responsible for Monitoring: Campus Administration, Staff and Teachers Funding Sources: - Local (199) - 199.31.6269.00.106.99.0.00 - \$13,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Follow district procedures for transferring of equipment. Strategy's Expected Result/Impact: Transfer Documentation Staff Responsible for Monitoring: Campus Administration, Staff and Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Campus will purchase laptops, projectors, document cameras, headphones and a magnetic entry system for the front entrance. Strategy's Expected Result/Impact: PO's Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Trainings will be provided to staff every six weeks by our technology representative. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Technology representative	Formative			Summative
	Sept	Dec	Mar	June
	 20%	 55%	 90%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

















Goal 3: Stainke Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 9: Maintenance Department: Stainke will ensure that 95% of the work order requests are accurate and improve the completion rate from 90% to 95%.

Strategy 1 Details	Reviews			
Strategy 1: Ensure that work-orders such as electrical, A/C, plumbing are completed and/or follow up. Strategy's Expected Result/Impact: Work orders Staff Responsible for Monitoring: Campus Administration Funding Sources: - Local (199) - 199.51.6319.00.106.99.0.00 - \$379	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The campus will ensure that the security guard will have a working golf cart throughout the school year. Any repairs need for golf cart. Strategy's Expected Result/Impact: PO's Staff Responsible for Monitoring: Campus Administration Funding Sources: - Local (199) - 199.23.6246.00.106.99.0.00 - \$1,100	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





















Goal 3: Stainke Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 10: Warehouse Department: Stainke will ensure that campus order requests will be completely processed and submitted in a timely manner.

Strategy 1 Details	Reviews			
Strategy 1: Campus will conduct inventory and ensure that materials are ordered as needed in a timely manner. Strategy's Expected Result/Impact: Order Forms Staff Responsible for Monitoring: Campus Administration and Secretary	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Warehouse supplies will be received, stored, and distributed to teachers upon request. Strategy's Expected Result/Impact: Supply request form Staff Responsible for Monitoring: Counselor's clerk	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Campus will inventory materials delivered to the campus for accuracy. Strategy's Expected Result/Impact: Order forms and requests Staff Responsible for Monitoring: Campus Secretary	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Stainke Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 11: Transportation Department: Stainke will ensure that 100% of the district's bus routes will be on time to drop off and pick up students at their respective location.

Strategy 1 Details	Reviews			
Strategy 1: Notify Transportation Department when a late arriving pattern has risen. Strategy's Expected Result/Impact: Phone Calls/Emails Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Inform Transportation Department when issues arise during morning/afternoon routes. Strategy's Expected Result/Impact: Phone Calls/Emails Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Students will wear tags with their name, address, phone number, and campus information. Strategy's Expected Result/Impact: Bus tags Staff Responsible for Monitoring: Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Campus will ensure that all students load the buses in a timely and orderly manner. Strategy's Expected Result/Impact: Campus procedures Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				













Goal 3: Stainke Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.









Performance Objective 12: Expenditures: Stainke will expend 100% of all allocated funds and campus will allocate their expenditures based on a Comprehensive Needs Assessment developed by the leadership team.

Goal 4: Stainke Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations including field trips and out door activities.

Performance Objective 1: Risk Management: Stainke will ensure that the Emergency Operations Plan meets all elements outlined by the Texas School Safety Center is in place by first six weeks.

Evaluation Data Sources: Training

















Strategy 1 Details	Reviews			
Strategy 1: Communicate available insurance benefits to enroll all employees Strategy's Expected Result/Impact: Presentations, Fliers and Meetings Staff Responsible for Monitoring: Campus Administration and Director	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: All campus employees will be trained on an emergency exit plan, update as needed and debrief on campus safety drills. Strategy's Expected Result/Impact: Minutes Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: All campus teachers will be provided with an emergency map to be posted by their door. Strategy's Expected Result/Impact: Map Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: A fire drill will be done once a month and lockdown twice a year to monitor the effectiveness of student safety. Strategy's Expected Result/Impact: Reports Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June

					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 4: Stainke Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations including field trips and out door activities.

Performance Objective 2: Police/Security Department: Stainke will provide a safe environment for all students by minimizing discipline reports.

















Evaluation Data Sources: PEIMS Discipline Reports













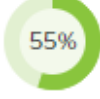

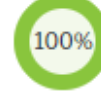


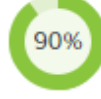
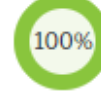

Strategy 1 Details	Reviews			
Strategy 1: Provide security for all students, staff and property Strategy's Expected Result/Impact: Incident/Offense Reports Staff Responsible for Monitoring: Security Guards	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Classroom educational presentations; (ie. drug, gang, and bullying, tobacco) for prevention purposes. Strategy's Expected Result/Impact: Presentation Request Forms Campus Rosters or Class Documentation Staff Responsible for Monitoring: Police Officers and Counselor	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Community meetings and presentations for student safety. Strategy's Expected Result/Impact: Presentation Request Forms Campus Rosters or Class Documentation Staff Responsible for Monitoring: Counselor	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



















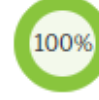

Goal 4: Stainke Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations including field trips and out door activities.





