Donna Independent School District

D. Singleterry Elementary

2022-2023 Campus Improvement Plan

Mission Statement

The mission of Donna ISD is to ensure academic excellence for all students through a rigorous and supportive learning environment that provides a quality education in accordance with state and national standards.

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Demographic Data

1. What do enrollment numbers indicate?

Enrollment numbers indicate the number of students we have enrolled at our campus. We use an Excel sheet to document numbers based on a report run on the TEAMS database used. On the form, the numbers are listed by teacher and includes totals by grade level. The form is updated on a daily basis due to enrollments that we may get throughout the day. It also helps us keep tabs on the number of students we have as a campus in which we turn into our Intake/Attendance Office on a daily basis.

2. What is the breakdown by ethnicity, gender, or other category?

Enrollment counts are broken down into percentages by specific demographic categories for a specified year such as grade, ethnicity, gender, recent immigrant, migrant, at risk, economically disadvantage etc... The data will be summarized for a particular campus, district, region, or for the entire state. Financial planners and civic leaders use enrollment data to monitor the educational needs of a community. For example, a growing community will consider current enrollment data when making decisions to add teachers or adjust school programs in the short term. For long-term planning purposes, districts use enrollment trend data to predict and respond to changing needs in areas such as school facilities.

3. How has the enrollment changes over the past three years?

Numbers were low in the beginning of the school year due to parents being cautious because of the coronavirus. The enrollment of students at the school has grown over the last few months due to new subdivisions springing up in the area as well as coronavirus cases going down in the county.

4. What is the number of students in each special program? How do these program numbers look broken up by ethnicity, gender, or other category? Are we over or underrepresented in certain groups? Why?

The numbers obtained regarding ethnicity and gender are accurately represented and the majority are of Hispanic race, are limited English proficient and economically disadvantaged. There are 63 number of students in EE, PK3 and PK4 with 45 students that are LEP, 2 migrants and 0 bilingual, 60 economically disadvantaged and 10 receiving special education services 76 students in KG with 49 that are LEP, 4 migrants, 53 bilinguals,73 economically disadvantaged and 3 receiving special education services.

95 students in 1st grade with 71 LEP, 3 migrants, 73 bilinguals, 94 economically disadvantaged, and 1 receiving special education services.

73 students in 2nd grade with 56 LEP, 4 migrants, 56 bilinguals, 71 economically disadvantaged, and 2 receiving special education services.

67 students in 3rd grade with 48 LEP, 3 migrants, 47 bilinguals, 67 economically disadvantaged, and 5 receiving special education services.

83 students in 4th grade with 60 LEP, 1 migrant, 65 bilinguals, 81 economically disadvantaged, and 2 receiving special education services.

83 students in 5th grade with 56 LEP, 3 migrants, 56 bilinguals, 79 economically disadvantaged, and 5 receiving special education services.

5. What is the data for special programs over time?

Data shows very minor fluctuations in our special program enrollment numbers. As funding changes, we strategize to provide appropriate resources to ensure student growth and success.

6. What does the data regarding students who exit from special programs indicate? How many? Who are they? What trend or pattern do we see?

The data regarding students who exit from special programs indicate that the student has completed or met goals that is required from that program. Not many students exit special programs once they enter, however, they can exit when goals are met or parents deny the services that is being offered to the student. Each special program has an existing criterion. The special programs are GT, 504, RTI, Special Education, Bilingual, Migrant. Due to the community we live in, we see a pattern of mostly all students who attend school need some type of special program to help them success in the school setting.

7. Who are our at risk students? What is their at risk category?

Our at risk students are coded as V004- Pre-k through 3rd that did not perform satisfactorily on a readiness test or assessment. Code 010-a student of English Limited Proficiency. Code 012 is considered homeless under McKinney-Vento Residency.

8. Who are our Migrant students?

We currently have 20 migrant students out of 530 students Which is less than 4 % of enrolled students.

9. What is the mobility rate for this campus? What is the stability rate? How are these numbers represented for Migrant students?

The mobility rate for our campus is 14.8%. The stability rate is 85.2%. Our Migrant students are at a rate of 3.77%.

10. What area of the community do these students come from?

Our student population comes from the rural areas of north Donna and includes the nearby towns of Alamo and Edinburg.

11. What are the staff demographics?

The following are the staff demographics:

Professional Paraprofessional

1-5 Yrs. =7 1/2 year=2

6-10 Yrs. =9 1-5 yrs. =5

11-15 Yrs.=7 6-10 yrs. =3

16-20 Yrs. =7 11-15 yrs. = 2

21+....... =8 16-20 yrs. =2

21+......... =2

12. What are the teacher/student ratios? How do these ratios compare to performance?

The teacher student ratio at Singleterry is 22/1. The ratio in singleterry helps the teacher be more successful. The fewer students each teacher works with, the more closely they're able to adapt their teaching to the specific learning styles. Although the student teacher ratio is positive, because of the covid slide teachers are still struggling with the student growth.

13. What are the teacher qualifications, certifications? Paraprofessionals?

Paraprofessional qualifications:

· High School diploma or GED

· Competed 2 years of study at an institution of higher education; or

· Obtained an Associate's Degree (or higher) or;

· Met a rigorous standard of quality and be able to demonstrate through a formal state or local academic assessment, knowledge of and ability to assist in instructing reading, writing, and mathematics,

· Valid Texas educational aide certificate

· Some experience working with children.

· Mathematical Skills

· Reasoning Ability

· Ability to work well with children and staff

Teacher Qualifications:

· Bachelor's degree from accredited university

· Valid Texas teaching certificate with required endorsements for subject and level assigned

· Demonstrated competency in the core academic subject area assigned

· Language skills

· Mathematical skills

· Reasoning ability

· General knowledge of curriculum and instruction

· Ability to instruct students

· Classroom management

· Ability to plan and implement lessons bases on objectives and needs and abilities of students

14. What does the general data reflect regarding teacher quality on the campus?

The general data shows we are continuing to struggle with both reading and math in 3rd-5th grades as measured on comprehensive and benchmark assessments. This reflects the need to deliver instruction differently in all grade levels. Teachers must have high expectations of their students and provide engaging, high quality lessons on a daily basis in all content

areas. Students must be given daily focused phonics instruction in PK3-2nd grade to provide students with a strong foundation and develop good readers. The data shows we cannot continue to do what we have always done because our students are not showing the expected growth.

Demographics Strengths

We are neighboring school to the colonias which is easier access to parents to get to school

Most of our teachers are bilingually certified and that is a strength due to the high number of bilingual students on our campus.

Proper resources they are receiving to be the most successful academically and socially.

Teachers and staff are very focused on the well-being of the students and their learning development.

Campus is accommodating to students' needs to help them succeed in the classroom.

Team Work amongst all staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Educators should be proactive problem solvers. **Root Cause:** Lack of training on building personal relationships with students after the pandemic.

Problem Statement 2: Collaboration and positivity should be evident in every employee, both at the campus and district level, to produce an excellent learning environment, quality education, student growth, and teacher satisfaction. **Root Cause:** PD on professional behavior.

Problem Statement 3: Better Communication with the whole team paraprofessionals included. **Root Cause:** Team building activities for all staff.

Problem Statement 4: Behavior Interventionist to help out with students. **Root Cause:** Interventionist support for teachers identified as in need.

Problem Statement 5: The school needs a more effective bilingual program. **Root Cause:** Bilingual program changes every few years. Need consistency.

