

Donna Independent School District
D. Singleterry Elementary
2021-2022 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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Comprehensive Needs Assessment

Demographics

Demographics Summary

1. What do enrollment numbers indicate?

Our current student enrollment at Singleterry Elementary is 555 students.

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

Total Hispanics PPCD/PK-5th-539 Other Ethnicity= 1

PPCD/PK-5th LEP/EL= 409

PPCD/PK-5th NONLEP/EP- 122

PPCD= 1 LEP PK= 47 LEP Kinder= 63 LEP 1st= 49 LEP 2nd= 67 LEP 3rd= 59 LEP 4th= 75 LEP/ 5th= 48 LEP

PPCD/PK-5th SP.ED= 35 PPCD= 10 PK= 1 K= 0 1st= 7 2nd= 3 3rd= 2 4th= 7 5th= 5

PPCD/PK-5th Economic Disadvantage= 532 Not Economic Disadvantage= 19

PPCD/PK-5th Migrant- 15 PPCD=1 PK=2 K=1 1st=1 2nd=2 3rd=1 4th=3 5th =4

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

The student enrollment at Singleterry Elementary has remained between 500-550 in the past 3 years

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?

PPCD/PK-5th LEP/EL= 409

PPCD/PK-5th NONLEP/EP- 122

PPCD/PK-5th Migrant- 15

PPCD/PK-5th SP.ED= 35

5. What is the data for special programs overtime?

Data shows that our numbers generally stay the same. As funding becomes available we continue to work towards making more assistance available for those students in need; just to ensure they are getting what they need to succeed and grow.

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?

At Singleterry elementary students tend not to exit from special programs. Singleterry has a high population of bilingual students. Singleterry has been implementing the bi-literacy program for the past three years to better help and serve our bilingual students.

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

At-risk students are group of students who are considered to have a high probability of dropping out of school and failing academically.

499 students are considered at-risk, out of 555 enrolled. At Singleterry Elementary the categories for at-risk students are: ELL, foster care, retained, homeless.

8. Who are our Migrant students?

At Singleterry Elementary we currently have 15 migrant students.

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

We have a high mobility rate in this campus because of the demographics. Parents will move to different addresses halfway through the year.

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

Our student population comes from the Edinburg/ Donna rural region.

11. What are the staff demographics?

67 total staff members, 54 women, 13 men, 32 professionals and 35 paraprofessional.

12. What are the teacher/student ratios? How do these ratios compare to performance? (*Student Learning)

The ratio of teacher/ student are 22 students per teacher. Some classrooms have up to 25 students due to being over populated in that grade level. The more students in one classroom affects the learning of the students since they perform better in small group.

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

All teachers need to have a bachelor's degree and be state certified in their area of teaching. A teacher assistance needs to have a TEA certificate.

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

The data reflects that we have 100% of our teacher certified by the state of Texas. All teachers are highly qualified.

Demographics Strengths

1. The majority of our professionals are bilingual certified to meet the needs of our LEP population
2. The location of the school is centralized by the neighborhoods that are zoned to the school.
3. A simultaneous bi-literacy program has been in place to meet the needs of our students from pre-k to 3rd grade
4. To meet the needs of our at-risk students we have computer based programs such as; Istation, reasoning mind, imagine math to help them achieve their goals.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Offer more parent meetings to inform them about the areas of growth and need to better support our students. **Root Cause:** Parents are uninformed on how to assist their children at home.

Problem Statement 2: Parents should be more accountable for their child's actions **Root Cause:** Parents need assistance in how to assisst students and support teachers.

Problem Statement 3: Have more specific instruction for our at-risk population; examples more differentiated instruction with smaller class sizes. **Root Cause:** District has us overcrowd our classrooms and ask for waivers instead of opening a new classroom.

Problem Statement 4: Hold parent tutoring meetings to teach them how to work with their children at home. **Root Cause:** Parents need the necessary skills to assist their children at home.

Student Learning

Student Learning Summary

Probing Questions and Answers

1. How is the student achievement data disaggregated?

By the following:

- grade level
- content
- language
- special pops
- skill/TEKS

2. How does student achievement data compare from one data source to another?

Cross Comparisons Data Provides:

- levels of questions mastered
- concepts to reteach
- depicts trends and patterns amongst students
- comprehension gaps between data sources

3. What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category? (*Demographics)- Due to the 2020-2021 Global Pandemic students at D. Singleterry Elementary were unable to take the STAAR test at the end of the 2019-2020 school year.

4. In which areas are we showing growth? At what rate? Compared to which standard of achievement?

Unfortunately, we did not show growth in any area since students did not take the 2019-2020 STAAR test.

5. Which students are making progress? Why? (*School Process)

They are two groups that are making progress this school year. One group are the students who are remote learning and the other group are the one that are in the campus. Students

that are remote learning are making progress because they have the parents support. Some of the parents stay home with their child and they are there to help them navigate this school year. Some parents work, so when they come home, they know that they need to check on the student assignments and turn them in or help the child out. Another group are the ones that in-campus. This student are here because of lack of internet, or are having trouble with virtual learning.

6. What impact are intervention programs having on student achievement?

Istation in Espanol Program are used by the ELL students. Imagine Math, and Imagine Literacy are used for non-lep students. Both program as well as Istaion in Espanol, have proven to impact our student achievement by delivering computer-adaptive assessments that adjusts to each student skills level.

Which students are benefiting or not? Why?

Both of our ELL and our non-Lep students are showing progress. Many teachers are applying best practices when teaching. This has helped to maintain the progress that has already been made.

7. What does the longitudinal student achievement data indicate?

This data appears to indicate that over time our special population are inconsistent at best.

8. What does the data reflect within and among content areas?

I am going to hypothesize that the data might not be painting a complete picture. The tests and the students have changed. STAAR test has been going up in difficulty and I recall, there was a group in the past that had been particularly low.

9. What does the date indicate when disaggregated at various levels of depth?

- It indicates the different levels race ethnicity, student groups, subjects and shows us what each level scored and helps us see what groups/subjects we can focus more on for the following year in order to increase our scores. In other words, the ones that are in need of assistance.
- Additionally, I see that it gives student performance at different levels (all subjects) 2018-2019.

Approaches Meets Masters

2018-68%

2019-65% 2018-33% 2019-29% 2018-11% 2019-9%

Revealing we have very few students performing above grade level and on level. Therefore, telling us we need to focus on reading and providing major intervention.

- Approaches level and I notice only 59% (2019) for Reading and 78% in Math on the Federal Report Card. Which tells us that more than 40% of our students are not performing at grade level/below level. School quality is also included to show possibilities as to why student performance is the way it is. The campus got a C. The data shows for 3rd:

10. Which students are making annual progress?

- I can see students are making annual progress in Math (academic growth section-72% in 2018 and 73% in 2019) but overall there is little but none.
- 99.8% of our campus are Hispanics, 99% economically disadvantaged and 76.1% EL's, 90.4% at risk. We can see how this really affects the academic growth of students at an increasing rate.
- Overall there is a 73% campus wide, student achievement 59%, school progress 74% and closing gaps 71%

Which ones are making projected growth? Who are these students?

- We had 1 point of academic growth in Math for all grades/subjects from 72% to 73%. For the rest we went down a couple of points only. (like 1 or 2 points) Scores: Reading (73 to 69), Math (72 to 73), Both (73 to 71).
- Based on observation the students with growth are usually the ones that are performing at masters or the ones that are provided major intervention that were able to acquire approaches before.

How does this data compare across programs, content areas, subgroups, etc.? (*Demographics & School Process)

- Across programs Math is where we have scored higher.
- Content area: Math
- Subgroup: at Approaches-I used this because majority of students in this area or below.
- We have very few students performing in Meets and Masters.

Reading Math Writing

3rd

2018-59%

2019-57%

4th

2018-55% 3rd 2018-69% 2019-65% 4th 2018-75% 4th 2018-51% 2019-55%

2019-55% 5th 2018-68% 2019-77% 2019-71% 5th 2018-93% 2019-89%

11. What evidence exists to determine that the curriculum is clearly linked to the TEKS and other standards for student learning?

All curriculum is directly linked to the TEKS and other standards when the teachers create their lesson plans. In addition, teachers are provided with additional resources through the district's Share Point site that were created by the Academics Coordinators for each subject and grade level. All teachers have access to these materials so they can incorporate them into their lessons and daily activities. The campus Curriculum Specialists also review the teacher's submitted lesson plans to ensure that the students are receiving instruction according to the standards and TEKS that are currently supposed to be taught throughout the school year.

12. How is data used to inform curriculum, instruction, and assessment decisions? (School Process)

As students are taught the material, teachers are using formal and informal assessment to gather data as to what the students are retaining and more specifically what are the topics they are struggling with. Once they have done this the teachers review or even re-teach those topics to ensure the students comprehend the material and are able to move on forward with the material to follow. Teachers are constantly trying different approaches to try and motivate the students to continue their learning growth and that way they don't fall

behind.

13.What does the data reflect about how curriculum, instruction, and assessment are aligned? How are they focused on supporting and challenging all students?

Data helps reflect how well curriculum, instruction, and assessments are efficient within schools. This also helps schools see what areas are needed to be worked on and which are the strengths. Once schools see data whether it be on a computer screen or paper, it gives a better perspective for the school so that they may come up with a plan of action for improvement. The school can also use this data to challenge children that may be above their grade levels. There are times, we have students that "think outside the box" and with data to show us percentiles, we the school can begin to look add/use more curriculum for the instructional purposes of our students.

14.How are curriculum, instruction, and assessment aligned with 21st Century Learning Skills?

As far as curriculum, instruction and assessments, the district has tried their best to align them with 21st Century Learning Skills. Everything around us has become more technology centered, which makes sense to align 21st Century Learning. I think another factor that came into play was the pandemic. It was because of this pandemic that more technology usage had to be used in to meet needs all across. In most cases this really helped for not only Singleterry Elementary and Donna ISD to become more innovative.

15. How are instructional strategies and activities aligned with students learning needs and expected Outcomes for achievement: How consistent is this across the district/school? What is the impact on specific student groups? (* School Process & Demographics)

When instructional strategies and learning activities relate directly to learning objectives and assessments it is easier to hit your expected outcome. Therefore, successful teachers should integrate a range of instructional approaches and resources to meet the diverse learning needs of their students. Consistency is a problem at the campus level. Curriculum, instructional strategies, computer-based programs etc... that are introduced by the district through staff development should be implemented with fidelity. The impact on specific student groups are as follows: Problem Statements Identifying Demographics Needs Problem Statement 1: Increase efforts to meet the needs of large population of at risk students. Special Education, Migrant, GT, LEP. Teachers need to use and apply strategies learned through district/campus staff development. 2:Increase efforts to differentiate instruction for our different populations such as GT, Special Education, Migrants, and Recent Immigrants in order to address all of the students needs. D. Singleterry Elementary Generated by Plan4Learning.com 9 of 65 Campus #108902116 October 26, 2020 12:15 PM

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?