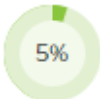




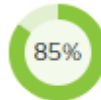


Performance Objective 3: Nursing/Health Services: Stainke will ensure that 100% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nigricans and ensure that 100% of all student's immunizations are up to date before submitting Annual Immunization report in October.













Evaluation Data Sources: Screening report from each campus, ImmTrack2 for the immunizations, requisitions for vision and hearing.

Strategy 1 Details	Reviews			
Strategy 1: Provide Vision Services to students as needed. Strategy's Expected Result/Impact: Mandated State report due @ end of the year that will show an increased amount of students being given medical vouchers for Vision evaluation by an MD. Staff Responsible for Monitoring: Licensed and Non-Licensed Nursing staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide Dental Services to students as needed. Strategy's Expected Result/Impact: Medical Referrals from campuses sent to Health Services office to generate a PO and Vouchers given to students for Dental services @ Dentist office. Staff Responsible for Monitoring: Licensed and Non-Licensed Nursing staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide Hearing services to students as needed. Strategy's Expected Result/Impact: Mandated State report due @ end of year that will show an increased amount of students being given medical vouchers for Hearing evaluation by an MD. Staff Responsible for Monitoring: Licensed and Non-Licensed Nursing staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Provide Scoliosis screenings to students as needed. Strategy's Expected Result/Impact: Mandated State report due at end of year. Staff Responsible for Monitoring: Licensed and Non-Licensed Nursing staff	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Provide head lice checks to students during screening procedures as needed. Strategy's Expected Result/Impact: Nursing staff will have a log of students that were checked for nit/head lice and outcome. Some were treated with medicated shampoo at home, others were reported to CPS because of parental non-compliance. Students with Medicaid/Insurance will be evaluated by an MD, if student has no insurance Nurses will give medicated shampoo to parents to use on students as per DISD Medication Protocol. Staff Responsible for Monitoring: Licensed and Non-Licensed Nursing staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Provide Acanthosis Nigricans screenings to students as needed and conduct Diabetes awareness data collection through SEEP (School Education & Enrollment Program). Strategy's Expected Result/Impact: Texas Risk Assessment for Type 2 Diabetes in Children reported to UTRGV Border Health Office and collection of forms from students. Staff Responsible for Monitoring: Licensed and Non-Licensed Nursing staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Provide First Aid to students and staff as needed. Strategy's Expected Result/Impact: Improve the health and well being of students and staff. All clinic visits will be imputed in TEAMS. Staff Responsible for Monitoring: Licensed and Non-Licensed Nursing staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Administer medications to students as ordered by MD or with parent's signed permission & monitor compliance. Strategy's Expected Result/Impact: Improve the student health & well being of students. Students will attend school while they are on a medication regimen to increase student attendance. Staff Responsible for Monitoring: Licensed and Non-Licensed Nursing staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Licensed Nurses will perform medical procedures to students as ordered by MD. Registered Nurses will formulate Individualized Health Care Plans for Sp. Ed. & 504 students requiring a medical service using APIE method: Assessment, Planning, Intervention & Evaluation. Strategy's Expected Result/Impact: Child will attend and remain in school due to life sustaining medical procedures being done by licensed nursing staff. School staff will adhere to the student's IHP (Healthcare Plan) & IEP (Individualized Education Plan). Staff Responsible for Monitoring: Licensed Nursing staff	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 10 Details	Reviews			
Strategy 10: Review student's Immunization record and monitor compliance of required immunizations district wide. Input all immunizations into computer to generate Annual Immunization Report. Strategy's Expected Result/Impact: DISD will get 100% on Annual State Immunization Report. Staff Responsible for Monitoring: Licensed and Non-Licensed Nursing staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Perform presentations & educate students, parents, & staff on Personal Hygiene, Flu prevention, Promote Vaccines Good Nutrition, Diabetes Awareness, Cancer Awareness, Heart Disease, Vision Care, Dental Care, Puberty/Abstinence, Safety, First Aid, Food Allergy & Anaphylaxes Prevention, Child Sexual Abuse Prevention, STD, HIV/AIDS awareness & Prevention and any other disease process, chronic health condition, or community awareness to improve or promote a healthy life style. Strategy's Expected Result/Impact: Student's school attendance will increase due to education & awareness to prevent diseases, parents will staff will have increased knowledge of conditions that warrant MD evaluation. Parental Permission will be required for Puberty, Abstinence, and STD, HIV/AIDS Presentations. Staff Responsible for Monitoring: Licensed and Non-Licensed Nursing staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 12 Details	Reviews			
Strategy 12: All campus nursing staff will input all clinic visits, health screenings, health information, medications & medical procedures into computer program...TEAMS. Need funds for all Clinics that will require computers & printers and will replace out dated and inoperable technology equipment. Strategy's Expected Result/Impact: DISD will have 100% compliance with Mandatory Annual State Reports. Staff Responsible for Monitoring: Licensed and Non-Licensed Nursing staff	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 13 Details	Reviews			
Strategy 13: All RNs will attend ARD meetings for 504 & Sp. Ed students and will formulate and update (IHPs) Individualized Health Care plans. Strategy's Expected Result/Impact: An RN will be available to attend all student ARDs & 504 meetings, formulate and ensure that IHPs are done and carried out by school staff. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 14 Details	Reviews			
Strategy 14: Nursing staff needed at NTD registration to verify student's vaccines for compliance and ensure all enrollment health forms are filled out. Strategy's Expected Result/Impact: 100% compliance on Annual Immunization District Report and ensure that health problem lists at campuses are up to date. Staff Responsible for Monitoring: Health Services Director, & campus nursing staff	Formative			Summative
	Sept	Dec	Mar	June
				