Problem Statement 6: Parental support in the students' educational experience **Root Cause:** Parents need to be a part of their childs learning. More parental involvement meetings.

Student Learning

Student Learning Summary

All Student Learning describes the results of our educational system in terms of standardized test results, grade point averages, standards assessments, and authentic assessments. Schools use a variety of student learning measurements –usuallys eparately—and sometimes without thinking about how these measurements are interrelated.

Probing Questions
1. How is the student achievement data disaggregated?
The student achievement data is disaggregated by schools, ethnicity, gender and socioeconomicstatus.

2. How does student achievement data compare from one data source to another?
Student achievement data from one data source to another is consistent as determined by Benchmark, STAAR and six weeks tests.

3. What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category? (*Demographics)
The data reflects that there are 535 Hispanic students and 1 White student. The total of students are 536 students, 258 are female students, and 278 are male students.
When the data is disaggregated, it indicates the total number of students in each category program, and how they performed on the STAAR Assessments and TELPAS Assessments, if
students are Bilingual English Learners. It also indicates which special population is struggling and is not passing state assessments compared to other students of their age. We are a low
socioeconomic campus, and we have one inclusion teacher on campus, and our GT students are served by our classroom teachers.

4. In which areas are we showing growth? At what rate? Compared to which standard of achievement?
This academic school year 2021-2022, we have been showing growth in Reading and Math. Students 3rd to 5th take a Bundle test every six weeks. Students Pre-K to 2nd are not taking
Bundle testing this school year.

5. Which students are making progress? Why? (*School Process)
Students who failed STAAR in the 2020-2021 school year and lower grade students who did not pass the Amplify district testing are making academic progress. Students are being tutored 30
minutes or more a week in small groups with individualized instruction and interventions.

6. What impact are intervention programs having on student achievement? Which students are benefitting or not? (*Demographics) All students are being impacted by these intervention programs. Students in lower grades are being progress monitored by the district and students in the upper grades are being tested in district assessments. These assessments help teachers monitor student progress. Students who are not performing are getting small group instruction and others are receiving regular instruction in order to show growth.

7. What does the longitudinal student achievement data indicate?
The longitudinal data of student achievement between the years of 2019 and 2021 differ dramatically. The year 2019 was before the coronavirus pandemic happened and the year 2021
was when some of the pandemic seemed to go away.

8. What does the data reflect within and among content areas?
The data within and among content areas of both math and reading show that in the year of 2019 and 2021 there was a decline in data. The year of 2019 data shows that there was growth both

within and among content areas in grades 3rd, 4th, and 5th grade levels. In the year of 2021 there was a huge decline both within and among content areas in grades 3rd, 4th, and 5th grade levels.

9. What does the date indicate when disaggregated at various levels of depth?
When looking at the data for 2021 the disaggregated is evident that the campus is behind the district and the state porcentages. When looking at demographics, it is evident that the hispanic
population is the dominant because there is no data for white, african american, and native american.

10. Which students are making annual progress? Which ones are making projected growth? Who are these students? How does this data compare across programs, content areas, subgroups, etc.? (*Demographics & School Process) It is shown that there are no groups that are making progress. When we compare the 2019 to the 2021 data, we can see that there is a decrease in performance at approaches, meets, and master leves.

11. What evidence exists to determine that the curriculum is clearly linked to the TEKS and other standards for student learning?
Our campus is guiding our instruction with Six Weeks Assessments that link questions to specific TEKS. Teachers and administration review data gathered from these assessments to ensure that the curriculum is linked to the TEKS.

12. How is data used to inform curriculum, instruction, and assessment decisions? (School Process)
Data information is gathered by bundles, diagnostic assessments, Amplify, I-station reports, Imagine Math reports, previous year TELPAS & STAAR. The areas that students are struggling with are identified by teachers and they use that information to target the student needs. The TEKS are then spiraled into a daily review and or are provided during intervention.

13. What does the data reflect about how curriculum, instruction, and assessment are aligned? How are they focused on supporting and challenging all students?
The curriculum addresses TEKS that should be mastered for each grade level. The textbooks, assessments and curriculum are by bundles. The bundles mirror the objectives that should have
been taught or previously taught so that students can show what they have learned through the six-weeks. Teachers will review results and decide who and what areas need to be retaught or
reviewed. Interventions are implemented in small groups to meet students' needs. Students that are performing below grade level get instruction retaught in smaller groups or if most of the class
struggled with a TEK then that may be taught whole group. All of our students regardless if they are GT, in Special Education, Bilingual, RTI, and/or are in 504 are challenged according to their specific needs.

14. How are curriculum, instruction, and assessment aligned with 21st Century Learning Skills?
Teachers at Singleterry deliver instruction to students aligned to a 21st-century skills classroom. Moreover, teachers encourage creativity, experimentation, and trial-and-error. For example, 5th
grade teachers work together to develop hands-on investigations with the students to further develop content knowledge. Students in 5th grade have had the opportunity to create landforms,
investigate ramps, making and separating mixtures, creating terrariums to model ecosystems, etc. Teachers also motivate students to create their own lessons and activities aligned to the
curriculum, through sites that offer the opportunity to respond to the lessons and create engaging models. Furthermore, teachers also encourage critical thinking skills by preparing well thought of questions beforehand by using Bloom's Taxonomy.

15. How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement: How consistent is this across the district/school? What is the impact on specific student groups?
With inclusion and GT students in the same classroom, this can be challenging for a teacher. Our teachers do the best they can to differentiate instruction by TEKS to help ensure that our students
are more successful. We have a staff of creative teachers who are constantly exploring ways in which to increase student achievement. We have teachers who have embraced technology and standards based grading, all in an effort to meet the needs of their student population.

16. What evidence supports the implementation of high impact/high yield additional interventions for students who need assistance beyond primary classroom instruction? Which students need this type of instruction? What has the effect been over time?
Our teachers have offered extensive tutorial sessions this school year including High Impact Tutorials put in place by our district. HIT tutorials were offered to every student that did not meet state standards. Furthermore, they took place on a daily basis for 30 minutes each session. The HIT tutorials have been effective and can be measured by analyzing student academic growth
based on state assessments. In addition, the district has provided our teachers and students with several online resources that help develop their understanding. This has been effective because of
the number of students utilizing these resources.

17. How does instructional design and delivery maximize student engagement, a positive learning climate, higher order thinking skills, problem solving, critical thinking, etc?
Instructional design and delivery simultaneously affect all the qualities outlined and the overall progress of each individual student positively. Instructional design allows for consideration in areas where students struggle; teachers specifically cater the lesson plan to engage all students and create interest in the classroom and is executed through delivery consistently on a day to day basis. Having a foundation set, such as an attentive classroom allows for the development of critical thinking for problem solving and understanding of lessons. Both tools correlate positively in proportion to each other. The lesson plan is only good if it is delivered' properly to the students, inversely without good instructional design, there is no structure for the delivery of education the school provides to its students.

18. Is there evidence that assessments are aligned with clearly specified and appropriate achievement expectations? How are they developed and linked to measure the effect of curriculum and instruction?
Yes, assessments reveal how well students have learned the material and lessons directly when assessments are closely aligned with the learning objectives and instructional strategies. This is why it is necessary for the assessments to be derived from the expected learning outcome for the students. When assessments are, we can more accurately measure strengths and weaknesses for sections within the yearly lesson plan and use this feedback for further improvement of the students' success.