In reading, problems can affect performance across many content areas, occupational endeavors, and other functional skills that are used in everyday life activities. The school psychologist or diagnostician works with teachers and parents to define those problems through data-base decision-making methods, targeting interventions to address the problems and evaluating those interventions. There are two types of students with reading problems that school psychologist, diagnostician, and educators are likely to encounter. Those are students with IQ-reading achievement discrepancies, and students with a combination of low ability and low reading achievement. Team members have shared the responsibility for determining student's skill levels, identifying instructional variables, targeting appropriate interventions, monitoring students' progress as a function of interventions, and evaluating outcomes. These responsibilities have been carried out through database intervention methods. Progress monitoring of student performance over time was another critical component established, to assess whether interventions are effective for meeting students' literacy needs.

17. How does instructional design and delivery maximize student engagement, a positive learning climate, higher order thinking skills, problem solving, critical thinking, etc,?

Effective instructional design can address learning needs and goals and potentially compensate for it in order to allow learners to maintain focus and motivation and to support them as they navigate their learning path. Classroom management is one of the critical ingredients of effective teaching. Arranging the physical setting for teaching is a logical starting point for classroom management because it is a task that all teachers face before school begins. To have a successful school year, students must understand and practice the behavior you expect of them. Additional procedures are needed to encourage students to complete assignments and to engage in other learning activities. The beginning of the school year is crucial for classroom management because our students will learn attitudes, effective behavior, and work habits that will affect the rest of the year. Once our students are attentive and

ready to participate, classroom management and instruction meet successfully.

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?

To begin with, both expectations and assessments frequently are expressed in several documents, making it difficult to assemble a complete picture. Also, it is difficult to establish a common language for describing different elements of policy. The same term may have very different meanings when used to define a goal and when used to describe something measured by assessment. Further, the policy environment in an education system can be constantly changing. While old forms of assessment are still in place, new goals can be D. Singleterry Elementary Generated by Plan4Learning.com 10 of 65 Campus #108902116 October 26, 2020 12:15 PM mandated. Ever-expanding content areas, expanding technology, and a growing body of research on learning also can contribute to the complexity of identifying expectations and assessments. Educators increasingly recognize that, if policy elements are not aligned, the system will be fragmented, sending mixed messages, and being less effective. For example, the Systemic Initiatives Program of the National Science Foundation seeks to help states, school districts, and regions establishing policies based, in part, on assessments aligned with those goals. Also, the U.S. Department of Education's explanation of Goals 2000: Educate America's Schools Act (which includes Title I), both say that alignment of curriculum instruction, professional development, and assessments are key performance indicators for states, school districts, and schools that are trying to meet challenging standards.

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?

Teachers create the assessments/bundles. Teachers create the curriculum and make a timeline. Teachers follow the timeline and they test on days that they are made aware of prior to the school year starting.

21. What technology do we have for student learning? (*School Process)

Technology currently available to students include Chromebooks, iPads, and desktop computers.

22. What is the technology proficiency for staff and students? (*School Process & Demographics)

Staff and student technology proficiency is average. Staff have been trained to use G-Suite for Education tools in daily instruction, whether virtual or in person. Students use G-Suite in one form or another on a daily basis.

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?

Too many students at the same time using iPad+ or Chromebooks might affect internet speed. The students may be kicked out and the internet speed might be very slow due to that.

24. What types of technology professional development have we provided? What was the impact for staff and students?

Due to the situation, we are currently in of teaching virtually since last March, the district offered various online Blended Learning conferences. More than 90% of the schoolteachers got Apple Teacher certification or Google certified: levels 1 and level 2. This conference offers many resources teachers could use to help them set up their virtual classes, such as Google Classroom. Teachers were able to learn to use and finally apply skills learned as the school year progressed. Lastly, teachers are currently working on **a series of on-demand PD modules around Virtual Instruction Best Practices**. These modules are designed to help teachers improve specific aspects of their instruction.

25. In which content areas are we using technology and how? What is the effect?

Technology is being use in all content areas. Students and teachers can connect virtually, and students can learn their lessons. When teachers are teaching virtually, they are using google classroom/meets to fulfill instruction. Teachers are also able to use and create their lessons by using goggle slides and assign work to the students to work on their own.

26. How does the design of the network provide for the users it supports?

The design of the network has been improved from last year since the district has started virtual learning. Now it's faster and all devices can connect simultaneously. Sometimes problems do exist, especially when there's state testing. Therefore, state testing has been managed differently this year.

27. How is technology utilized to support curriculum, instructions, and assessment integration and implementation?

Technology is used in each classroom through their iPad and chrome computers. Teachers used their laptops, document camera and projectors. Students have access to many online programs such as Imagine math, I station, Imagine Learning, and many other programs teachers use in their classroom upon preferences.

28. What does the data reflect within and among content areas?

As it pertains to Physical Education, we currently do not have anything that can measure the student's growth. We want to be able to measure the student's growth on a weekly basis to maximize their growth throughout the school year. With the Interactive Health Technology (heart rate monitors/activity trackers), we will be able to measure the student's heart rates during their healthy activities as well as encourage them to be more active to achieve higher growth levels. This will give us the baseline and end measurement for students throughout the school year.

Student Learning Strengths

The curriculum is spiraled throughout teacher lesson plans and Eduphoria.

The campus and teachers use computer based programs to assist with instruction on a daily basis.

Teacher use data driven instructions during the time they teach.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are not reading at grade level. **Root Cause:** Students are not reading at grade level because COVID has impacted negatively by parents not sending them to school or by not logging into the class. Teachers need to focus on individual students and get to know their students to see what weaknesses/strengths they have and build from there.

Problem Statement 2: There is no reliable reading data. **Root Cause:** Guided Reading and Small Group Instruction is not being done with fidelity across all grade levels and in all classrooms to meet the year's growth for each student. Teachers need to implement running records for their students on a weekly basis. At this time computer programs dictate reading levels.

Problem Statement 3: Students are not acquiring the second language. **Root Cause:** Simultaneous Biliteracy needs to be implemented correctly from PK-2nd grade only. Not in 3rd-5th grade.

School Processes & Programs

School Processes & Programs Summary

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

Administrators conduct both formal and informal classroom visits. There are walkthroughs conducted weekly which are unannounced and one 45-minute observation done per year. If for any reason, a teacher is on an improvement plan they are given the proper assistance such as mentoring, opportunity to observe other teachers, and professional development. Student performance is also looked at to evaluate a teacher's performance.

Donna ISD uses the Eduphoria Appraise/Strive software for teacher evaluations. It integrates staff evaluation, goal setting, online and in-person feedback and collaboration.

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

Recruitment occurs through the Donna ISD website. Teachers must be bilingually certified due to the amount of EL in the district. Paraprofessionals are required to have 48 hours of higher education.

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

Staff attendance Rate: 90%

Staff retention rate: 100%

Turnover rate: 0%

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

Student Learning)

Singleterry Elementary assigns the most highly effective teachers to work with the highest needs students. All bilingual students are taught by a certified bilingual teacher. The students that are in special education get extra help by the special education teacher. The at risk students are monitored more in depth through the RTI committee. The student's teacher works with them in a small group setting. The teacher does progress monitoring every 3 weeks and the RTI committee meets every six weeks to see how the student is progressing.

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

The mentor program that is placed at Singleterry Elementary has both an effective and positive impact on new teachers. The mentor program helps and advises the new teacher in all subject areas such as Reading, Language Arts, Math, Science and Social Studies. The mentor also helps in facilitating with classroom needs, how to lesson plans, campus procedures

and the use of the district software. The software involves programs such as Eduphoria, Teams, Imagine Reading, Reading Istation and Imagine Math programs that are used by students and data is tracked by the district.

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

Every year the week before staff goes back to work there is a “new teacher orientation” week. New teacher orientation is given by district personnel explaining expectations, assignments, etc. New staff is supported by having a mentor assigned to him/her at the campus level. There are staff developments and PLC’s that new teachers also attend for the subjects being taught. A lead teacher from the grade level is assigned and may also help the new teacher with support. Support from the lead teacher may include classroom rules and classroom expectations, classroom management, questions concerning with any subject area, etc.

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

The district holds staff developments at the beginning of the school year. Throughout the school each teacher is required to attend PLC trainings that each department has at the beginning of every six weeks. These trainings are a great help to the new teacher and serves as a refresher course for the veteran teacher. Teachers have grade level meetings to support each other in anything they may need. The teachers have strategists from the district to help them with any questions they may have concerning their content area. This year the district offered various online modules to help with online learning. They provided numerous ideas and programs the teachers can implement in their classroom.

8. How are we using data to determine professional development for staff? (*Student Learning)

Surveys are sent out to determine how proficient they are on technology, online learning, etc. The administrators and directors analyze the information. Professional developments are based on the teachers’ needs.

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

Collective and individual decisions regarding professional development can be based on the needs that require improvement. Individually, each teacher receives the appropriate training depending on their grade level, if they’re a first year teacher, or a teacher that was moved to a different grade level.

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

The type of professional development a staff member has depends on their grade level and content area. Teachers of bilingual students are required to do TELPAS, LAS and a bilingual conference offered by the district. Teachers are required to go to Imagine Language, Galileo, Istation, Imagine Math, Edusmart, STEMscopes and many other trainings that are deemed necessary. This year all teachers had to attend numerous trainings dealing with online teaching like Google Classroom, Classkick, PearDeck, Kami, Kahoot and Schoology.

The district requires that some programs get anywhere from 1 to 1.5 hour of usage per week. The usage of these programs is monitored by the directors of each department and the usage or lack of usage is made known to each teacher via an email. Strategists also come in to the classroom and monitor to see if what the teacher learned is being implemented in the classroom. All the training that teachers learned that dealt about online teaching was vital to the student’s learning.

When the teachers apply what they learn you can see the difference in the students. If a student is using the required amount of time for each program the kids tend to do better in both math and reading. As far as online learning, the use of the online programs learned this year made learning more interactive.