Strategy 15 Details	Reviews			
Strategy 15: Perform presentations & educate students, parents, & staff on Personal Hygiene, Flu prevention, Promote Vaccines Good Nutrition, Diabetes Awareness, Cancer Awareness, Heart Disease, Vision Care, Dental Care, Puberty/Abstinence, Safety, First Aid, Food Allergy & Anaphylaxes Prevention, Child Sexual Abuse Prevention, STD, HIV/AIDS awareness & Prevention and any other disease process, chronic health condition, or community awareness to improve or promote a healthy life style. Strategy's Expected Result/Impact: Student's school attendance will increase due to education & awareness to prevent diseases, parents will staff will have increased knowledge of conditions that warrant MD evaluation. Parental Permission will be required for Puberty, Abstinence, and STD, HIV/AIDS Presentations. Staff Responsible for Monitoring: Licensed & Non-licensed Nursing staff.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 16 Details	Reviews			
Strategy 16: The district will partner with the University of Texas Rio Grande Border Health Office to be a part of creating healthy eating choices for kids plus grant at the elementary level. 4th grade students will be involved in promoting initiatives which focus on a nutritional balanced diet for school age children and their parents. With the monies given, each campus will need to purchase seeds, seedlings, dirt, landscape fence and other gardening supplies. The district will hold an end of year project community garden celebration to include a fruit and vegetable feast with students and parents. Strategy's Expected Result/Impact: Campus will take pictures of the gardens . a log of student participation will be kept. Campuses will maintain a sign in sheet of student participation. At the end of the year students will be expected to inherit healthy eating habits over their life time. Staff Responsible for Monitoring: Nurses,Administration, secretary Account 480 Grant was added on PE part of CIP	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 17 Details	Reviews			
Strategy 17: Upon registration parents must submit proper immunization documentation to ensure all immunizations are up to date. Buy radio so that the nursing department can communicate with office, classrooms when an emergency arises. Strategy's Expected Result/Impact: PEIMS Staff Responsible for Monitoring: Nurse	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 18 Details	Reviews			
Strategy 18: Campus nurse will request and receive supplies in order to tend to our student's medical needs. Strategy's Expected Result/Impact: Supply request Staff Responsible for Monitoring: Campus Administration and Nurse	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 19 Details	Reviews			
Strategy 19: The campus will build a Relay for Life team and raise funds through various activities. Proceeds will support the American Cancer Society. Strategy's Expected Result/Impact: Pictures, bank deposit slips Staff Responsible for Monitoring: Nurse	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Stainke Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations including field trips and out door activities.

Performance Objective 4: Nutrition/Food Services: Stainke will provide nutritional meals to 100% of all PK-12 students to support academic success.







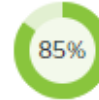





Evaluation Data Sources: Meals served, checks to campus cafeterias from nutrition department.


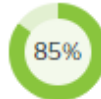



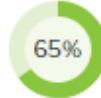



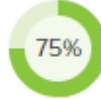






Strategy 1 Details	Reviews			
Strategy 1: Provide special diets as ordered by medical doctors for individuals with disabilities. Strategy's Expected Result/Impact: Doctor's Dietary Orders Staff Responsible for Monitoring: Cafeteria manager and nurse	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: All students will provided an opportunity to eat a nutritious meal. 2nd thru 5th grade students will be given a food choice. During field trips, lunch and breakfast will be provided. Strategy's Expected Result/Impact: Menu Staff Responsible for Monitoring: Cafeteria manager Schoolwide and Targeted Assistance Title I Elements: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 4: Stainke Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations including field trips and out door activities.

Performance Objective 5: Drop Out Prevention: Stainke will increase the attendance rate.