19. How do we know assessments are designed, developed, and used in a fair and equitable manner that eliminates biases? How do students perceive these assessments?
Having TEKS that are not biased, teachers are able to eliminate bias and focus on the material that needs to be learned. Students have not been excited about assessments. Most students cannot make the text to text connection with assessment. With their lifestyle being different than those shown or frequency levels are too low to make that connection.

20. How does the scope of assessments provide a comprehensive and epresentative. sampling of student performance that allows for confident conclusions about achievement? The feedback that we get back from teachers, can be used to make the most accurate conclusions. Having teachers evaluate results of those students being assessed.

21. What technology do we have for student learning? (*School Process)
Students in Prekinder through 2nd grade are given ipads with many programs that help them focus on programs. Students in 3rd through 5th grade have Chromebooks assigned to each individual student. Students also have access to a screen that serves as a computer, it projects teacher work and has access to many websites and learning resources. Students have access to desktops that are in the classroom as well.

22. What is the technology proficiency for staff and students? (*School Process & Demographics)
Most teachers are offered technology trainings at the beginning of the year. These trainings offer different techniques and strategies for teachers to use throughout the year. There are many resources such as moogles for math and different programs that lower grade teachers can offer students in Pre-k through 2nd grade. The district usually offers different technology trainings for teachers to learn different teaching techniques.

23. What are some barriers that potentially prevent effective use of technology? When it's working, why is that so? When it's not working, why not?
Some barriers that potentially prevent effective use of technology would be if the teacher doesn't have the corresponding/appropriate training. The lack of time or trainings available to staff to learn, practice, or plan ways to use technology for instruction. The lack of resources available to student's or staff. Here are some barriers that potentially prevent effective use of technology would be when the internet or Wi-Fi shuts down at times. Another barrier would be that there is not enough technological devices for all students in campus and also new students learning how to cope with technological devices.

24. What types of technology professional development have we provided? What was the impact for staff and students?
The district provides training in technology professional development at the beginning of the school year. Some technology professional developments that were provided for the staff

and students was physical training on how to use the new technological devices. If new computer programs are introduced throughout the year, teachers are provided with trainings on how to operate the new programs and then they show the students how to operate the program in the classroom.

25. In which content areas are we using technology and how? What is the effect?
Technology is used in Mathematics, Reading, Writing and Science. Students use Imagine Math from Kindergarten to 5th grade. The district monitors student program usage through reports. District Math personnel usually email throughout every six weeks to promote math intervention usage. Students use programs like Istation to improve language and phonetic instruction. Students can also use programs like Myon for science and social studies.

26. How does the design of the network provide for the users it supports?
Both programs are easy to use and teachers have access to weekly usage reports and assessments. As per our students, Imagine Math personalizes learning and engages students in a meaningful exploration of mathematical understanding. It provides students with an opportunity to apply reasoning and critical thinking skills. To add on, a motivation plan is outlined and explained to students to offer extra incentives. furthermore, Istation helps teachers determine students' reading levels and placement. In this program students are offered individualized student placement based on ISIP assessment results and differentiated instruction based on scope and sequence, assessments, and student interaction.

27. How is technology utilized to support curriculum, instructions, and assessment
integration and implementation?
At our campus lower grades K-2nd use Ipads and 3rd-5th grade students use their chromebooks on a daily basis. All grade levels use their devices frequently, for assessing, engaging and to help students develop a better understanding of the material being taught. Moreover, upper grade levels use technology to prepare students for the state assessments and to take state assessments. Students are fully engaged taking part in lessons that are taught through Nearpod, Classkick and Quizziz.

Student Learning Strengths

*The students that failed a STAAR exam were given the opportunity to get 30 hours of intervention in Reading and Math with tutors. This allowed them to improve in reading and math and help them catch up with lost instruction during the pandemic.

*All students have Chromebooks and Ipads. They are given the opportunity to practice daily.

*Wifi and internet is provded to all students.

*Our curriculum is aligned to the TEKS and state standards.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Most students are reading below grade level. Students lack reading foundational skills. **Root Cause:** Loss of instructional time and practice during the pandemic.

Problem Statement 2: Their needs to be vertical alignment between grade levels so that teachers know expectations. **Root Cause:** Training needs to occur that aligns teacher strategies and expectations.

Problem Statement 3: Teachers need to use the programs and resources offered by the district. **Root Cause:** Too many programs are required to effectively teach students.

Problem Statement 4: Students need reading and math intervention for HB 4545. Hire tutors to assist students in completing the 30 hours required by TEA for students that did not meet Approaches. **Root Cause:** Students have faced learning loss and are not on grade level in reading and math. Need assistance to work in small groups for reading and math.

School Processes & Programs

School Processes & Programs Summary

CNA School Process

Update: 5/31/2022

Group	Members	Questions Assigned
1	Ms. Barrientos , R. Martinez	15, 19, 23
2	E. Estrada , S. Viera	1, 2, 3
3	B. Martinez, A. Tijerina	4, 5, 6
4	F. Cerda, S.J. Navarro	7, 8, 9
5	R. Salas, R. Gonzalez	14, 17, 18
6	E. Silva, N. Perez	20, 21, 22
7	M. Valenzuela, M. Cortez, I. Villa	11, 12, 13, 16
8	M. Guzman, G. Tapia	10

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Probing Questions

1. How are follow-up data regarding teacher performance provided to teachers?

Teachers meet with our Principal, Strategist and our curriculum specialist to look at data either as a grade level or individually.

2. How are we recruiting highly qualified and effective staff? (*Demographics)

A committee has oversight on interviewing potential teachers. The committee interviews and decides which candidates are qualified and best meet our students' needs.

3. What is our staff attendance rate? Retention rate? Turnover rate?

Staff attendance rate: 93.46%

Retention rate: 100%

Turnover rate: 0%

4. How is highly effective staff assigned to work with the highest need students? (*Demographics & Student Learning)

We hire staff that are highly qualified to meet the needs of our students. All teachers are fully certified through SBEC to teach their grade level. Teacher's mentor and train staff in need of assistance as needed.

5. What is the impact/effect of our teacher mentor program?

We assign an experienced teacher for 1 year with a newly hired teacher. For the past four years, we have not hired any new teachers to assign a mentor.

6. How is new staff supported? What feedback do they provide?

New staff is supported by providing an experienced teacher as a mentor. We also provide trainings and follow-up feedback and observations by district strategists and directors. They get on-going support by campus and central office staff. They get feedback on observations and recommendations.

7. What systems are in place to build capacity and support the notion of continuous improvement?

Staff is trained throughout the year through content meetings, district meetings in all contents, bilingual department meetings, staff development, and grade level meetings. Teachers are also provided with advice and support from the instructional coaches strategists for all contents. Teacher growth is monitored yearly in goal setting by the T-TESS Formal Observation, walkthroughs, and grade level meetings.

8. How are we using data to determine professional development for staff? (List data used & what is implemented) (*Student Learning)

Pre-k teacher use CLI Engage Assessment

Kindergarten-2nd grade uses Amplify testing

3rd-5th grade: uses Istation, Imagine Math

All grade levels: TELPAS, STAAR, District assessments

Administration and directors analyze the data. Professional developments for teachers are established according to the teachers' needs of improvement. Teachers have the opportunity to grow by attending district meetings, instructional strategist support trainings, in order to increase student achievement.

9. How are collective and individual decisions regarding professional development determined?

District and campus administrators using the data from all-formal testing make professional development decisions. In Kinder-2nd, our school needed to improve in the phonics foundation for our students. We noticed that we do not have a phonics program, so as a campus we attended a training, specific in phonics. These training helped teacher plan and improve their skill in phonics so that our students could be successful.