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)

We have different activities that supports student's learning. Teachers assign projects that the kids can do at home that involves family involvement. The school has various activities throughout the year that promote community involvement such as: literacy nights, Award ceremonies, Pastries with parents, Six Weeks Parades, Drug Awareness week, Library competitions, Nutrition classes. Through the ACE program we have drive by meetings that are open to the public. They have also partnered up with the Donna PD and Rodeo Dental to provide supplies and information to the parents.

The parent center sends out a monthly newsletter of the upcoming activities at school. The parents are invited to attend different classes dealing with different topics that can benefit the students. This year because of the pandemic, the parents would meet through zoom meetings and all parents were invited to attend.

The trend that we have observed is that attendance for these events are usually low unless their child is performing, then the parents come in. The students perform for a meeting and that's how more parents are attracted to these meetings.

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

Families and community members are involved in school decisions through parent workshops, school board meetings, conferences with the teachers, phone calls, electronic and paper memos, and other means of communication. Hearing concerns and comments of families and community members help administrators and staff recognize the needs of the children to help productively grow students, families, and community members.

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

Some services that we offer at Singleterry Elementary are monthly district wide Parent Learning Academies (PLA) organized by the Campus Parent Coordinator. These classes are presented for parents by different providers such as, Nuestra Clinica del Valle, Inc., Behavioral Solutions of South Texas, and DISD employees and administration. There are also informative sessions for parents about Medicaid, CHIPS, and physical and academic resources. Additionally, we have the Texas A&M Nutrition Class (AgriLife). Also available are free ESL and GED classes for adults provided by Region One. We provide Special Education services and Student Therapy with on campus special education teachers, therapists and diagnosticians. Other programs include a Migrant Program, Nutrition Classes with MHP Salud, Parent Portal, Biliteracy Program, Special Education-Child Find, McKinney Vento Program, Title 1 and ACE 21st Century Program. The school counselor also works with the parents in order to be able to meet the needs of the students.

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

The languages spoken by Singleterry school families are English and Spanish. All oral and written communication from the school (phone calls, Black Board Messages, parent letters, Facebook posts, newsletters, homework, textbooks) is delivered in both languages by native speakers. We are also a Biliteracy Campus, so our students can receive instruction in both Spanish and English equally.

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.

The district provides a full range of special education services: self-contained classrooms (for ages 3-21), inclusion services, therapies (Physical, Occupational, Speech, Vision, Orientation and Mobility), and special transportation. These services are overseen by certified Special Education teachers. For our English Learners we have the Biliteracy Program, these students receive instruction in both English and Spanish equally. We also have RTI (Response to Intervention) for students who are struggling. We have the 504 program for students with medical conditions. Lastly, we have the Gifted and Talented and Migrant programs for our students at Singleterry Elementary.

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

We currently have different community partnerships available to support families and students. These partnerships include: Nuestra Clinica Del Valle, Child Find, Mujeres Unidas, Donna Public Library, and Girl Scouts. Local businesses and organization partner with the school to assist and support families and students. Coupons are donated by restaurants such as Cici's Pizza and Texas Roadhouse. These coupons serve as incentives for excellence in academics and perfect attendance initiatives. Our students also have received donations from Tom's Shoes as part of their One for One Impact Program. Singleterry provides school clothing for students under a Federal Uniform Assistance Program.

If a Disaster Declaration is issued in our area, our school families and community receive access to funds, supplies, and food distributed by organizations such as the RGV Food Bank and FEMA. Many families were recipients of this type of assistance during 2020 and 2021. We had several instances of inclement weather and power outages which negatively affected our students. Federal, state and local organizations generously provided for these needs.

The COVID pandemic was also declared a disaster and has brought many challenges. The need to comply with social distancing guidelines has necessitated that meetings and trainings be held virtually. Singleterry Parent Center has used Zoom and Google Meets to provide various trainings and informative sessions (Tax Talk, Nutrition classes, district initiatives [Dr. Owl, student programs, internet access, etc.]). Our school nurses presented trainings on Healthy Habits, Dr. Owl and Wellness Sessions. Google Classroom training was provided by the Singleterry Librarian to assist our parents with Distance Learning.

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

The district supports teachers and staff by providing professional development in all content areas. The district also requires that all staff take online courses provided by Safe Schools/ Vector Solutions. Sessions include cyber safety, sexual abuse awareness, HIPPA and additional topics.

The district provides a strategic curriculum, which include many resources, that allows teachers to plan accordingly and purposefully every six weeks. The curriculum is available for all grade levels. To ensure the quality of teaching, the district will periodically visit the campus and provide trainings to teachers every grade level. The school provides the necessary resources needed to meet the district's requirements mandated by the state that guarantees all students' academic needs are met according to the No Child Left Behind Act of 2001.

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

The data demonstrates areas of student growth and achievement. It also clearly shows learning gaps and areas which need improvement. The data illustrates the benefits of teacher implementation of district curriculum. The data provided comes from many sources such as: district bundle tests, MyOn Reading, IStation Espanol, Galileo, Imagine Math, state tests, teacher made quizzes, and language proficiency tests. Effective, as well as ineffective teaching methods can also be reflected in the data. Using data is an important component for effectively monitoring student growth both as individuals and class levels. Finally, well thought out scheduling will have a direct impact on the data. Teachers who prepare their schedules in advance typically perform better and see greater student achievement than other teachers. Teachers are placed in grade level teams to ensure quality lesson planning and curriculum implementation.

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

Students should have daily activities with Reading and Math Tutorials, Istation, Imagine Math, Imagine Science, myOn. Also we can have activities one to one focus on those TEKS they are failing.

Adequate extra time is devoted to students performing poorly in all content areas, especially in tested content areas. This “extra time” may come from a couple of different avenues which include recess, P.E., or even after school tutoring. Tutoring (before/during/afterschool/ Saturday) is provided to the students to ensure students’ academic needs are being met. ACE provides STAAR support and lower grade level support. The computer lab is available before school for students who arrive early and can take advantage of this learning opportunity. During these times, teachers are able to provide small group or one-to-one intervention. Guided Reading is provided to help close learning gaps in reading fluency and comprehension. More time is set aside for core subjects in order to provide small group instruction.

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

The Campus Level Planning and Advisory Committee (CLPAC) ensures that the opinions, questions and concerns of teachers are able to be communicated. The CLPAC provides a forum for free and open discussion. Faculty meetings and approachable school administrators enable teachers to express their thoughts on school policy. Teachers can make suggestions but do not make final decisions in school policies.

At the campus level, teachers are able to have their concerns heard through discussion with administration, lead teachers (grade level meetings), or at staff meetings. Administration also makes an effort to involve teachers & staff through formal and informal surveys. Administration forms a committee each year at the campus in which teachers are able to direct ideas through the CLPAC committee. This committee drives campus level decisions. Additionally, at the district level, teachers are able to be heard through the DLPAC committee. This committee is comprised of teachers from every school in the district. District decision making is influenced by this committee.

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

Testing on the district or state level is decided by district administration (strategists, directors and superintendents) at the main office. Teachers have minimal role in deciding what assessments will be used. Assessments such as bundle, comprehensive, and benchmark exams, computer program tests, and STAAR are determined by the district or state. Teachers may make suggestions regarding some assessments, but the final decision comes from the district office. Teacher made tests are common for weekly assessments and teachers also design their own checks for understanding (CFU). Teachers are able to voice their preference of language a student should test in and what accommodations students should get.

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, the staff, school, and district are all involved in different committees to ensure informed decision making with different input and recommendations. Committees discuss and provide solutions for problems. School committees, such as the CLPAC meet regularly to proactively implement appropriate policy for the school. There is representation for all populations served. Everyone comes together as committees or staff groups to find resolutions to problems. Each person is heard and respected. Child nutrition staff should be a part of these committees to stay informed and contribute to solutions that can make a difference since they play a critical role in the success of daily school activities.

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

There are different assessments supplied by the district which are aligned to TEA requirements and designed to meet students' needs. These assessments drive curriculum development and affect student achievement in a positive way. The school district curriculum continues to be updated according to information gleaned from data. The curriculum is constantly changing to meet the needs of the students based on teacher input and assessment data. Some curriculums indicate when something new has been added by presenting the link in red font. The results of grades, tests, and state assessments in all subjects help to evaluate and monitor where growth is needed, and to improve the curriculum to meet the needs of all learners

School Processes & Programs Strengths

At Singleterry Elementary, multiple web-based programs are used for both instruction and informational data.

The instructional programs provide excellent resources for our teachers and students.

The informational data drives curriculum and instruction.

It enables educators to target and scaffold instruction for efficient and effective lesson delivery.

Our parent center consistently provides quality resources for our families.

Campus and district committees ensure that everyone has an opportunity for their voice to be heard.

Administrators are approachable.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The district should increase its outreach to employees. **Root Cause:** It would boost morale and cooperation if educator opinions were considered and adoption of input was increased.

Problem Statement 2: There should be educator buy-in for best practice delivery. **Root Cause:** We need strict adherence to and implementation of programs, curriculum and effective teaching methods.

Problem Statement 3: Educators should be proactive problem solvers.

Perceptions

Perceptions Summary

1. Dr. Diana Ramirez Training for next year to assist in closing the learning gap.
2. A committee will be assigned to come up with a plan to reward students and encourage good behavior.
3. Classrooms are in need of updated projectors. It is recommended that new projectors be purchased at the start of the school year in order to meet this need.
4. It is recommended that training is provided at the start of the year, for all campus staff and parents determined to be in need of training on proper technology care and basic troubleshooting issues.
5. Staff needs to be trained on learning apps/programs that will be utilized for the school year.
6. 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. The Internet needs to be upgraded to sustain having students and staff logged on.
7. There is a need for storage cart for student technology in every classroom.
8. The campus should also purchase back up Chromebooks for students that are getting their Chromebook serviced.
9. Next year we will conduct a survey with open ended questions to see how we can address the concerns related to feeling unsafe,”What can the campus do to address your concerns and help you feel safe?”

CNA Perception Data Sources

Class Structures in Place

We have 27 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 due to Covid protocols.

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. Technology Cart with a charging station to store Chromebooks in the classroom during instruction.
3. Classrooms are in need of updated projectors. It is recommended that new projectors be purchased at the start of the school year in order to meet this need.
4. Staff needs to be trained on learning apps/programs that will be utilized for the school year.

Classroom Walkthroughs

Walkthroughs have changed due to the pandemic. Walkthroughs are now conducted virtually. Campus administration is required to complete 10 virtual walkthroughs per week, per administrator. This is done with fidelity across campus. Once a virtual 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 appraiser 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. Garza to input into Teams and Ms. Garza (Peims) keeps a copy.