Evaluation Data Sources: TAPR report/PBMAS

Strategy 1 Details	Reviews			
Strategy 1: Identify and provide RTI, tutoring, counseling, and school/community resources to homeless students. Strategy's Expected Result/Impact: Students will master state administered assessments Staff Responsible for Monitoring: Campus Administration and Counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Conduct 6 wk. attendance audits Study trends to target populations and maintain accurate records. Strategy's Expected Result/Impact: Improved ADA Six weeks attendance rates Annual ADA rate Staff Responsible for Monitoring: Campus administration Intake/attendance dept. Truancy Officers McKinney-Vento Dept. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Follow district written protocol to address truancy and attendance trends Strategy's Expected Result/Impact: Improved ADA Staff Responsible for Monitoring: Campus administration and attendance clerk Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				













Strategy 4 Details	Reviews			
Strategy 4: Formation of campus based attendance committee Strategy's Expected Result/Impact: Enrollment data Staff Responsible for Monitoring: Director & Attendance Staff, campus administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Ensure campus informs parents on attendance rules, credit denial, promotion and truancy Strategy's Expected Result/Impact: Mtg. Agenda, Sign-In Sheets Staff Responsible for Monitoring: Attendance clerk and campus administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Provide an Attendance Incentive Program Strategy's Expected Result/Impact: Warning letters Staff Responsible for Monitoring: District and Campus level staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Develop a campaign to encourage students to come to school regularly and stay in school through enhanced attendance, completion, and dropout prevention efforts. Strategy's Expected Result/Impact: Texas Academic Performance Report: Attendance and dropout percentages. Six Weeks District attendance reports. Staff Responsible for Monitoring: Director of Intake Center Truancy Officers McKinney-Vento Clerk Campus Principals Attendance Helpers Teachers Counselors Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				









Strategy 8 Details		Reviews			
Strategy 8: The Campus will reward student every six weeks and at the end of the semester/yer for attendance. Students name will be displayed every six weeks Strategy's Expected Result/Impact: campus attendance reports Staff Responsible for Monitoring: All Stakholders Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: 199.11.6499.00106.11.0.00 - Local (199) - \$4,000		Formative			Summative
		Sept	Dec	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 4: Stainke Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations including field trips and out door activities.

Performance Objective 6: Physical Education: Stainke will require the Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. unless a student qualifies for valid exemption as per Fitnessgram testing policies.













Evaluation Data Sources: Fitness gram assessment, PEIMS enrollment schedules for PE















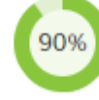

Strategy 1 Details	Reviews			
Strategy 1: Collect fitness data for all students at all campuses enrolled in PE/Health using FITNESSGRAM. Strategy's Expected Result/Impact: Fitnessgram data (annual) in grades 3-12 Staff Responsible for Monitoring: PE/Health teachers Schoolwide and Targeted Assistance Title I Elements: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Continue implementation of CATCH curriculum (on the list of state-approved curricula) for PE/Health at all elementary campuses Strategy's Expected Result/Impact: Lesson plans Online Curriculum Fitnessgram data (annual) in grades 3-5 Staff Responsible for Monitoring: Campus/PE Health teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Maintain a 45:1 ratio in PE/Health courses to ensure safety and monitoring of the students. Strategy's Expected Result/Impact: campus grade-level rosters Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative			Summative
	Sept	Dec	Mar	June
				









Strategy 4 Details	Reviews			
Strategy 4: Maintain up-to-date PE/Health timelines online, aligning state standards and district-adopted curricula. Strategy's Expected Result/Impact: Curriculum Collaborative (SharePoint) Staff Responsible for Monitoring: PE/Health teacher Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Stainke Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations including field trips and out door activities.

Performance Objective 7: Advanced Academics: Stainke will ensure that 97% of all Gifted/Talented will meet the state standards on all areas of STAAR













Strategy 1 Details	Reviews			
Strategy 1: Elementary students will be provided with opportunities for GT students to work together in flexible groupings and use inquiry and discovery through TPSP, Robotics, NASA, GT Competitions, and group projects of study Strategy's Expected Result/Impact: Classroom observation, lesson plans Staff Responsible for Monitoring: Campus Administrators, Gifted/Talented Teachers Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students will be provided opportunities to participate in high level extracurricular activities such as spelling bee, UIL, & Battle of the Books. Strategy's Expected Result/Impact: Generated & paid for requisitions Staff Responsible for Monitoring: Campus Administrators, Librarians/Coaches Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide adequate/effective GT basic and maintenance training such as 30 hour mandatory training and 6 hour update training Strategy's Expected Result/Impact: Certificates of completion from Region I, generated Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Provide and train administrators & counselors on the Texas State Plan for gifted Strategy's Expected Result/Impact: Sign in sheets & certificates Staff Responsible for Monitoring: Campus administration Schoolwide and Targeted Assistance Title I Elements: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide information to parents on G/T through parent meetings and social media Strategy's Expected Result/Impact: Newsletter Staff Responsible for Monitoring: Campus administration, and teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Campuses recognize TPSP participants by showcasing projects through events like Gallery Walk, Literacy Night, etc. with medals or trophies Strategy's Expected Result/Impact: Social media and school website Staff Responsible for Monitoring: Campus administration & classroom teachers Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Provide G/T instructional resources to supplement instructional programs in all core areas when applicable Strategy's Expected Result/Impact: Classroom observation, lesson plans, assessments Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 8 Details		Reviews			
Strategy 8: Provide G/T instructional resources to supplement instructional programs in all core areas when applicable Strategy's Expected Result/Impact: Classroom observation, lesson plans, assessments Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2		Formative			Summative
		Sept	Dec	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Stainke Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations including field trips and out door activities.