Collective and individual decisions regarding professional development can be based on the needs of the students (what the student is lacking), or the improvement of the teacher. These training gives teachers an opportunity to meet the needs of their students, self, school, district, and state and for teacher to grow.

10. What types of professional development has staff attended? (be specific) How is implementation monitored?   What impact has it had on performance? What is the follow-up?

Among others, teachers have attended to the following Professional Development trainings: Ethics, Safe School, Classroom management, building relationship with students, Lesson planning, Guided reading, reader's workshop, Writer's workshop, Phonics, Poetry, strategies to teach ESL students, SIOP, GT 30 hours, GT 6 hr. update, Technology, Data and analysis, coaching Math, and Science curriculum, Academies, Trauma-Informed Training Series.

After attending to any Professional Development session, teachers set myself 2 to 3 goals that are achievable, observable, and measurable into a given period. As a part of the plan, smaller steps are developed to monitor the implementation. Implementation is monitored with walk-throughs.

For Teacher: develop better instruction and classroom management, expand knowledge and skills, and use strategic planning, data analysis and have high expectations.

For students: increased engagement, learning achievement, and accountability.

11. What evidence exists that families and community members are involved in meaningful activities that support student's learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe? (*Demographics & Student Learning)

A. Community In Schools (CIS), Meet the Teacher, Open House, Literacy Night

B. CIS, Meet the Teacher, Open House, and Literacy Night

C. Parent Volunteers (9) currently for our campus, CIS Rep. Ms. Carreon

D. We observe all students needs of learning with Teachers, Paraprofessionals, Administration, Inclusion staff, Tutors, software programs, TIERS

(NON-LEP, LEP, At Risk, Migrant, GT, and SPED Students)

12. How are families and the community members involved in school decisions?

Parents can participate at school by helping with functions and activities, or communicating with teachers. They can also be involved at home in many ways, including guiding their children to manage homework and other commitments and engaging in discussions about values and attitudes regarding education. There is minimal participation/involvement from parents.

13. What types of services are available to support families, community members, and students to encourage healthy family relationships?

Community-based services include but are not limited to early intervention services, dental care presentation, nutrition, parent education programs/meetings, Parent learning academies, Region I FREE GED English Classes, public library services, McKinney Vento.

14. If families speak languages other than English, what are these languages? How does the school communicate in those languages? (*Demographics)

Our parents' home language for the most part is usually Spanish. Bilingual education is being provided to students that will address this need. Every grade level has teachers bilingually certified. If a need arises that a parent has to be called, it can be done in their home language.

Notes from the campus are usually sent in both languages: English and Spanish. Posting in the D. Singleterry Facebook account are also usually done in both as well. Mass calls using the blackboard service as well as district news are done in both.

Opportunities for parents to improve themselves are provided at the parent center. These meetings and trainings are done in both languages..

School meetings such as open houses and meet the teacher night follow the pattern of using both languages.

15. What types of services are available to support students in special programs? What are the results? (*Demographics and Student Learning)

We have different programs available to support students in special programs. For our English Learners we have the Biliteracy Program, these students receive an equal amount of instruction in both English and Spanish. We also have RTI (Response to Intervention) for students who are struggling. There is a 504 program for a student that has a physical or mental impairment that limits one or more major life activities. We also have a Special Education Program; in this program, a student must have met criteria to be eligible for these services. A student who is eligible for services under a Specific Learning Disability can be eligible for in-class support and accommodations. While a student with an Intellectual Disability may be eligible to participate in An Early Childhood Special Education Classroom. Where he or she will be taught both academic and social skills. We also provide dyslexia services for a studnent who has been identified as having dyslexia. For both Special Education and Dyslexia, a teacher has been certified to provide those services.

16. What types of community partnerships exist to support families and students?

CLPAC, LPAC, School Site Council, Partnership Board, community meetings, home visits, service-learning projects, internships, and a family and community liaison.

17. To what degree does the district/school support the organization and how?

Donna I.S.D. supports the school with curriculum, technical support and maintenance.

Donna I.S.D. provided opportunities for professional development in the main subject areas such as reading, math, science, social studies, as well as bilingual education and

technology training. Trekking through the TEKS provides teachers the guidance to prepare for the oncoming six-weeks period as well as provide strategies on how to teach and activities that will facilitate learning the objective. Donna ISD strategists also come to campus, check for needs, and provide feedback and assurances on how to provide learning opportunities for our students.

In the area of technical support, Donna ISD sets up computers, student accounts, as well as trainings on how to use particular software. They help address the needs when computers need maintenance.

In the area of maintenance, Donna ISD has people come to help maintain our grounds and repair items that needs maintenance such as doorknobs, ceiling tiles, bathroom leaks, etc.

18. What does the data reflect about classes, schedules, and student/staff teams?

grade level	teachers	bilingual	schedule in minutes						
			reading	writing	math	science	social studies	intervention	minutes
pre-k 3	1		180	30	60	30	30	30	360
pre-k 4	2	2	185	40	60	40	35		360
kinder	4	4	135	55	75	25	45	25	360
1st	5	4	135	45	90	30	25	35	360
2nd	4	3	120	45	95	30	30	40	360
3rd	3	3	100	40	105	30	30	60	365
4th	4	4	95	45	90	35	35	60	360
5th	4	4	110		90	80	20	55	355

There is a proportionate number of students with most grade levels having 3 to 5 classes per grade level.

The emphasis of the schedule is reading with most classes receiving 2 hours of instruction.

19. How is adequate time devoted to subjects in which students perform poorly? (*Student Learning)

The district has allotted a time for each subject. We used this allotted time break down to make our master schedule. This year the district also implemented High Impact Tutorials addressing our needs in Reading and Math. This was based on students' needs using 2020-2021 STAAR Data.

20. How do teachers have a voice in decision-making and school policies?

The campus has a committee CLPAC composed by one- Lead Teacher from every grade level. The Principal communicates with them every week. He informs the lead teachers about decisions and policies. Sometimes the committee decides these and sometimes they are brought to the grade levels and we vote.

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21. What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole?

Teachers usually follow the curriculum and assess students with assessments the district gives us every 6 weeks. Additionally, we also assess students with Friday tests provided by the curriculum but also have freedom to choose other assessments when testing kids on a weekly basis. As far as computer programs go, we do not have a say so, they are introduced to us at the beginning of year, to show us how they work and to let us know it needs to be implemented how to implement it...

22. Do school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems?

Yes, every grade level has the opportunity to address concerns or needs to our administration. Within all our committees, it is discussed and conclude on how to address it with policies.

23. What evidence is there that there is a process for monitoring, evaluating and renewing the curriculum to meet the needs of all learners?

We have strategists in each department and they are the ones who usually oversee that along with our directors. The curriculum is updated constantly, depending on our needs. In the past, teachers have been asked to work on the curriculum every summer and when Staar Academies come along our department strategists are the ones who work on that. Additionally, we have had meetings with each department at the end of the year in which we have been asked for our opinions etc. For example, teachers attended a meeting where the Math department asked about the scope and sequence and TEKS were moved around from order to be taught for the following year based on student difficulties (understanding or TEKS that took the longest for kids to grasp).

School Processes & Programs Strengths

Strengths:

Teacher attendance rate 93.4%

100% teacher retention

Small grade level groups (Number of teachers)

Curriculum Specialist is very knowledgeable and highly qualified.