Extra-Curricular Opportunities ACE

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 9:30-10:15 am

Kinder: 9:30-10:15 am

1st grade: 10:15-11:00 am

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

3rd grade:1:15-2:00 pm

4th grade: 1:15-2:00 pm

5th grade:2:00-2:45 pm

Sometimes, the teacher will have a virtual parent conference meeting afterschool, the morning before class or when the teacher schedules a virtual parent conference. 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,only some students are on campus, so 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 inservice, 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 camps 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.

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

This school year, the district has 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. 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%.

Perception Data: Probing Questions

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:

- 39.5% Strongly agree
- 43.4% Agree
- 10.1% Neutral
- 4.7% Disagree
- 2.3% Strongly disagree

Strengths: 82.9% of the students that answered feel safe and comfortable.

Weakness: 7% of students do not feel safe or comfortable on campus. And 10.1% of students were neutral about this question. When the next survey is done the question, “What can the school do to have a welcoming learning environment where the students feel safe and comfortable?”

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

- 47.6% Strong agree
- 38.1% Agree
- 11.9% Neutral
- 2.1% 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:

- 53.2% Familiar
- 17% Very Familiar
- 19.1% Somewhat familiar
- 10.6% Not familiar at all

Strengths: One strength is that 70.2% of the staff is either very familiar or familiar with the mission and vision of the school.

Needs: Singleterry needs to create a committee that establishes 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.

- 55% Strongly Agree
- 37.2% Agree
- 3.9% Somewhat Agree
- 1.6% Disagree
- 2.3 Strongly Disagree

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

- 17% Strongly Agree
- 46.8% Agree
- 27.7% Neutral
- 6.4% Disagree
- 2.1% Strongly Agree

Strengths: Students for the most part feel comfortable and safe on campus at 92.2% of those surveyed saying they feel welcome overall.

Needs:

Only 65.1% of staff feel a sense of respect on campus.

Incorporate more team building meetings/activities to better the campus atmosphere.

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. Garza to input into Teams and Ms. Garza (PEIMS) keeps a copy.

Due to COVID-19 and remote learning, there was a smaller population of students physically in the classroom. Students were following the CDC protocols and socially distanced. There were no severe discipline problems. Most teachers had issues with students keeping masks and face shields on and needed to be reminded frequently.

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?

Staff:

- 34.5 Very Safe
- 48.9% Safe
- 17% Sometimes Safe

Students:

- 31.8% Very Safe
- 19.4% Safe
- 14% Sometimes Safe
- 0.8% Unsafe
- 34.1 Were at Home

Strengths: No staff member stated that they felt unsafe.

Needs: Only 83% of staff feel safe on campus at all times. On the next survey question needs to be added. “What can be done for you to feel physically safe at school?”

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.

- 45.7% Strongly Agree
- 40.3% Agree
- 7.8% Neutral
- 3.9% Disagree
- 2.3% Strongly disagree

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

- 15.6% Strongly Agree
- 22.2% Agree
- 22.2% Neutral
- 26.7% Disagree
- 13.3% Strongly Disagree

Strengths: 93.8% of the students know school rules and expectations clear and well. Staff know rules and expectations well.

Needs: 40% of the staff considers that consequences for students violating school rules are not applied consistently.

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.

- 61.2% Very Satisfied
- 9.3% Somewhat Satisfied
- 24.8% Satisfied
- 3.9% Unsatisfied
- 0.8% Very Unsatisfied

Strengths: 85.3% of students are satisfied with being part of Singleterry Elementary.

Needs: 4.7% of the students do not feel satisfied. On the next survey an open ended question will be added “What can the school do to improve your perception of the campus?”

Comparison of student’s attendance, tardies, and other behaviors. Attendance is worse than previous years, minimal tardies, discipline is low.

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)

Currently, due to the Covid protocols and procedures, we have a limited number of referrals for students. There are 98% less referrals written this 2020 - 2021 school year compared to 2019-2020. Teachers are handling their classroom management well due to the number of referrals written. There have been 3 teachers who have written referrals the entire 2020-2021 school year. Teachers have an average between 4-13 students per class daily. The other students are working from home logging into Google Classroom. Teachers are now faced with different discipline problems. Some include: students turning cameras off, they are doing other things, do not participate and are also found watching videos on youtube. There are fewer student misbehavior issues in school. Students that are learning from home with packets and that are not logging in, is data that we cannot measure because of the chance of a parent or sibling doing the student’s work.

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 42.6% of students surveyed that never have their learning interrupted by classmates, and 87% of staff who feel supported by administration with relation to discipline issues.

Needs: There are a total of 57% of students who occasionally or sometimes get their learning interrupted. There was a 12.8% 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 are several extracurricular opportunities available at Singleterry. Those include: ACE and Communities In Schools (CIS). The students that participate in these extracurricular activities 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.

- *ACE: 100 students, serviced 4x a week for 3 hours.*
- *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 clubs. The extracurricular activities can be used as a tool to promote positive behavior and help with social emotional skills.

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, face shields, and masks on a weekly basis. Students and staff feel safe. Teachers place signs on their door if they want for anyone entering to wear a mask and/or face shield, or whether to not enter the room at all. The impact of the facilities on culture and climate is important because of the concern with Covid. 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:

- 46.8% Strongly Agree
- 38.3% Agree
- 12.8% Neutral
- 2.1% Disagree

47 responses." v:shapes="Picture_x0020_8">

Students:

- 51.9% Strongly Agree
- 38% Agree
- 6.2% Neutral
- 1.6% Disagree
- 2.3% 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.

- 38.3 % Strongly Agree
- 42.6 % Agree
- 17 % Neutral
- 0 % Disagree
- 2.1 % Strongly Disagree

80.9 to the survey either agreed or strongly agreed that they felt comfortable with technology. There were 8 people who were neutral and therefore we can not tell if more trainings are needed in any specific area.

Currently teachers have a 3 to 1 ratio (2 laptops and 1 desktop) projector, document camera, 4 student computers and a printer. Some of the teacher computers stopped working and had to be sent back a couple of times. 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 TELPAS 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. Discipline is an area of need as per some parent comments.

Perceptions Strengths

Strengths:

Teachers have a 3 to 1 ratio of technology (2 laptops and 1 desktop) and students are at a 1 to 1 technology ratio.

80% of teachers and staff feel comfortable with the technology equipment, programs and technology training.

Majority of Teachers/Staff (83.8%) and students (82.9%) feel physically safe.

70.2% teachers/staff are familiar or very familiar with Singleterry's mission and vision

87% of teachers/staff surveyed feel supported by our administration.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 40% of teachers/staff consider that consequences for students violating school rules are not applied consistently.

Problem Statement 2: 57% students feel their learning is sometimes or occasionally interrupted by their classmates' behavior.

Problem Statement 3: Parents, teachers and administration are concerned about the learning gap. 60% of our students have not been physically in the classroom since March 2020.

Problem Statement 4: Although, we have done great with 1 to 1 ratio of technology, the classroom is not equipped to charge or store classroom sets of Chromebooks. Also, due to manufacturing defects student have gone for a long period of time without their device waiting to be returned from the manufacture

Problem Statement 5: There is about 16.3% of the teachers/staff that sometimes feels unsafe. Due to covid teachers and students did not feel safe. Only 65.1% of teacher/staff feel a sense of respect on campus.

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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL 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)
- 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

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, 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

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data





Goals





Goal 1: Singleterry Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.











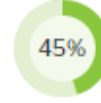

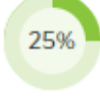



Performance Objective 1: Singleterry Elementary will focus on instructional improvement resulting in all students meeting goals for all accountability measures. The percentage of K-2 students reading on or above grade level will increase by 4%.





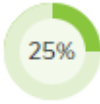
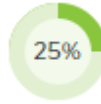









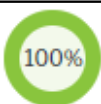




Evaluation Data Sources: iStation, STAAR, and STAAR EOC, TELPAS, PBMAS



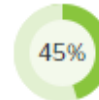







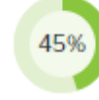

Summative Evaluation: Significant progress made toward meeting Objective


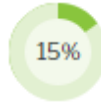






Strategy 1 Details	Reviews			
Strategy 1: Campus Orientation. , T-TESS, Campus Handbook. August 2021 Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Principal All custodians, All Paraprofessionals, All Teachers, All Office Staff. Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Provide Staff Development in the Following Areas to Ensure Implementation of Best Practices: 1. Math Fact Fluency 2. Guided Reading 3. Literacy Centers 4. Biliteracy Framework 5. Balanced Literacy Approach to Reading 6. Writing Mechanics and Expository Compositions 7. Science Strategies 8. Math Strategies 9. PLD's 10. RTI 11. Accommodations for Struggling Learners 12. Technology Training 13. New Reading TEKS 14. Strategies to Target and Promote Reading 15. PBIS Training 16. Standard Protocol/Standard Reunification Method Training 17. Addressing the Learning Gap 18. STAAR Resign Strategy's Expected Result/Impact: Sign in Sheets Agendas Benchmark Data STAAR Scores TELPAS Scores Reading Levels Istation Reports Staff Responsible for Monitoring: Campus Administration, PK-5th Grade Teachers, Paraprofessionals Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Board Goals for 21-22 School Year BG1 The percentage of Kindergarten - Grade 2 students reading on or above grade level (as measured by I Station) will increase from 64% to 90% by the year 2023. BG2 The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 37% to 60% by 2023. BG3 The percentage of graduates demonstrating college/career/military readiness will increase from 43% to 90% by 2023. Strategy's Expected Result/Impact: The school system will pursue a System of Great Schools theory of action where central administration devolves autonomy to schools, empowers parents to make choices, creates performance contracts with campuses, annually evaluates performance of and demand for schools, and makes strategic decisions regarding growing access to high performing schools and addressing low performers. Staff Responsible for Monitoring: Principal Park, CS Schmutz, Teachers in PK-5th Grade Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Students in 1st-5th will participate in Accelerated Reader. Strategy's Expected Result/Impact: 80% of students in 1st-5th will participate in the AR program. Staff Responsible for Monitoring: Librarian Ms. Quintanilla TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Guided Reading Strategy's Expected Result/Impact: 70% of students served will increase their reading level as measured through Istation. Staff Responsible for Monitoring: Campus teachers, campus administration.	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Simultaneous Biliteracy Strategy's Expected Result/Impact: K-2nd grade students reading on grade level by EOY will increase and district established goals will be met. Staff Responsible for Monitoring: Classroom Teachers Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 7 Details	Reviews			
Strategy 7: Istation Computer Program Strategy's Expected Result/Impact: The campus will meet at least 1/3 of their respective grade level District EOY Reading Goals. Staff Responsible for Monitoring: Classroom Teachers Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: myON Strategy's Expected Result/Impact: MyON will be implemented in all grade levels. Staff Responsible for Monitoring: Campus Librarian Classroom Teachers	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Imagine Math Strategy's Expected Result/Impact: Math Scores will increase a combined 3% annually when approaches, meets, and masters are averaged. Students will complete a minimum of 27 lessons. Staff Responsible for Monitoring: Classroom Teachers Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Reasoning Mind Strategy's Expected Result/Impact: There will be a 5% measurable growth in the PreTest (BOY) to the Posttest (EOY) results. Staff Responsible for Monitoring: Classroom Teachers Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Learning.com Strategy's Expected Result/Impact: All students K-5th grade will complete 75% of the technology applications TEKS skills within their grade level curriculum including critical digital literacy and online assessment. Staff Responsible for Monitoring: Classroom Teachers Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				