Performance Objective 8: Technology: Students K-5th grades will learn about digital citizenship and cyberbullying using online curriculum.









Strategy 1 Details	Reviews			
Strategy 1: Provide curriculum to ensure personal safety for students in a digital world and Acceptable Use Policies that specify expectations and rules for students, parents and teachers. Strategy's Expected Result/Impact: Provide curriculum to ensure personal safety for students in a digital world and Acceptable Use Policies that specify expectations and rules for students, parents, and teachers.DISD will use Learning.com as the main platform for Digital Citizenship and cyberbullying. Staff Responsible for Monitoring: Campus Administrators, Media Specialist/Librarian, Counselor Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide access to an anonymous reporting hotline and website to ensure personal safety for students against bullying and cyber bullying. Strategy's Expected Result/Impact: Provide curriculum to ensure personal safety for students in a digital world and Acceptable Use Policies that specify expectations and rules for students, parents, and teachers. DISD has a Direct HOTLINE available for students, teachers and staff to report any bullying. DISD is working on creating an app to report bullying. Staff Responsible for Monitoring: Campus Administrators, Counselors, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Stainke Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations including field trips and out door activities.

Performance Objective 9: Migrant: Stainke will reduce the academic performance gap between the Migrant population and the Non-migrant population in the content areas by an average of 50%













Evaluation Data Sources: PBMAS & STAAR









Strategy 1 Details	Reviews			
Strategy 1: Determine individual needs for instructional and support services that will: Identify available resources and make referrals to address said needs such as dropout prevention programs; coordinate with the entities to ensure that the child has access to the appropriate services; and follow-up to monitor and document progress. Strategy's Expected Result/Impact: Student sign-in sheets; home visits; letters to parents; prescriptions Staff Responsible for Monitoring: Campus Administration, counselors, teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide school supplies and utilizing other fund sources provide clothing (uniforms, under clothing, shoes and jackets) when necessary. Strategy's Expected Result/Impact: Clothing Vouchers/POs; Warehouse Requests for school supplies; Signed Students Rosters Acknowledging the receipt of school supplies Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Prioritize instructional and support services for targeted PFS students first before regular migrant students by: Tracking their academic progress to ensure that their needs are being met and to make contact by phone or home visits for those that are failing in the core subject areas Strategy's Expected Result/Impact: Meeting STAAR Passing Standards Staff Responsible for Monitoring: Campus administration, teachers Schoolwide and Targeted Assistance Title I Elements: 2.4	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Provide a list of migrant students to be encoded into PEIMS with the migrant indicator code by the Title I Migrant Coordinator Strategy's Expected Result/Impact: Migrant PEIMS Report Staff Responsible for Monitoring: PEIMS Staff, campus administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Stainke Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations including field trips and out door activities.













Performance Objective 10: Student Support Services: C. Stainke Elementary students will be psychologically and emotionally served to decrease the frequency of inappropriate and disruptive behavior by 20%.

Strategy 1 Details	Reviews			
Strategy 1: Mini-lessons will be provided to students on responsibility, bullying, respect, fairness, trust worthiness and citizenship. Buy incentives for all students Strategy's Expected Result/Impact: Office referral decrease Staff Responsible for Monitoring: Campus Administration and Counselor Funding Sources: To pay for Anti bullying motivational speaker - Title IV 289 - 289.31.6299.00.106.11.0.00 - \$1,700, Buy incentives for all students - Title IV 289 - 289.11.6499.00.106.11.0.00 - \$3,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Serve students on a needed basis through counseling, supplies and clothing referrals. Strategy's Expected Result/Impact: Vouchers Staff Responsible for Monitoring: Counselor Funding Sources: Instructional supplies - Title IV 289 - 289.31.6399.00.106.11.0.00 - \$1,000, - Title I (211) - 211.31.6499.00.106.24.0.00 - \$3,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Counselor will promote a drug free life during Red Ribbon Week and "Say No to Drugs" by presenting and inviting guest speakers. Strategy's Expected Result/Impact: Sign in sheets, schedules, pictures Staff Responsible for Monitoring: Counselor Funding Sources: Instructional supplies - Title IV 289 - 289.31.6399.00.106.11.0.00 - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Staff will be trained on district policies on protecting children. Strategy's Expected Result/Impact: Sign in sheets Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 4: Stainke Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations including field trips and out door activities.

Performance Objective 11: Insurance: Stainke Elementary will ensure that 100% of all employees, students, and facilities have insurance coverage during the full contract period.