Tutors were available to help students required 30hrs reading 30hrs Math

District's involvement in STAAR Review Camps

Administrators are very supportive in our delivery of instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: -Grades K-2 should use Istation to align with grades 3rd-5th **Root Cause:** Istation needs to be monitored by campus teachers.

Problem Statement 2: -Students in grades 4th - 5th performing at low level should be able to test in ISIP Early Reading. They currently are placed in ISIP Advanced Reading. **Root Cause:** Implement ISIP in all grades.

Problem Statement 3: -Students need strong phonic foundation, teachers need training on implementation of phonics. **Root Cause:** Phonics curriculum is lacking. There is none in DISD.

Problem Statement 4: -Teachers need to implement small group instruction and monitor their students. - Teachers need to target student's transition from Spanish to English. Teachers need to be monitored to make sure they are giving English instruction. **Root Cause:** Small group instructional strategies for all content in reading and math.

Problem Statement 5: -Training on using Istation data to plan for instruction. -Use of Istation tracking sheets for all grade levels. **Root Cause:** District led PD on Istation data and reports.

Problem Statement 6: -Stipends for after school and weekend trainings. -Professional development by professional trainers. **Root Cause:** Too many trainings after school.

Problem Statement 7: -Parent accountability and involvement on discipline. -Discipline Committee- Code of Conduct -reward students for good behavior and consequences for misbehavior. **Root Cause:** Parent participation is lacking. Need to reach out to the community.

Problem Statement 8: -Professional training on discipline management -accountability for teachers that don't follow through. **Root Cause:** Discipline training for all staff.

Perceptions

Perceptions Summary

CNA Perception Data Sources

Class Structures in Place

We have 26 bilingual classrooms with fully bilingual certified teachers. We have 2 monolingual classes with fully certified monolingual teachers. Our classes are heterogeneously grouped. All teachers are self-contained.

Class Technology Needs by Area/Class/Department

Our campus has:

-A designated computer lab that contains 60 desktop computers for student use.

- 32 desktop computers in the library for student use.

-Every classroom has 4 desktop computers for student use, for a total of 40 desktop computers.

- 222 iPads, 260 chromebooks, and 115 hotspots.

-There are 2 ipad c.o.w.s with a total of 48 available. These ipads must be checked out as a unit (C.O.W.) by a teacher.

We are considered a 1 to 1 campus, meaning that every student is issued out a device. When our supply runs out and new students enroll, we request devices from DISD. If devices are available, they are sent to our campus. The hotspots are a part of a T-Mobile grant. We are currently not sure if hotspots will be made available again next school year.

Professional staff each received a new HP laptop from DISD at the start of the school year.

Technology Needs:

1. Servers need to run faster. The Internet is very slow and sometimes spotty. Computers take a long time to load after a student logs in. It also can't handle having the entire school on the internet at the same time.

2. Staff needs to be trained on learning apps/programs that will be utilized for the school year.

Classroom Walkthroughs

Walkthroughs are done on a daily basis. This is done with fidelity across campus. Once a walkthrough is conducted, feedback is given to the teacher within 10 working days as allowed by TEA. Administration keeps track of the date that a walkthrough is made viewable to the appraisee and the date it was viewed.

Climate Surveys

The district has sent out a Culture Survey district wide. See attached survey hard copy for questions included in the survey. We are unaware of the results from this survey as the district has not yet released them.

Discipline Management Records

The Discipline Management Plan entails the levels of action taken by different personnel (Teachers, Counselors, Administration, etc.) on campus. All incidents must be documented in Aware by completing a referral and parents must be notified. A parent may review his or her child's records. The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records which include disciplinary records. Mr. Park is in charge of discipline and once he fills out his portion gives the referrals to Ms. Caballero to input into Teams and Ms. Caballero (Peims) keeps a copy.

Extra-Curricular Opportunities Communities in Schools program

Parent Conference Meetings

Each grade level has a conference that is determined when the student goes to PE. The time below is the conference for each grade level

Pre-K 3&4 7:45-8:30 am

Kinder: 7:45-8:30 am

1st grade: 9:15-10:00 am

2nd grade:10:15-11:00 am

3rd grade:12:30-1:15 pm

4th grade: 1:20-2:05 pm

5th grade:2:30-3:15 pm

Due to Covid-19, a lot of meetings are done on the phone. Sometimes teachers will meet with parents outside the building by the entrance if it is really necessary. At the beginning of

the school year, the parents and students have to sign the parent-teacher compact. The parent teacher compact is an agreement that the student will do his homework, the parent will help the student out at home, and the teacher will do his/her part to help the student. Due to Covid-19, we rely on communication apps to have contact with parents. Some of the apps that teachers are using to communicate with parents are Remind, Classdojo, Classkick, phone call and text.

Professional Development

Professional Development is regularly offered by the district. This year teachers attended a virtual Back to School Summit. The Bilingual Department also had a Bilingual/ESL Educational Summit in January. Every six weeks the district's strategists offer PLD's (using self-paced online courses or virtual meetings). The district has teachers who also attend the PLD's for the subjects they teach. The district shares a calendar for all trainings' through Sharepoint and emails the link for virtual meetings. Teachers are then able to sign up for the training through Eduphoria. Our administrators also assign training or in-service, if they feel that a teacher is struggling in a certain area. Teachers are also able to request to be sent to a certain training they would like to attend.

Professional Development Data

Teachers are required to obtain and submit their certification of completion after having attended their respective training. District takes attendance for all PLD's and training. They will let the campus administration know who didn't attend.

Recruitment and Retention Strategies

Job fairs, district website, interviews, recommendation letters, and certifications are used for recruitment and retention.

Resource Allocations - Resource allocations are based on campus/student need. We do a CNA at the end of each year to plan for the following year. So currently what you are doing is looking at our needs and strengths and then we allocate funds to those areas that we need to fund. If we have problems in reading or math for example we put funds to cover for trainings, materials, etc. Every member of the school is involved in coming up with strengths/needs. Once we find out what the strengths are, we keep implementing them and the needs get funding so we can better the school and learning.

Special Program Qualifications

These are the Qualifications for

Special Education:

1. The student must have a disability or disabilities.
2. The student's disability/disabilities adversely affect educational performance.

3. The student's unique needs cannot be addressed through education in general education classes alone – with or without individual accommodations and requires specially designed instruction (SDI).

A student must have one of the following disabilities as defined by IDEA **and** the impact of the disability must create a need for services.

The following are the 13 disabilities:

1. Specific Learning Disability

2. Other health impairment

3. Autism

4. Emotional Disturbance

5. Speech or language impairment

6. Visual impairment

7. Deafness

8. Hearing impairment

9. Deaf - Blindness

10. Orthopedic impairment

11. Intellectual disability

12. Traumatic Brain injury

13. Multiple disabilities

504 Qualifications:

To be eligible for a 504 plan, a student must meet one of the following criteria:

- Have a mental or physical limitation or handicap that significantly impacts one or more essential life activities, like learning, concentration, walking, social interactions, breathing and diet.
- Provide evidence of the limitation or handicap, such as a doctor's report or some other type of medical or psychological evaluation.
- Be considered by others to have a significant limitation or handicap and be treated as such by others.

Support Structures in Place

All new teachers are assigned a mentor. Lead teachers assist their team members. There is also grade level collaboration.

T-TESS Evaluation system is in place so that teachers set and create their goals at the beginning of the year and monitor their progress.