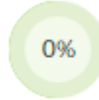






Strategy 12 Details	Reviews			
Strategy 12: StemScopes Strategy's Expected Result/Impact: For 5th grade Science, STAAR scores will increase a combined 5% annually when approaches, meets, and masters are averaged. 80% of all 5th grade students will utilize their online accounts, and 100% of all 5th grade teachers will utilize their online accounts. Staff Responsible for Monitoring: Classroom Teachers Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 13 Details	Reviews			
Strategy 13: A.R. Reading program. TEA Priorities: Build a foundation of reading and math. Strategy's Expected Result/Impact: 80% of students in 1st-5th grade will participate in the AR program. Staff Responsible for Monitoring: Librarian Quintanilla, Principal Park, CS Schmutz, PK-5th grade teachers and special education teachers. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 14 Details	Reviews			
Strategy 14: Phonics training for all Teachers on campus. Trainer: Maricela Almanza, Inclusion Teacher Strategy's Expected Result/Impact: There will be an increase from 21% to 60% of the students reading on grade level. The growth increase will be 39%. Due to the pandemic, the majority of our students in the lower grades lack the foundational skills needed to be successful readers. Training will be provided to teachers in PK3-2nd grade in the areas of Phonics and Phonemic and Phonological Awareness to address the learning loss in the area of Reading. The presenter will train teachers on specific activities and strategies as well as information from the Multisensory Teaching Approach Dyslexia Training that are key to developing good readers. Teachers will have the opportunity to make materials and leave the training with activities that can be immediately implemented. Staff Responsible for Monitoring: Principal Park, CS Schmutz. Funding Sources: 255.13.6118.00.116.24.0.EP - Local (199) - 255.13.6118.00.116.24.0.EP - \$2,500	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 15 Details	Reviews			
Strategy 15: Lamac Inc. Strategy's Expected Result/Impact: Students will be given awards and incentives for students for All A, Perfect Attendance, Honor Roll, Good Citezenship, Grades. Staff Responsible for Monitoring: Principal Park, Counselor Trevino, Clerk Carranza, Classroom Teachers in PK-5th Grade Funding Sources: 199.11.6498.00.116.11.0.00 - Local (199) - 199.11.6498.00.116.11.0.00 - \$2,966	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Singleterry Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 2: Bilingual/ESL: Singleterry Elementary will increase the percentage of ELLs progressing one performance level to 51%, increase the percentage of ELLs reaching Advanced High within the first 4 years of enrollment in US schools to 16%, and increase the percentage of ELLs at Advanced High after the fifth year of enrollment in US schools to 30%.


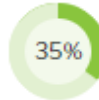










Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: DISD Warehouse items for our students. Strategy's Expected Result/Impact: Staff and students will have access to warehouse supplies for daily classroom use. Staff Responsible for Monitoring: Principal Park, Secretary Cortez, PK-5th grade bilingual teachers. Funding Sources: 263.11.6399.00.116.25.0.00 - Title III (263) - 263.11.6399.00.116.25.0.00 - \$5,348, 199.11.6399.00.116.11.0.00 - Local (199) - 199.11.6399.00.116.11.0.00 - \$4.86, 164.11.6399.00.116.30.0.00 - State Comp.(164) - 164.11.6399.00.116.30.0.00 - \$32		Formative			Summative
		Sept	Dec	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 1: Singleterry Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 3: Special Education: Singleterry Elementary will improve its overall academic rating in the area of reading and writing in 2018 Texas Education Agency Performance Based Monitoring Analysis System by one performance level indicator.

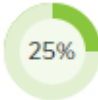











Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Dyslexia: What is it and how can I help? Strategy's Expected Result/Impact: Teachers will attend training as per Special Education Department. Dyslexia training will be provided to teachers serving students who have Dyslexia. Staff Responsible for Monitoring: Teacher Maricela Almanza, Librarian Ester Quintanilla, Principal Park Funding Sources: Free Training - Local (199) - Free Training - \$0	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Region 1 Professional Development. Module 2: Updated Dyslexia Handbook 2021. Strategy's Expected Result/Impact: Inclusion teacher will be updated on new Dyslexia training and updates. Staff Responsible for Monitoring: Principal Park, CS Schmutz, Teacher M. Almanza Funding Sources: Free - Local (199) - Free - \$0	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Singleterry Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 4: Migrant: Singleterry Elementary will reduce the academic performance gap between the Migrant population and the Non-migrant population in the content areas by an average of 50%.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Migrant students will be issued a Chromebook/Ipad so that they can connect to online learning. Strategy's Expected Result/Impact: Migrant students will have access to technology to logon to online RSP learning with the teacher. Staff Responsible for Monitoring: Principal Park, Librarian Quintanilla	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: DISD Warehouse Strategy's Expected Result/Impact: Migrant students will have access to supplies and materials for classroom learning. Staff Responsible for Monitoring: Principal Park, Secretary Cortez, Teachers who serve migrant students. Funding Sources: 212.11.6399.00.116.24.0.00 - Migrant (212) - 212.11.6399.00.116.24.0.00 - \$360	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Singleterry Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 5: Fine Arts: Singleterry Elementary will assist students and teachers to achieve the highest level of excellence in academics, UIL contest, sanctioned competitions and to increase the overall percentage of high school students on track to obtaining Arts and Humanities endorsement by 10%

Summative Evaluation: Met Objective

Goal 1: Singleterry Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.






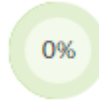










Performance Objective 6: Physical Education: Singleterry Elementary will require the Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. or course substituting for p.e. (athletics, band, ROTC) unless a student qualifies for valid exemption as per Fitnessgram testing policies.

Summative Evaluation: Met Objective

Goal 1: Singleterry Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 7: Drop Out Prevention: Singleterry Elementary will increase the attendance rate from 95.1 to 95.6 for all students.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Lamac Inc. Strategy's Expected Result/Impact: Students will be given motivational phrased items for behavioral and positive motivations. PBIS supports around the school. Staff Responsible for Monitoring: Counselor Trevino, Clerk Trevino, Pk-5th grade Teachers. Funding Sources: 289.31.6499.00.116.11.0.00 - Title IV 289 - 289.31.6499.00.116.11.0.00 - \$3,681	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Lakeshore Learning Store Strategy's Expected Result/Impact: Posters will be placed around the school and hallways. Students will be able to read and learn the motivational phrases around the school. Staff Responsible for Monitoring: Counselor Trevino, Clerk Carranza, Principal Park, Librarian Quintanilla Funding Sources: 289.31.6499.00.116.11.0.00 - Title IV 289 - 289.31.6499.00.116.11.0.00 - \$1,300	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Lakeshore Strategy's Expected Result/Impact: We will place motivational posters around the school. Staff Responsible for Monitoring: Principal Park, Counselor Trevino, Librarian Quintanilla Funding Sources: 199.31.6399.00.116.99.0.00 - Local (199) - 199.31.6399.00.116.99.0.00 - \$461	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Singleterry Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 8: Advanced Academics: Singleterry Elementary will ensure that 97% of all Gifted/Talented and students enrolled in a Pre-AP or AP courses will meet the state standards on all areas of STAAR/EOC.

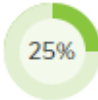











Summative Evaluation: Some progress made toward meeting Objective


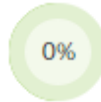






Goal 2: Singleterry Elementary. will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance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

Performance Objective 1: Student Support Services: Singleterry Elementary will ensure our Middle School and High School students will be psychologically and emotionally served to decrease the frequency of inappropriate and disruptive behavior by 20%.

Evaluation Data Sources: STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: LAMAC Inc. Strategy's Expected Result/Impact: Students will receive awards and incentives items for bdays, attendance, AR. Staff Responsible for Monitoring: C. Park, Counselor Trevino, PEIMS Caballero, Funding Sources: 199.11.6498.00.116.11.0.00 - Local (199) - 199.11.6498.00.116.11.0.00 - \$2,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Put-In-Cups Strategy's Expected Result/Impact: To promote drug/bully awareness, and school spirit throughout the school year. Staff Responsible for Monitoring: Counselor Trevino, Librarian Quintanilla, PEIMS Caballero Funding Sources: 289.31.6499.00.116.11.0.00 - Title IV 289 - 289.31.6499.00.116.11.0.00 - \$3,570	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Valley Trophies LLC Strategy's Expected Result/Impact: Kinder students will recieve a graduation tassel in May kinder graduation. Staff Responsible for Monitoring: Kinder Teachers: Marquez, Lomas, Hernandez, Estrada Funding Sources: 199.11.6498.00.116.11.0.00 - Local (199) - 199.11.6498.00.116.11.0.00 - \$204	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Sams Club Strategy's Expected Result/Impact: Incentives for students Honor Roll, Perfect Attendance, per 6 weeks periods. Staff Responsible for Monitoring: PK3-5th grade teachers, principal Park, CS Schmutz, Counselor Trevino. Funding Sources: 199.11.6498.00.116.11.0.00 - Local (199) - 199.11.6498.00.116.11.0.00 - \$720	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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


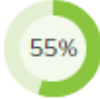








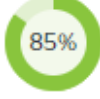

Performance Objective 2: Nutrition/Food Services: Singleterry Elementary will provide nutritional meals to 100% of all PK-12 students to support academic success.