Strategy 1 Details	Reviews			
Strategy 1: Campus employees will be given an opportunity to attend a presentation on insurance opportunities. Parents will be provided with an opportunity to enroll their children in a district approved student accident insurance. Strategy's Expected Result/Impact: Enrollment forms Staff Responsible for Monitoring: Risk management director and Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Employees will be given an opportunity to participate in Personalized Prevention once a year. Strategy's Expected Result/Impact: Sign in sheets Staff Responsible for Monitoring: Nurse and Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Stainke Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations including field trips and out door activities.



Performance Objective 12: Stainke Elementary will help increase the number of high school graduates by creating awareness to future graduations such as but not limited to high school and college graduation.

Strategy 1 Details	Reviews			
Strategy 1: Campus will purchase caps , gowns and tassels for all kinder graduates to increase awareness of future graduations starting with their kinder one. Strategy's Expected Result/Impact: Increase high school graduation awareness. Staff Responsible for Monitoring: Kinder teachers Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Stainke Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 1: CLPAC: Stainke will maintain the required members in the Campus Level Planning and Advisory Committee to oversee district decisions, plans, and improvement activities at least 4 times per year.


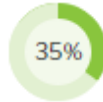



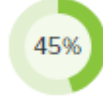


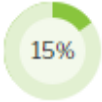



Evaluation Data Sources: CLPAC meeting sign ins and agendas





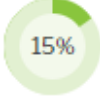





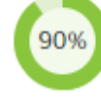

Strategy 1 Details	Reviews			
Strategy 1: The campus administration will establish committee membership as per Policy. Strategy's Expected Result/Impact: CLPAC Member's List Staff Responsible for Monitoring: Campus administration Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Create a schedule of CLPAC meetings for the year. Strategy's Expected Result/Impact: Schedule Staff Responsible for Monitoring: Campus administration Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 5: Stainke Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 2: Parental and Family Engagement Department: Stainke will increase the number of parent/community volunteers by 5% and increase the parent attendance by 10% at district meetings/events each year.

Evaluation Data Sources: Volunteer sign in at each site on a daily basis and the sign in at the meetings.

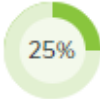







Strategy 1 Details	Reviews			
Strategy 1: Review, revise, and disseminate parental involvement policy with parents in accordance with Title I requirements. Strategy's Expected Result/Impact: Meeting invitations, sign-in sheets, meeting agendas, handouts, evaluations, pictures Staff Responsible for Monitoring: Parent Educators, Principals Schoolwide and Targeted Assistance Title I Elements: 3.1	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Review, Revise, and implement, school/parent compacts to develop a strong school/family partnership. Strategy's Expected Result/Impact: Meeting invitations, sign-in sheets, meeting agendas, handouts, evaluations, pictures Staff Responsible for Monitoring: Parent Educator & Principal Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Hold Parent Learning Academies (PLA) to provide parents with information about Title I requirements and state/district policies and procedures. ie. speakers, open dialogue, district resources, workshops, etc. Strategy's Expected Result/Impact: Meeting invitations, sign-in sheets, meeting agendas, handouts, evaluations, pictures Staff Responsible for Monitoring: Parent Educator & Principal Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Identify and provide assistance and support to parents of struggling students so they may improve in areas of academics, attendance, and discipline. Strategy's Expected Result/Impact: Meeting invitations, sign-in sheets, meeting agendas, handouts, evaluations, pictures Staff Responsible for Monitoring: Parent Educator & Principal Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Build parents' capacity by providing them with training and workshops in a variety of topics throughout the year such as: Nutrition classes, computer classes, ESL classes, GED classes, parent workshops, P.A.S.O.S., etc. Strategy's Expected Result/Impact: Meeting invitations, sign-in sheets, meeting agendas, handouts, evaluations, pictures Staff Responsible for Monitoring: Parent Educator & Principal Schoolwide and Targeted Assistance Title I Elements: 2.4	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Provide parents with information on Title I program and requirements. Strategy's Expected Result/Impact: Meeting invitations, sign-in sheets, meeting agendas, handouts, evaluations, pictures Staff Responsible for Monitoring: Parent Educator & Principal Schoolwide and Targeted Assistance Title I Elements: 2.4, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Provide parent and family engagement meetings to disseminate information on: Student achievement, school performance, curriculum programs, federal program requirements, parents' rights, and needs assessments for Title I Programs.	Formative			Summative
	Sept	Dec	Mar	June

<p>Strategy's Expected Result/Impact: Meeting invitations, sign-in sheets, meeting agendas, handouts, evaluations, pictures</p> <p>Staff Responsible for Monitoring: Parent Educator & Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 5: Stainke Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

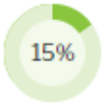
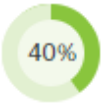






Performance Objective 3: Bilingual/ESL/Migrant: Participate in and/or provide at least 4 events/meetings/trainings/fairs/celebrations to inform parents of the district's Bilingual model.