Next year there will be lead teachers for the school not per grade level.

Surveys (Parent Student Teacher)

Teacher Certifications

We will print every teacher certification from the SBEC website to turn in with all of our data sources.

Technology Plan

Last school year, the district purchased chrome books and laptops for every single teacher on campus. This way, every teacher will have access to more than just the desktop available in the classroom and may work from home if needed or an emergency arises. Each classroom at Singleterry has a projector and document camera for use in the classroom. Along with this, each classroom is equipped with four student computers per classroom.

Turnover Rates

The turnover rate is less than 5%.

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Perception Data: Probing Questions

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1. **1.   How do students describe the school climate? How does this compare to staff?**

The following question was answered:

Singleterry Elementary has a welcoming learning environment where I feel safe and comfortable.

Students:

- 31.5% Strongly agree
- 53.3% Agree
- 10.9% Neutral
- 4.3% Disagree
- 0% Strongly disagree

Strengths: 84.4% of the students that answered feel safe and comfortable.

Weakness: 4.3% of students do not feel safe or comfortable on campus. And 10.9% of students were neutral about this question.

The following was answered by staff: The campus is a well-maintained and pleasant place

- 31.6% Strong agree
- 47.4% Agree
- 21.6% Neutral
- 0% Disagree
- 0 % Strongly disagree

1. **2.** **What evidence is there that students and staff are collectively aligned with the vision and mission of the school?**

The following question was answered: Are you familiar with the vision and mission of the school?

The mission of Donna ISD is to ensure academic excellence for all students through a rigorous and supportive learning environment that provides a quality education in accordance with state and national standards.

The evidence is based on the survey that was completed by staff, parents, and students.

Staff**:**

- 10.5% Very Familiar
- 47.4% Familiar
- 31.6% Somewhat familiar
- 10.5% Not familiar at all

Strengths:One strength is that 89.5% of the staff is either very familiar or familiar with the mission and vision of the school.

Needs: Singleterry needs to create a committee made up of staff and students who truly care and that establish a mission and vision for the school rather than sharing the same one as the district. The committee could revisit the vision and mission statements on a yearly basis to make adjustments as needed.

1. **3.** **How do students and staff describe attitudes, respect, relationships, belonging, support, etc.? How does this data compare across groups? Which groups respond in which manner?** *(*Demographics)*

The following question was answered: My teacher makes me feel safe and welcome.

- 54.3% Strongly Agree
- 31.5% Agree
- 9.8% Somewhat Agree
- 1.1% Disagree
- 3.3 Strongly Disagree

The following question was answered by staff members: There is a sense of respect among all staff.

- 10.5% Strongly Agree
- 47.4% Agree
- 36.8% Neutral
- 5.3% Disagree
- 0% Strongly Disagree

Strengths: Students for the most part feel comfortable and safe on campus at 95.6% of those surveyed saying they feel welcome overall.

Needs:

Only 57.9% of staff feel a sense of respect on campus.

There needs to be more team building/teamwork amongst the different grade levels. There could be grade level alignment planning.

4. What does the data reflect regarding student behaviors, discipline, etc.?

The Discipline Management Plan entails the levels of action taken by different personnel (Teachers, Counselors, Administration, etc.) on campus . All incidents must be documented in Aware by completing a referral and parents must be notified. A parent may review his or her child's records. The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records which include disciplinary records. Mr. Park is in charge of discipline and once he fills out his portion gives the referrals to Ms. Caballero to input into Teams and Ms. Caballero (PEIMS) keeps a copy.

5. To what degree do students and staff feel physically safe?

The following question was answered: How safe do you feel at school?/How safe do you feel working at singleterry?

Students:

- 30.4% Very Safe
- 47.8% Safe
- 21.8% Sometimes Safe
- 0% Unsafe

Staff:

- 15.8% Very Safe
- 68.4% Safe
- 10.5% Sometimes Safe
- 5.3% Unsafe

Strengths: 5.3% Unsafe from staff. No student stated that they felt unsafe.

Needs: Only 84.2% of staff feel safe on campus at all times. Some concerns have to do with the reversal of Covid protocols.

6. What do students and staff indicate about expectations: academic, behavioral, social, extracurricular, etc.?

The following question was answered by students and parents: The school rules and expectations are clear and well known by all students.

- 43.5% Strongly Agree
- 37% Agree
- 15.2% Neutral
- 4.3% Disagree
- 0% Strongly disagree

The following question was answered by staff. The consequences for students violating school rules are applied consistently.

- 0% Strongly Agree
- 26.3% Agree
- 21.1% Neutral
- 26.3% Disagree
- 26.3% Strongly Disagree

Strengths: 95.7% of the students know school rules and expectations clear and well. Staff know rules and expectations well.

Needs: 52.6% of the staff considers that consequences for students violating school rules are not applied consistently. The campus needs to have a set of rules that are consistent for every classroom and then if the teacher wants to add something else they can.

7. Which students are most satisfied with the school's culture and climate? How does this compare to the students' attendance, tardies, and other behaviors?

The following question was answered by students and parents: How satisfied are you being part of Singleterry Elementary.

- 57.6% Very Satisfied
- 14.1% Somewhat Satisfied
- 23.9% Satisfied
- 1.1% Unsatisfied
- 3.3% Very Unsatisfied

Strengths: 95.6% of students are satisfied with being part of Singleterry Elementary.

Needs: 4.4% of the students do not feel satisfied.

Comparison of student's attendance, tardies, and other behaviors. Due to Covid-19 there is no consistency with attendance comparison. This year students were on campus but in late December and early January there was an increase of absences due to students testing positive or being in contact with someone who tested positive.

8. What does the data indicate regarding classroom management and organization? How does this compare to classroom student achievement data? *(*School Process and Student Learning)*

The following question was answered by staff: I feel full support from my administration when faced with a discipline situation.

The following question was answered by students: My learning is interrupted by my classmates behavior.

Strengths: There are 16.3% of students surveyed that never have their learning interrupted by classmates, and 73.6% of staff who feel supported by administration with relation to discipline issues.

Needs: There are a total of 83.7% of students who occasionally or sometimes get their learning interrupted. There was a 10.5% of staff members who feel they rarely have support from administration when faced with discipline students. There needs to be consistent consequences for students who continuously disrupt instruction. Students should not be rewarded when they are sent to the office for discipline issues. This will then maximize effective classroom instruction in efforts to improve student achievement.

9. What does the data reflect regarding gang, substance abuse, weapons, and other safe schools area? Who are the students involved? What do we know about these students? What services have these students received? *(*Demographics)*

Students at Singleterry are given constant counseling lessons on substance abuse. Teachers talk to students about these topics and document on Drug Ed logs every six weeks. The counseling department organizes Red Ribbon Week so students learn more about these topics. During career day, speakers from law enforcement talk to students about topics such as gangs, drugs, and weapons. Singleterry elementary also offers counseling services through Communities In Schools. Communities In Schools is a national dropout prevention program that assists students improve their grades, attendance, and behavior. CIS of Hidalgo has been in existence since 1989 and has partnered with a variety of community agencies to provide qualitative student services.

CIS fosters a one-to-one relationship with young people, promoting individual achievement. CIS creates a safe, supervised, healthy, accountable environment in order to provide resources and services which meet individual needs. CIS works with the local community and serves as a resource broker and program facilitator by forming public/private partnerships needed to reposition community resources into the schools.