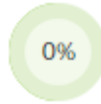






Summative Evaluation: Met Objective

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: DISD Warehouse Strategy's Expected Result/Impact: Students and staff will have access to PPE items from our warehouse. Items will be masks and wipes for disinfection of tables. Staff Responsible for Monitoring: Principal Park, Secretary Cortez, Teachers and staff. Funding Sources: 266.11.6399.00.116.24.0.P1 - 266.11.6399.00.116.24.0.P1 - \$1,351, 266.11.6399.00.116.24.0.P1 - ESSER I (266) - 266.11.6399.00.116.24.0.P1 - \$5,430	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: School Specialty Strategy's Expected Result/Impact: Scale for nurses office and PE and cones for student safety. Staff Responsible for Monitoring: Principal Park, Nurse Ortega, Coach Silva Funding Sources: 199.11.6399.00.116.11.0.00 - Local (199) - 199.11.6399.00.116.11.0.00 - \$1,043, 199.11.6399.00.116.11.0.00 - Local (199) - 199.11.6399.00.116.11.0.00 - \$2,200	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: DISD Warehouse Strategy's Expected Result/Impact: Students and staff will have access to PPE equipment such as masks, antibacterial sprays, sanitizing wipes and gloves. Staff Responsible for Monitoring: Principal Park, Secretary Cortez, PPCD - 5th Grade teachers. Funding Sources: 266.11.6399.00.116.24.0.P1 - ESSER I (266) - 266.11.6399.00.116.24.0.P1 - \$2,500, 266.11.6399.00.116.24.0.P1 - ESSER I (266) - 266.11.6399.00.116.24.0.P1 - \$5,430	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details		Reviews			
Strategy 4: DISD Warehouse Strategy's Expected Result/Impact: Staff and students will have access to PPE equipment for daily use. Staff Responsible for Monitoring: Principal Park, Secretary Cortez, Office Staff, Classroom teachers, custodial staff. Funding Sources: 266.11.6399.00.116.24.0.P1 - ESSER I (266) - 266.11.6399.00.116.24.0.P1 - \$4,453		Formative			Summative
		Sept	Dec	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

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

Performance Objective 4: Risk Management: Singleterry Elementary will ensure that a District Emergency Operations Plan that meets all elements outlined by the Texas School Safety Center is in place by first six weeks.

Summative Evaluation: Met Objective

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

Performance Objective 5: Insurance: Singleterry Elementary will ensure that 100% of all employees, students, and facilities have insurance coverage during the full contract period.







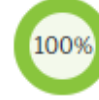





Evaluation Data Sources: Insurance: Singleterry Elementary will ensure that 95% of all employees and students have insurance coverage during the full contract period and ensure that 100% facilities have coverage.

Summative Evaluation: Met Objective

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

Performance Objective 6: Police Department: Singleterry Elementary will decrease the number of cases that fall under the mandatory DAEP or Expulsion offenses by 10% each year by increasing the visibility and proximity to students at the respective campuses.





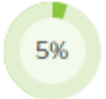







Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: BridgeNet Communications Strategy's Expected Result/Impact: We will have access to safety and security outside of the school. One of our cameras is not working and needs to be replaced. Replace domes for outside cameras. Staff Responsible for Monitoring: Principal Park Funding Sources: 199.23.6399.00.116.99.0.00 - Local (199) - 199.23.6399.00.116.99.0.00 - \$982, 199.23.6399.00.116.99.0.00 - Local (199) - 199.23.6399.00.116.99.0.00 - \$142	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Bridgenet Communications Strategy's Expected Result/Impact: School will have functional security cameras that will improve school security for the outside perimeter. Staff Responsible for Monitoring: Principal Park Funding Sources: 199.23.6399.00.116.99.0.00 - Local (199) - 199.23.6399.00.116.99.0.00 - \$300	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Singleterry Elementary will create an instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.

Performance Objective 1: Singleterry Elementary will ensure that all 3rd-5th grade students are tested with the required state assessments. Singleterry Elementary will ensure that all Campus Testing Coordinators, Principals, and other staff involved with testing receive appropriate training yearly.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: High Impact Tutoring/Learning Loss Tutors 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 the Approaches level or higher on the 3rd grade Reading STAAR in 2020-2021. 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. Staff Responsible for Monitoring: Principal Park , Curriculum Schmutz, Tutor E. De La Garza, Tutor A. De La Garza Funding Sources: - ESSER III (282) - \$22,120	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: High impact tutorials will be provided to address the learning loss in the area of Reading for the 3rd grade students that are not reading on grade level and are not passing the bundle assessments. 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. Strategy's Expected Result/Impact: There will be an increase from 2% to 45% approaches of all students receiving tutorials. The growth increase will be 43%. *1 hour per day. Staff Responsible for Monitoring: Principal Park, CS Schmutz, Ms. E. De La Garza, Ms. A. De La Garza Funding Sources: - ESSER III (282) - 282 - \$5,407.25	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Singleterry Elementary will create an instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.

Performance Objective 2: Federal Programs- Singleterry Elementary will ensure that intent and purpose of each federal program will be met as well as all Initial Compliance Indicators on the NCLB compliance application.

Summative Evaluation: Met Objective

Goal 3: Singleterry Elementary will create an instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.













Performance Objective 3: Human Resources: Singleterry Elementary will maintain a 100% highly qualified status for the staffing requirements of the ESSA. Singleterry Elementary will ensure that the records retention requirements of the Local Government Records Act (LGRA) will be met at 100%. Human Resources: Singleterry Elementary will comply with 100% of requirements under Title IX of the Education Amendments of 1972.


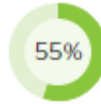


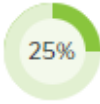
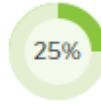










Summative Evaluation: Met Objective

















Goal 3: Singleterry Elementary will create an instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.

















Performance Objective 4: Expenditures: Singleterry Elementary will expect 100% of all allocated funds in all campuses and supporting departments to allocate their expenditures based on a Comprehensive Needs Assessment developed by its various leadership teams.











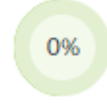

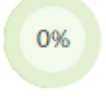

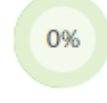





Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: DISD Warehouse Strategy's Expected Result/Impact: Students and staff will have access to warehouse supplies for the 21-22 school year. PPE Items, water, ziplock bags. Staff Responsible for Monitoring: Principal Park, Secretary Cortez, Teachers in PK3-5th Grade. Funding Sources: 164.11.6399.00.116.30.0.00 - State Comp.(164) - 164.11.6399.00.116.30.0.00 - \$3,680, 211.11.6399.00.116.24.0.00 - Title I (211) - 211.11.6399.00.116.24.0.00 - \$1,587, 211.11.6399.00.116.24.0.00 - Title I (211) - 211.11.6399.00.116.24.0.00 - \$1,082, 266.11.6399.00.116.24.0.P1 - ESSER I (266) - 266.11.6399.00.116.24.0.P1 - \$1,882, 199.11.6399.00.116.11.0.00 - Local (199) - 199.11.6399.00.116.11.0.00 - \$1,400	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: School Specialty Strategy's Expected Result/Impact: New chairs will replace broken chairs in office. Staff Responsible for Monitoring: Principal Park, Secretary Cortez Funding Sources: 199.23.6399.00.116.99.0.00 - Local (199) - 199.23.6399.00.116.99.0.00 - \$537	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Positive Promotions Inc. Strategy's Expected Result/Impact: Staff will be rewarded with a folding chair for appreciation of their hard work and effort. Staff Responsible for Monitoring: Principal Park, CS Schmutz, Secretary Cortez, Counselor Trevino Funding Sources: 199.23.6498.00.116.99.0.00 - Local (199) - 199.23.6498.00.116.99.0.00 - \$1,580	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: MJ's Printing Strategy's Expected Result/Impact: Staff will have access to a shirt for staff unity and school pride. Staff Responsible for Monitoring: Principal Park, CS Schmutz, Counselor Trevino. Funding Sources: 199.23.6498.00.116.99.0.00 - Local (199) - 199.23.6498.00.116.99.0.00 - \$720	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: 5th Grade Field Trip Strategy's Expected Result/Impact: Students in 5th grade will take a field trip to the Gladys Porter Zoo and Peter Piper Pizza. Staff Responsible for Monitoring: Ms. C. Rodriguez, Ms. E. Dominguez, Ms. E. Silva, Ms. Button Funding Sources: 199.11.6412.00.116.11.0.00 - Local (199) - 199.11.6412.00.116.11.0.00 - \$660, 164.11.6494.00.116.30.0.00 - State Comp.(164) - 164.11.6494.00.116.30.0.00 - \$1,056	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Lamac Inc. Strategy's Expected Result/Impact: Students will have access to prizes for the library. Student incentives for reading and testing books. Staff Responsible for Monitoring: C. Park, Librarian Quintanilla Funding Sources: 199.12.6498.00.116.11.0.00 - Local (199) - 199.12.6498.00.116.11.0.00 - \$400	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Rays Business Products Strategy's Expected Result/Impact: Students will be able to use the binders to store their portfolios throughout the year for HB 4545 documentation. Staff Responsible for Monitoring: Teachers in Kinder-5th Grade, Principal Park, CS Schmutz Funding Sources: 211.11.6399.00.116.24.0.00 - Title I (211) - 211.11.6399.00.116.24.0.00 - \$460	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 8 Details	Reviews			
Strategy 8: Jason's Deli Strategy's Expected Result/Impact: Staff will be attending a training at Singleterry Elementary on October 16, 2021. We will be having a phonics training for teachers. Staff Responsible for Monitoring: Principal Park, CS Schmutz, Teachers in PK3-5th grade. Funding Sources: 899.00.2190.00.116.00.0.00 - Coke Activity Account 899 - 899.00.2190.00.116.00.0.00 - \$200	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: School Specialty Strategy's Expected Result/Impact: Custodial staff will have access to working vacuums that will be used in classrooms. Vacuums will be used to vacuum teacher carpets and the library carpet. Staff Responsible for Monitoring: Custodian Tapia, Custodian Vieyra, Custodian Hernandez Funding Sources: 199.51.6319.00.116.99.1.00 - Local (199) - 199.51.6319.00.116.99.1.00 - \$1,382	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Gateway Strategy's Expected Result/Impact: We will have access to a safety ladder for putting up items needed to be posted around the school. Staff Responsible for Monitoring: Custodial staff, Principal Park, Librarian Quintanilla Funding Sources: 199.23.6399.00.116.99.0.00 - Local (199) - 199.23.6399.00.116.99.0.00 - \$354	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: 11th Annual Assessment Conference HYBRID CONFERENCE Strategy's Expected Result/Impact: TEA updates in the areas of state assessment and curriculum. Cover STAAR, STAAR 2, TELPAS, and accountability updates. Staff Responsible for Monitoring: CS M. Schmutz Funding Sources: 255.13.6239.00.116.24.0.00 - Teacher/Principal (255) - 255.13.6239.00.116.24.0.00 - \$150	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 12 Details	Reviews			
Strategy 12: Escue & Associates RFP# 051721-577 Strategy's Expected Result/Impact: Students will have access to new books in the library for AR testing and reading. Staff Responsible for Monitoring: Librarian Quintanilla Funding Sources: 199.12.6329.00.116.11.0.00 - Local (199) - 199.12.6329.00.116.11.0.00 - \$1,495	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 13 Details	Reviews			
Strategy 13: DISD Warehouse Strategy's Expected Result/Impact: Teacher and student supplies for classroom use and curriculum implementation. Staff Responsible for Monitoring: Principal Park, Secretary Cortez, CS Schmutz Funding Sources: 164.11.6399.116.30.0.00 - State Comp.(164) - 164.11.6399.116.30.0.00 - \$5,300, 211.11.6399.00.116.24.0.00 - Title I (211) - 211.11.6399.00.116.24.0.00 - \$435, 199.11.6399.00.116.11.0.00 - Local (199) - 199.11.6399.00.116.11.0.00 - \$3,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 14 Details	Reviews			
Strategy 14: LAMAC Inc. Strategy's Expected Result/Impact: Students will have access to prizes for library incentives and awards. Staff Responsible for Monitoring: Librarian Quinatanilla Funding Sources: 199.12.6498.00.116.11.0.00 - Local (199) - 199.12.6498.00.116.11.0.00 - \$300	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 15 Details	Reviews			
Strategy 15: Warehouse Strategy's Expected Result/Impact: Staff and students will have access to PPE equipment for safe practices at school. Staff Responsible for Monitoring: Principal Park, Secretary Cortez, Teachers, Custodians, Funding Sources: 199.11.6399.00.116.11.0.00 - Local (199) - 199.11.6399.00.116.11.0.00 - \$4,788, 263.11.6399.00.116.25.0.00 - Title III (263) - 263.11.6399.00.116.25.0.00 - \$400, 266.11.6399.00.116.24.0.P1 - ESSER I (266) - 266.11.6399.00.116.24.0.P1 - \$2,310, 164.11.6399.00.116.30.0.00 - State Comp.(164) - 164.11.6399.00.116.30.0.00 - \$467, 211.11.6399.00.116.24.0.00 - Title I (211) - 211.11.6399.00.116.24.0.00 - \$33	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 16 Details	Reviews			
Strategy 16: MJ's Printing Strategy's Expected Result/Impact: Awards and Incentives for our Teacher appreciation week. Staff Responsible for Monitoring: Principal Park, CS Schmutz, Counselor Trevino Funding Sources: 199.23.6498.00.116.99.0.00 - Local (199) - 199.23.6498.00.116.99.0.00 - \$2,440	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 17 Details	Reviews			
Strategy 17: NEA ESP Conference Strategy's Expected Result/Impact: Secretary Cortez will attend a TSTA 2022 NEA ESP Conference in New Orleans, LA. On March 25, 2022 Staff Responsible for Monitoring: Secretary Cortez, NEA Lori Martinez, NEA Funding Sources: Free - Local (199) - Free - \$0	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 18 Details	Reviews			
Strategy 18: Gateway Printing Strategy's Expected Result/Impact: Teachers need school supplies for everyday use for students. Warehouse does not have any in stock. Funding Sources: 263.11.6399.00.116.25.0.00 - Title III (263) - 263.11.6399.00.116.25.0.00 - \$454	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 19 Details	Reviews			
Strategy 19: Rays Business Products Strategy's Expected Result/Impact: Teachers and students need glues, glue sticks for projects and assignments. Staff Responsible for Monitoring: Principal Park, Teachers PK-5th grade Funding Sources: 199.11.6399.00.116.11.0.00 - Local (199) - 199.11.6399.00.116.11.0.00 - \$68	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Singleterry Elementary will continue to follow sound fiscal managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 1: CLPAC: Singleterry Elementary will maintain 100% of the required members in the Campus Level Planning and Advisory Committee to oversee all improvement activities at least 4 times per year.