Strategy 1 Details	Reviews			
Strategy 1: Coordinate parental meetings with district departments and community sites to ensure more parents receive information that can benefit their children and families, Title III requirement. (ie. Health Fair, Sp. Educ. Parent Meetings, Bil/ESL Dept. Meetings) Strategy's Expected Result/Impact: Invitation, Sign- in sheets, Agendas, Pictures (optional) Staff Responsible for Monitoring: Parent Educator & Principal Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative			Summative
	Sept	Dec	Mar	June
	 25%	 30%	 70%	 100%
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Stainke Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

















Performance Objective 4: Fine Arts: Stainke will support continuous success for all Fine Art students.









Evaluation Data Sources: Fine Arts cross-curricular projects, Community engagement projects, Committee agendas/sign-in documents.

Strategy 1 Details	Reviews			
Strategy 1: All fine art teachers will showcase their students through community performances, concerts, recitals, and exhibits. Strategy's Expected Result/Impact: Increase in school, family and community engagement. Staff Responsible for Monitoring: Fine Arts Director, Campus Fine Arts Coordinator, Fine Arts Teacher Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Stainke Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

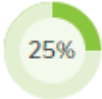








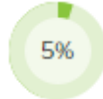


Performance Objective 5: CLPAC and DLPAC: Stainke will maintain 100% of the required members in both District and Campus Level Planning and Advisory Committees to oversee all improvement activities at least 5 times per year.






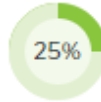
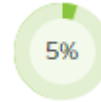





Strategy 1 Details	Reviews			
Strategy 1: Replace members whose term has ended through nomination and voting process. Strategy's Expected Result/Impact: Meeting Attendance and Sign-ins Staff Responsible for Monitoring: Campus Administration and Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Members will attend meetings throughout the year as needed to oversee all improvement activities. Strategy's Expected Result/Impact: Meeting Attendance and Sign-ins Staff Responsible for Monitoring: Campus Administration and Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: CLPAC will ensure a parent and business representative serve in the committee as outlined in CLPAC policy. Strategy's Expected Result/Impact: Sign in sheets Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Campus personnel will be provided with campus orientation to include: handbook, campus improvement plan, master schedule, duty schedules, committees (CIP, CNA, HB5, etc.). Strategy's Expected Result/Impact: Sign in sheets Staff Responsible for Monitoring: Principal	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 5 Details		Reviews			
Strategy 5: Conduct a thorough comprehensive needs assessment that draws from both quantitative and qualitative data sources. Strategy's Expected Result/Impact: Sign in sheets, agendas, CNA narrative Staff Responsible for Monitoring: Campus Administration, committees composed of teachers, teacher assistants and stakeholders		Formative			Summative
		Sept	Dec	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: Stainke Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 6: Library Services : To promote the integration of curriculum, resources and teaching strategies to ensure success of all students as the effective creators and users of ideas and information enabling them to become life long learners.

Strategy 1 Details	Reviews			
Strategy 1: Provide resources for teachers to use in their instructional settings (Fiction and Non-fiction reading materials, award winning books, audio visual, databases, e-books, professional books, magazines, newspapers, I-pads,etc.) Scholastic Fair will be take place twice a year. Strategy's Expected Result/Impact: Collective analysis 898 will be the account used for this vendor. Vendor will donate books to library. Staff Responsible for Monitoring: Librarian and Campus Secretary Funding Sources: reading materials - Local (199) - 199.12.6329.00.106.11.0.00 - \$128, swank license - Local (199) - 199.12.6299.00.106.11.0.00 - \$255, buses for battle of books - Local (199) - 199.11.6494 - \$4,790	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Fieldtrip for AR students, distinguished readers, and word count readers. Strategy's Expected Result/Impact: Collective analysis Staff Responsible for Monitoring: Librarian and Campus Secretary Funding Sources: Expenses for AR fieldtrip - Local (199) - 199.12.6412.00.106.11.0.00 - \$700	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Attend training/conferences to integrate library curriculum into classroom lessons. Provide presenters to enhance student knowledge in the areas of science, math and reading. Strategy's Expected Result/Impact: Collective analysis Staff Responsible for Monitoring: Librarian and Campus Secretary Funding Sources: Reading materials - Local (199) - 199.11.6329.00.106.11.0.00 - \$800, TLA Conference for librarian - Local (199) - 199.12.6411.00.106.11.0.00 - \$1,000, Pay for motivational speaker - Title IV 289 - 289.11.6291.00.106.11.0.00 - \$500	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Provide incentives for students who participate in Battle of the Books and Clubs Strategy's Expected Result/Impact: Collective analysis Staff Responsible for Monitoring: Librarian and Campus Secretary Funding Sources: Battle of the books incentives - Local (199) - 199.11.6499.00.106.11.0.00 - \$200	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Librarian will create a recognition wall highlighting distinguished readers, AR point advancements, word count winners to be updated every Friday. Strategy's Expected Result/Impact: Wall of Champions Staff Responsible for Monitoring: Librarian	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