10. What students are involved in extracurricular activities, clubs, and other areas? Who are these students? What does student achievement reflect about these students versus others who are not involved? *(*Demographics & Student Learning)*

There is an extracurricular opportunity available at Singleterry. Communities In Schools (CIS). The students that participate in this extracurricular activity are students who have good attendance and passing grades. Students who attended these extracurricular activities are likely to pass all core subjects every 6 weeks as well as the STAAR exams.

- *Communities In Schools (CIS): 100 students, services 1x a week for 45 minutes.*

Strengths: There are a good number of students who are participating in the current club. The extracurricular activities can be used as a tool to promote positive behavior and help with social emotional skills. Students find ways to communicate their emotions and help themselves feel better. They also form a sense of empathy towards other students.

11. What are the students' and staffs' perceptions of facilities and the physical environments? What is the impact of the facilities on culture and climate?

Students and staff feel safe in the school setting. Classrooms are sanitized daily. Teachers and staff are given disinfectant wipes, disinfectant sprays, and masks. Students learned to stay safe. The impact of the facilities on culture and climate is important because of the concern with Covid but at the same time trying to go back to "normal". Students and staff feel that the facilities are being attended to diligently and being sanitized extremely well. There is really not a concern for the facilities here at Singleterry thanks to our exceptional janitorial staff.

Staff:

- 31.6% Strongly Agree
- 47.4% Agree
- 21.1% Neutral
- 0% Disagree

Students:

- 43.5% Strongly Agree
- 30.4% Agree

- 9.8% Neutral
- 6.5% Disagree
- 9.8% Strongly Disagree

12. How does staff feel about technology?

The following question was answered by 40 staff members: I feel comfortable with the technology equipment, programs, and technology training at Singleterry.

The following statement was presented to staff and they were supposed to rate their comfort: I feel comfortable with the technology equipment, programs, and technology training at Singleterry.

- 26.3 % Strongly Agree
- 57.9 % Agree
- 15.8 % Neutral
- 0   % Disagree
- 0   % Strongly Disagree

84.2 of the teachers who took the survey either agreed or strongly agreed that they felt comfortable with technology. Technology training is always needed because it is an ever changing technology and teachers must be kept up to date to be effective.

Currently teachers have a 3 to 1 ratio (2 laptops and 1 desktop) projector, document camera, 4 student computers and a printer. The Internet is also a main concern for staff. The

Internet lags, slows down when teachers and students are all logged on. This also happened during state testing. This is an area that needs to be addressed.

Needs: Our internet server needs to be updated to be able to handle the entire campus being on the internet.

13. What are the students', parents' and community perceptions of the school?

According to the climate survey that was sent out to the parents and students, they seem to be overall satisfied with Singleterry. As per parent comments implementation of the uniform policy was a concern and should be enforced to all students regardless of situation but there has been a scarcity of uniforms due to Covid-19 so this year uniform enforcement was a bit relaxed. Discipline is an area of need as per some parent comments. There needs to be an overall equal treatment of students. More recognition needs to be given to students who achieve well during the school year.

Perceptions Strengths

1. 84.4% of the students that answered a survey feel safe and comfortable at the campus.

2. 89.5% of the staff is either very familiar or familiar with the mission and vision of the school which means there is a common goal.

3. Students for the most part feel comfortable and safe on campus at 95.6% of those surveyed saying they feel welcome overall.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some concerns have to do with the reversal of Covid protocols. **Root Cause:** District followed CDC guidelines and informed the district on what steps to take.

Problem Statement 2: 52.6% of the staff considers that consequences for students violating school rules are not applied consistently. **Root Cause:** Form committee on discipline and expectations.

Problem Statement 3: There are a total of 83.7% of students who occasionally or sometimes get their learning interrupted by another students behavior. **Root Cause:** Teachers need to set expectations in the classroom.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Focus On Student Success

Performance Objective 1: 1.1 Create and promote engaging learning opportunities that focus on student needs and high-risk populations so that we meet the following goals by August of 2023:

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

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding).	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2022. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from __% to 100% by September 30, 2022. **Staff Responsible for Monitoring:** Campus administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Results Driven Accountability**				

Strategy 2 Details	Reviews			
Strategy 2: Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, and quality questioning.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from __% to __% ,the use of visual stimuli from __% to __% and utilization of processing tools from __% to __% by the end of the 2023 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations. **Staff Responsible for Monitoring:** Campus administration **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability**				

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

Strategy 4 Details	Reviews			
Strategy 4: Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILts at the campus will go from 0% to 100% protocol implementation based on observation tracker and weekly meeting notes. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**				

Strategy 5 Details	Reviews			
Strategy 5: 4th Grade Reading 2022-2023 ESSER Tutorials. High Impact Tutoring/Learning Loss Tutors	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: High impact tutorials will be provided to address the learning loss in the area of Reading for the 4th grade students that did not reach Approaches level or higher on the 3rd grade Reading STAAR in 21-22. Students will receive small group instruction that supplements the students classroom experiences. The high impact tutorials will respond to the individual needs of the students to promote substantial learning gains. The components of the high impact tutorials will include: substantial time each week of tutoring, sustained and strong relationships between the students and tutor, close monitoring of student knowledge and skills, alignment with the school curriculum, and oversight of tutors to ensure quality interactions. Increase from 30% to 47% on approaches. Growth of 17%. **Staff Responsible for Monitoring:** C. Park, Principal, M. Schmutz, CS\ Tutor E. De La Garza, Tutor A. De La Garza **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** 282 Account - ESSER III (282) - 282 - $12,543.55				

Strategy 6 Details	Reviews			
Strategy 6: 5th Grade Reading 2022-2023 ESSER Tutorials. High Impact Tutoring/Learning Loss Tutors	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: High impact tutorials will be provided to address the learning loss in the area of Reading for the 5th grade students that did not reach Approaches level or higher on the 4th grade Reading STAAR in 21-22. Students will receive small group instruction that supplements the students classroom experiences. The high impact tutorials will respond to the individual needs of the students to promote substantial learning gains. The components of the high impact tutorials will include: substantial time each week of tutoring, sustained and strong relationships between the students and tutor, close monitoring of student knowledge and skills, alignment with the school curriculum, and oversight of tutors to ensure quality interactions. Increase from 61% to 66% on approaches. Growth of 5%. **Staff Responsible for Monitoring:** C. Park, Principal, M. Schmutz, CS\ Tutor E. De La Garza, Tutor A. De La Garza **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** 282 - ESSER III (282) - 282 - $4,181.18				

Strategy 7 Details	Reviews			
Strategy 7: 3rd Grade Math 2022-2023 ESSER Tutorials. High Impact Tutoring/Learning Loss Tutors	Formative			Summative
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: High impact tutorials will be provided to address the learning loss in the area of Math for the 3rd grade students that are not working on grade level. Students will receive small group instruction that supplements the students classroom experiences. The high impact tutorials will respond to the individual needs of the students to promote substantial learning gains. The components of the high impact tutorials will include: substantial time each week of tutoring, sustained and strong relationships between the students and tutor, close monitoring of student knowledge and skills, alignment with the school curriculum, and oversight of tutors to ensure quality interactions. Increase from 42% to 49% on approaches. Growth of 7%. **Staff Responsible for Monitoring:** C. Park, Principal, M. Schmutz, CS\ Tutor E. De La Garza, Tutor A. De La Garza **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** 282 - ESSER III (282) - 282 - $7,378.56				