Summative Evaluation: Met Objective

Goal 4: Singleterry Elementary will continue to follow sound fiscal managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

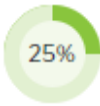
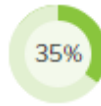










Performance Objective 2: Parental and Family Engagement Department: Singleterry Elementary will increase the number of parent/community volunteers by 5% and increase the parent attendance by 10% at district meetings/events each year.













Summative Evaluation: Met Objective

Goal 5: Singleterry Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 1: Singleterry Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Federal Programs Clothing Assistance Fund. Strategy's Expected Result/Impact: Students will have access to clothing vouchers for uniforms. Staff Responsible for Monitoring: Principal Park, Counselor Trevino, Clerk Caballero Funding Sources: 211.32.6499.00.116.24.0.00 - Title I (211) - 211.32.6499.00.116.24.0.00 - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Communities In Schools (CIS) Strategy's Expected Result/Impact: Assist students in counseling, social emotional support, guidance. Staff Responsible for Monitoring: Principal Park, Ms. Ibarra,	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Lamac Inc. Strategy's Expected Result/Impact: Students will be celebration Drug Free Week in October. Red Ribbon Week activities and items. Staff Responsible for Monitoring: Counselor Trevino, Clerk Carranza, PEIMS Caballero. Funding Sources: 289.31.6499.00.116.11.0.00 - Title IV 289 - 289.31.6499.00.116.11.0.00 - \$908	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Lamac Inc. Strategy's Expected Result/Impact: Students will have access to awards and incentives for perfect attendance, and weekly attendance and grades. Staff Responsible for Monitoring: Principal Park, PK3-5th grade teachers. Counselor Trevino. Funding Sources: 199.11.6498.00.116.11.0.00 - Local (199) - 199.11.6498.00.116.11.0.00 - \$521	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Melhart Music Center Strategy's Expected Result/Impact: Students will have access to musical instruments for music class. Students will learn how to use the various instruments. Staff Responsible for Monitoring: Music teacher Cavazos. Funding Sources: 182.11.6399.00.116.11.0.00 - Fine Arts (182) - 182.11.6399.00.116.11.0.00 - \$599	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Singleterry Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.







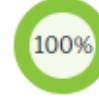





Performance Objective 1: Singleterry Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

















Summative Evaluation: Met Objective






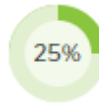








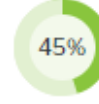

Goal 7: Singleterry Elementary will establish a technological infrastructure that promotes communication and learning within the school and community.


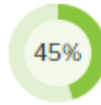










Performance Objective 1: Singleterry Elementary will establish a technological infrastructure that promotes communication and learning within the school and community.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Laptops for Teacher use, Strategy's Expected Result/Impact: Teachers will have access to new laptops. Staff Responsible for Monitoring: C. Park, Principal, Ms. Quintanilla, Librarian, Bilingual Teachers Funding Sources: 263.11.6399 - Title III (263) - 263.11.6399 - \$5,348	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 1 Computer for PEIMS Clerk, 5 Projectors for Teachers, 2 Document Cameras for Teachers Strategy's Expected Result/Impact: PEIMS Clerk will have access to a computer to do her coding. Teachers will have access to working projectors and document cameras. Staff Responsible for Monitoring: Principal Park, Librarian Quintanilla, Secretary Cortez Funding Sources: 199.23.6395.00.116.99.0.00 - Local (199) - 199.23.6395.00.116.99.0.00 - \$1,000, 211.11.6399.00.116.24.0.00 - Title I (211) - 211.11.6399.00.116.24.0.00 - \$3,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teacher laptops Strategy's Expected Result/Impact: Teachers will have access to laptops for classroom instruction on a daily basis. Staff Responsible for Monitoring: Principal Park, Secretary Cortez, Librarian Quintanilla Funding Sources: 211.11.6395.00.116.24.0.00 - Title I (211) - 211.11.6395.00.116.24.0.00 - \$1,000, 263.11.6395.00.116.24.0.00 - Title III (263) - 263.11.6395.00.116.24.0.00 - \$5,000	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Sterling Strategy's Expected Result/Impact: Students will have access to a mouse for classroom use with their Chromebooks. 3rd - 5th Grade students. Staff Responsible for Monitoring: Principal Park, Librarian Quintanilla, 3rd-5th Grade Teachers. Funding Sources: 211.11.6399.00.116.24.0.00 - Title I (211) - 211.11.6399.00.116.24.0.00 - \$1,500	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Computer Repair Center #5429 Strategy's Expected Result/Impact: Students and teachers will have access to working computer keyboards. The ones we currently have are old and not working. Staff Responsible for Monitoring: Principal Park, Librarian Quintanilla, CS Schmutz Funding Sources: 211.11.6399.00.116.24.0.00 - Title I (211) - 211.11.6399.00.116.24.0.00 - \$1,050	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: M&A Technology Strategy's Expected Result/Impact: Students will have Chromebook chargers to replace old chargers that are not working. Staff Responsible for Monitoring: Librarian Quintanilla, Principal Park, 3rd - 5th Grade Teachers. Funding Sources: 199.11.6399.00.116.11.0.00 - Local (199) - 199.11.6399.00.116.11.0.00 - \$450	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Sterling Strategy's Expected Result/Impact: Counseling department will use camera to take pictures of events and post on social media pages for Singleterry Elementary. Staff Responsible for Monitoring: Counselor Trevino, PEIMS Caballero Funding Sources: 199.31.6395.00.116.99.0.00 - Local (199) - 199.31.6395.00.116.99.0.00 - \$539	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 8 Details	Reviews			
Strategy 8: M&A Technology Strategy's Expected Result/Impact: Students will have access to headphones with a Microphone for classroom use. Staff Responsible for Monitoring: Classroom teachers in PK-5th grade, Computer Lab Manager Perez. *Computer Lab *300 301 302 303 304 305 306 307 308 309 *200 201 202 203 204 205 206 207 208 209 *100 101 102 103 104 105 106 107 108 109 Funding Sources: 263.11.6399.00.116.25.0.00 - Title III (263) - 263.11.6399.00.116.25.0.00 - \$5,000, 211.11.6399.00.116.24.0.00 - Title I (211) - 211.11.6399.00.116.24.0.00	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Microsoft Store #303433 Strategy's Expected Result/Impact: Principal and Curriculum Specialist will have access to do walkthroughs and give immediate feedback to teachers after the observation. Staff Responsible for Monitoring: Principal Park, CS Schmutz Funding Sources: 199.23.6395.00.116.99.0.00 - Local (199) - 199.23.6395.00.116.99.0.00 - \$3,480, 199.23.6399.00.116.99.0.00 - Local (199) - 199.23.6399.00.116.99.0.00 - \$1,000	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: M&A Technology Strategy's Expected Result/Impact: Teachers and students will be able to have activities printed in color. Students will have access to worksheets that are color coded for learning. Staff Responsible for Monitoring: Teachers in PK - 5th, Principal Park Funding Sources: 199.11.6399.00.116.11.0.00 - Local (199) - 199.11.6399.00.116.11.0.00 - \$3,050	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Insight Public Sector #300627 Strategy's Expected Result/Impact: Speakers will be disseminated to teachers in the classrooms. Teachers play different educational videos for students and the speakers will help amplify the sound to all students. Staff Responsible for Monitoring: 3rd - 5th Teachers, Principal Park Funding Sources: 164.11.6399.00.116.30.0.00 - State Comp.(164) - 164.11.6399.00.116.30.0.00 - \$93	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 12 Details	Reviews			
Strategy 12: M&A Technology Strategy's Expected Result/Impact: Teachers and students will have access to printed materials in color as per district curriculum. Staff Responsible for Monitoring: Teachers in PK-5th Grade Funding Sources: 199.11.6399.00.116.11.0.00 - Local (199) - 199.11.6399.00.116.11.0.00 - \$3,001	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 13 Details	Reviews			
Strategy 13: Abacus Computers, Inc. Strategy's Expected Result/Impact: Teachers and students will have access to print in color for student projects and presentations. Staff Responsible for Monitoring: Principal Park, Teachers in PPCD-5th grade. Funding Sources: 199.11.6399.00.116.11.0.00 - Local (199) - 199.11.6399.00.116.11.0.00 - \$820	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for D. Singleterry Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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Personnel for D. Singleterry Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aida Perez Comple	Teacher - 3D	0
Aida Valero	Academic Elective Teacher	0
Alfonso Rubio Salinas Silva	HS Teacher - DAEP	0
Angel A. Mendoza	CS Secretary	0
Anna Marilyn Martinez	Academic Elective Teacher	0
Araceli Garay	DEAN - DAEP	0
Arturo Hernandez	LPC	0
Aziel Lumar Del Rio	Teacher - 3D	0
Becky Alicia Maldonado	Teacher 3D	0
Belinda Ramirez	Teacher	0
Brenda Lee Ysquierdo	PEP Secretary	0
Carmen L. Quintero-Tamez	Social Worker	1
Christella I. Guerrero	Gear Up Facilitator	0
Cresencio Zuniga	MS Teacher - DAEP	0
Cynthia Escalon	CS Clerk	0
David Garcia	Teacher - DAEP	0
David Joe Trejo	Academic Elective Teacher	0
David Solis	MS Teacher - DAEP	0
Doris E. Morin	Secretary - DAEP	0