State Comp.(164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$1,536.00
3	5	1			\$2,780.00
3	5	6		164.11.6399	\$2,780.00
3	5	7	Expenses for field trip buses & entrance fee		\$5,900.00
Sub-Total					\$12,996.00
Budgeted Fund Source Amount					\$1,536.00
+/- Difference					-\$11,460.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	3	199.31.6411.00.106.99.0.00		\$600.00
3	2	10	199.23.6499.00106.99.0.00		\$2,550.00
3	5	1			\$4,000.00
3	5	4	199.23.6399.00.106.99.00.0		\$4,000.00
3	5	6	Buy instructional supplies	199.11.6399	\$4,250.00
3	5	7	Expenses for field trip buses	199.11.6494	\$3,400.00
3	5	7	Expenses for field trip entrance fees and meals	199.11.6412	\$3,800.00
3	5	8	To pay for student copier	199.11.6269	\$13,000.00
3	5	8	To pay for office copier	199.23.6269	\$4,000.00
3	5	8	To pay for counselors copier	199.31.6269	\$1,500.00
3	5	9	surveillance cameras	199.23.6499	\$2,550.00
3	7	1	199.51.6319.00.106.99.0.00		\$0.00
3	8	2		199.31.6269.00.106.99.0.00	\$13,000.00
3	9	1		199.51.6319.00.106.99.0.00	\$379.00
3	9	2		199.23.6246.00.106.99.0.00	\$1,100.00
4	5	8	199.11.6499.00106.11.0.00		\$4,000.00
5	6	1	reading materials	199.12.6329.00.106.11.0.00	\$128.00
5	6	1	swank license	199.12.6299.00.106.11.0.00	\$255.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	6	1	buses for battle of books	199.11.6494	\$4,790.00
5	6	2	Expenses for AR fieldtrip	199.12.6412.00.106.11.0.00	\$700.00
5	6	3	Reading materials	199.11.6329.00.106.11.0.00	\$800.00
5	6	3	TLA Conference for librarian	199.12.6411.00.106.11.0.00	\$1,000.00
5	6	4	Battle of the books incentives	199.11.6499.00.106.11.0.00	\$200.00
Sub-Total					\$70,002.00
Budgeted Fund Source Amount					\$51,555.00
+/- Difference					- \$18,447.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$6,000.00
1	1	6	211.13.6291.00.106.24.0.00		\$4,000.00
3	2	2	tutors		\$12,000.00
3	2	6	211.32.6499.00.106.24.0.00		\$500.00
3	5	1	211		\$4,400.00
3	5	6	Buy instructional supplies	211.11.6399	\$4,400.00
3	5	10		211.21.6239.00.106.24.0.00	\$1,698.00
4	10	2		211.31.6499.00.106.24.0.00	\$3,000.00
Sub-Total					\$35,998.00
Budgeted Fund Source Amount					\$24,598.00
+/- Difference					- \$11,400.00
Migrant (212)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	5	1			\$3,800.00
Sub-Total					\$3,800.00
Budgeted Fund Source Amount					\$3,800.00
+/- Difference					\$0.00
Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	255		\$2,162.00

Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	5	1	255.13.6399.00.106.24.0.00		\$2,000.00
Sub-Total					\$4,162.00
Budgeted Fund Source Amount					\$3,162.00
+/- Difference					-\$1,000.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$800.00
3	5	1	263.11.6399.00.106.25.0.00		\$3,632.00
Sub-Total					\$4,432.00
Budgeted Fund Source Amount					\$1,971.00
+/- Difference					-\$2,461.00
Title IV 289					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	289.31.6239.00.106.11.0.00		\$300.00
1	2	3	289		\$800.00
3	2	3	289.31.6239.00.106.11.0.00		\$300.00
3	2	10	897.00.2190.01.106.00.0.00		\$5,000.00
3	5	1	289.31.6399.00.106.11.0.00		\$2,180.00
3	5	6	supplies		\$2,180.00
3	5	7	289.11.6494.00.106.11.0.00		\$1,000.00
3	5	7	289.11.6412.00.106.11.0.00		\$700.00
4	10	1	To pay for Anti bullying motivational speaker	289.31.6299.00.106.11.0.00	\$1,700.00
4	10	1	Buy incentives for all students	289.11.6499.00.106.11.0.00	\$3,000.00
4	10	2	Instructional supplies	289.31.6399.00.106.11.0.00	\$1,000.00
4	10	3	Instructional supplies	289.31.6399.00.106.11.0.00	\$1,000.00
5	6	3	Pay for motivational speaker	289.11.6291.00.106.11.0.00	\$500.00
Sub-Total					\$19,660.00
Budgeted Fund Source Amount					\$7,378.00
+/- Difference					-\$12,282.00

ESSER III (282)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$56,043.00
+/- Difference					\$56,043.00
Grand Total Budgeted					\$150,043.00
Grand Total Spent					\$151,050.00
+/- Difference					-\$1,007.00