Strategy 8 Details	Reviews			
Strategy 8: 3rd Grade Reading 2022-2023 ESSER Tutorials. High Impact Tutoring/Learning Loss Tutors	Formative			Summative
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: High impact tutorials will be provided to address the learning loss in the area of Reading for the 3rd grade students that are not working on grade level. Students will receive small group instruction that supplements the students classroom experiences. The high impact tutorials will respond to the individual needs of the students to promote substantial learning gains. The components of the high impact tutorials will include: substantial time each week of tutoring, sustained and strong relationships between the students and tutor, close monitoring of student knowledge and skills, alignment with the school curriculum, and oversight of tutors to ensure quality interactions. Increase from 34% to 46% on approaches. Growth of 12%. **Staff Responsible for Monitoring:** C. Park, Principal, M. Schmutz, CS\ Tutor E. De La Garza, Tutor A. De La Garza **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** 282 - ESSER III (282) - 282 - $6,886.66				

Strategy 9 Details	Reviews			
Strategy 9: 4th Grade Math 2022-2023 ESSER Tutorials. High Impact Tutoring/Learning Loss Tutors	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: High impact tutorials will be provided to address the learning loss in the area of Math for the 4th grade students that did not reach Approaches level or higher on the 3rd grade Math STAAR in 21-22. Students will receive small group instruction that supplements the students classroom experiences. The high impact tutorials will respond to the individual needs of the students to promote substantial learning gains. The components of the high impact tutorials will include: substantial time each week of tutoring, sustained and strong relationships between the students and tutor, close monitoring of student knowledge and skills, alignment with the school curriculum, and oversight of tutors to ensure quality interactions. Increase from 36% to 53% on approaches. Growth of 17%. **Staff Responsible for Monitoring:** C. Park, Principal, M. Schmutz, CS\ Tutor E. De La Garza, Tutor A. De La Garza **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** 282 - ESSER III (282) - 282 - $13,096.94				

Strategy 10 Details	Reviews			
Strategy 10: 5th Grade Math 2022-2023 ESSER Tutorials. High Impact Tutoring/Learning Loss Tutors	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: High impact tutorials will be provided to address the learning loss in the area of Math for the 5th grade students that did not reach Approaches level or higher on the 4th grade Math STAAR in 21-22. Students will receive small group instruction that supplements the students classroom experiences. The high impact tutorials will respond to the individual needs of the students to promote substantial learning gains. The components of the high impact tutorials will include: substantial time each week of tutoring, sustained and strong relationships between the students and tutor, close monitoring of student knowledge and skills, alignment with the school curriculum, and oversight of tutors to ensure quality interactions. Increase from 68% to 74% on approaches. Growth of 6%. **Staff Responsible for Monitoring:** C. Park, Principal, M. Schmutz, CS\ Tutor E. De La Garza, Tutor A. De La Garza **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** 282 - ESSER III (282) - 282 - $4,365.65				

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Goal 2: Focus on Family and Community Engagement

Performance Objective 1: Evaluate family engagement efforts and use evaluations for continuous improvement by increasing the digital communication usage and the number of returned surveys by 5% each year.

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

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

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

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

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

Goal 2: Focus on Family and Community Engagement

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

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

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

Goal 3: Focus On Operational Excellence

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

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

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

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

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

Strategy 5 Details	Reviews			

Strategy 5: Singleterry Elementary will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc.
  Strategy's Expected Result/Impact: Ensuring of proper procedures for purchases, etc.
  Staff Responsible for Monitoring: Campus administration
	Formative			Summative

	Sept	Dec	Mar	June

Strategy 6 Details	Reviews			

Strategy 6: Singleterry Elementary will meet with necessary personnel to have general funds allocated to complete campus prioritized projects.
  Strategy's Expected Result/Impact: Allocate funding appropriately to address facilities
  Staff Responsible for Monitoring: Campus Administration
	Formative			Summative

	Sept	Dec	Mar	June

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

Goal 3: Focus On Operational Excellence

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

Evaluation Data Sources: Work orders

Strategy 1 Details	Reviews			
Strategy 1: Singleterry Elementary custodial department will secure janitorial supplies to clean and disinfect campus buildings and report any facilities needs to campus administration to provide safe learning environment. **Strategy's Expected Result/Impact:** Clean and safe campus **Staff Responsible for Monitoring:** Campus Administration	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**

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

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

Strategy 4 Details	Reviews			
Strategy 4: Singleterry Elementary will monitor all bus riders, referrals etc to ensure students follow bus rules in order for DISD to provide safe transportation of students in a conducive learning environment. **Strategy's Expected Result/Impact:** Safe transportation **Staff Responsible for Monitoring:** Campus Administration and transportation personnel	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**

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

Goal 4: Focus On Employees And Organizational Excellence

Performance Objective 1: 4.1 Singleterry Elementary will develop and provide to personnel, professional development that will lead to the implementation of safe, innovative, and customer service practices within their field of expertise.

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

Strategy 1 Details	Reviews			
Strategy 1: Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery. **Staff Responsible for Monitoring:** Campus Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Implement opportunities to discover that relationships are at the core of performance, and that trust and respect are essential to any organization seeking to grow and improve.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Leaders learn and practice specific skills that make clear, candid communication possible. They learn to use these skills in their relationships and to model and apply them on the job. **Staff Responsible for Monitoring:** Campus Administration; Campus Leadership Team **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Emergency preparedness and School Safety for School Librarians, Region 1,	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Emergency preparedness planning for library staff. **Staff Responsible for Monitoring:** Librarian Quintanilla, Principal Park **Funding Sources:** Free Workshop - Local (199) - Free Workshop - $0				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 4: Focus On Employees And Organizational Excellence

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

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

Strategy 1 Details	Reviews			
Strategy 1: Entire campus will participate in at least 2 district wide/community events (minimum 1 per semester) that support the physical, health, nutritional, and social well-being of students and staff.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being. **ESF Levers:** Lever 3: Positive School Culture				

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

Strategy 3 Details	Reviews			
Strategy 3: Campus will provide prevention activities that help students live above the influence that support academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug related incidents/offenses/referrals by 10%.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (drugs and alcohol, bullying, suicide prevention, conflict resolution, and violence prevention). **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

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

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

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

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

Goal 5: Focus On Financial Stewardship

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

    Evaluation Data Sources: C.N.A.

Strategy 1 Details	**Reviews**			

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

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

Goal 5: Focus On Financial Stewardship

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

Strategy 1 Details	Reviews			

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

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

Campus Funding Summary

			State Comp.(164)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$9,520.00
				+/- Difference	$9,520.00
			Local (199)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	3	Free Workshop	Free Workshop	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$49,980.00
				+/- Difference	$49,980.00
			Title I (211)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$15,376.00
				+/- Difference	$15,376.00
			Title II Teacher/Principal (255)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,515.00
				+/- Difference	$1,515.00
			Title III (263)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$7,400.00

Title III (263)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$7,400.00
Title IV 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,545.00
				+/- Difference	$4,545.00
ESSER III (282)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	282 Account	282	$12,543.55
1	1	6	282	282	$4,181.18
1	1	7	282	282	$7,378.56
1	1	8	282	282	$6,886.66
1	1	9	282	282	$13,096.94
1	1	10	282	282	$4,365.65
				Sub-Total	$48,452.54
				Budgeted Fund Source Amount	$50,000.00
				+/- Difference	$1,547.46
				Grand Total Budgeted	$138,336.00
				Grand Total Spent	$48,452.54
				+/- Difference	$89,883.46