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Eddie Ruiz	Creative Writing Teacher	0
Elizabeth Escamilla	Teacher 3D	0
Elizabeth Moralez	Elem. Teacher - DAEP	0
Elizabeth Villegas	Teacher 3D	0
Elvia Tijerina	Counselor Clerk	0
Esthela McCall	Teacher - DAEP	0
Frances Gonzales	Teacher 3D	0
Gerardo Bolanos	Teacher - DAEP	0
Gloria Diana Rosales	Counselor Clerk	0
Grace Victoria Gonzales	Teacher 3D	0
Jessie R. Mendoza	Drill Instructor - DAEP	0
Jonathan Miles Figueroa	Teacher - DAEP	0
Juan M. Mendoza	Principal - DAEP	0
Kelly Hunt	Homebound Teacher	0
Linda C. Garza	Instructional Strategist 3 D	0
Lisa D. Konecny	Child Mental Health Specialist	0
Lorena Alejandra Contreras Manzanares	Teacher - DAEP	0
Lupita Piñón	Homebound Teacher	0
Maria Alicia Gonzalez	PEP Coordinator	0
Maria C. Garcia	C S Clerk - DAEP	0
Maria L. Sanchez	At-Risk Counselor	0
Maria Lara	At Risk Counselor	0
Maria Rebecca Moreno	Teacher 3D	0
Marie Yvette Luna	Teacher 3D	0
Mark Cantu	Drill Instructor - DAEP	0
Melissa Ann Luna	Social Worker - DAEP	0
Melva De La Garza	Counselor	0
Michelle Yvonne Gamboa-Beltran	At-Risk Counselor	0
Monica Ramirez	Gear Up Facilitator	0
Myrna G. Rodriguez	Creative Writing Teacher	0
Nancy A. Rivera	LPC	0

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Norma Estella Cruz	Counselor - DAEP	0
Norma Linda	Counselor Clerk	0
Oscar Andres Hernandez	Teacher 3 D	0
Oscar Tamez	Homebound Teacher	0
Pablo Tarango	Teacher	0
Paula Botello	Drill Instructor - DAEP	0
Rachel Handy Quiroga	Teacher	0
Reyna Elizabeth Aguilar	Teacher - DAEP	0
Rose M. Alegria	Instructional Aid - 3 D	0
Soledad Gonzalez Garza	Counselor	0
Stella G. Mercado	Counselor Secretary	0
Sulema Salinas	Academic Elective Teacher	0
Sylvia Padilla	Dean of Instruction 3D	0
Sylvia Perez	Secretary of Curriculum	0
Sylvia Rubalcava	Counselor Clerk	0
Thelma Sanchez-Lira	At Risk Counselor	0
Victor M. Chavez	Teacher HS - 3D	0
William Garza	Instructina Aid	0
Yolanda Leal Saucedo	Child Mental Health Specialist	0

Campus Funding Summary

State Comp.(164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	164.11.6399.00.116.30.0.00	164.11.6399.00.116.30.0.00	\$32.00
3	4	1	164.11.6399.00.116.30.0.00	164.11.6399.00.116.30.0.00	\$3,680.00
3	4	5	164.11.6494.00.116.30.0.00	164.11.6494.00.116.30.0.00	\$1,056.00
3	4	13	164.11.6399.116.30.0.00	164.11.6399.116.30.0.00	\$5,300.00
3	4	15	164.11.6399.00.116.30.0.00	164.11.6399.00.116.30.0.00	\$467.00
7	1	11	164.11.6399.00.116.30.0.00	164.11.6399.00.116.30.0.00	\$93.00
Sub-Total					\$10,628.00
Budgeted Fund Source Amount					\$14,000.00
+/- Difference					\$3,372.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14	255.13.6118.00.116.24.0.EP	255.13.6118.00.116.24.0.EP	\$2,500.00
1	1	15	199.11.6498.00.116.11.0.00	199.11.6498.00.116.11.0.00	\$2,966.00
1	2	1	199.11.6399.00.116.11.0.00	199.11.6399.00.116.11.0.00	\$4.86
1	3	1	Free Training	Free Training	\$0.00
1	3	2	Free	Free	\$0.00
1	7	3	199.31.6399.00.116.99.0.00	199.31.6399.00.116.99.0.00	\$461.00
2	1	1	199.11.6498.00.116.11.0.00	199.11.6498.00.116.11.0.00	\$2,000.00
2	1	3	199.11.6498.00.116.11.0.00	199.11.6498.00.116.11.0.00	\$204.00
2	1	4	199.11.6498.00.116.11.0.00	199.11.6498.00.116.11.0.00	\$720.00
2	3	2	199.11.6399.00.116.11.0.00	199.11.6399.00.116.11.0.00	\$2,200.00
2	3	2	199.11.6399.00.116.11.0.00	199.11.6399.00.116.11.0.00	\$1,043.00
2	6	1	199.23.6399.00.116.99.0.00	199.23.6399.00.116.99.0.00	\$142.00
2	6	1	199.23.6399.00.116.99.0.00	199.23.6399.00.116.99.0.00	\$982.00
2	6	2	199.23.6399.00.116.99.0.00	199.23.6399.00.116.99.0.00	\$300.00
3	4	1	199.11.6399.00.116.11.0.00	199.11.6399.00.116.11.0.00	\$1,400.00
3	4	2	199.23.6399.00.116.99.0.00	199.23.6399.00.116.99.0.00	\$537.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	3	199.23.6498.00.116.99.0.00	199.23.6498.00.116.99.0.00	\$1,580.00
3	4	4	199.23.6498.00.116.99.0.00	199.23.6498.00.116.99.0.00	\$720.00
3	4	5	199.11.6412.00.116.11.0.00	199.11.6412.00.116.11.0.00	\$660.00
3	4	6	199.12.6498.00.116.11.0.00	199.12.6498.00.116.11.0.00	\$400.00
3	4	9	199.51.6319.00.116.99.1.00	199.51.6319.00.116.99.1.00	\$1,382.00
3	4	10	199.23.6399.00.116.99.0.00	199.23.6399.00.116.99.0.00	\$354.00
3	4	12	199.12.6329.00.116.11.0.00	199.12.6329.00.116.11.0.00	\$1,495.00
3	4	13	199.11.6399.00.116.11.0.00	199.11.6399.00.116.11.0.00	\$3,000.00
3	4	14	199.12.6498.00.116.11.0.00	199.12.6498.00.116.11.0.00	\$300.00
3	4	15	199.11.6399.00.116.11.0.00	199.11.6399.00.116.11.0.00	\$4,788.00
3	4	16	199.23.6498.00.116.99.0.00	199.23.6498.00.116.99.0.00	\$2,440.00
3	4	17	Free	Free	\$0.00
3	4	19	199.11.6399.00.116.11.0.00	199.11.6399.00.116.11.0.00	\$68.00
5	1	4	199.11.6498.00.116.11.0.00	199.11.6498.00.116.11.0.00	\$521.00
7	1	2	199.23.6395.00.116.99.0.00	199.23.6395.00.116.99.0.00	\$1,000.00
7	1	6	199.11.6399.00.116.11.0.00	199.11.6399.00.116.11.0.00	\$450.00
7	1	7	199.31.6395.00.116.99.0.00	199.31.6395.00.116.99.0.00	\$539.00
7	1	9	199.23.6399.00.116.99.0.00	199.23.6399.00.116.99.0.00	\$1,000.00
7	1	9	199.23.6395.00.116.99.0.00	199.23.6395.00.116.99.0.00	\$3,480.00
7	1	10	199.11.6399.00.116.11.0.00	199.11.6399.00.116.11.0.00	\$3,050.00
7	1	12	199.11.6399.00.116.11.0.00	199.11.6399.00.116.11.0.00	\$3,001.00
7	1	13	199.11.6399.00.116.11.0.00	199.11.6399.00.116.11.0.00	\$820.00
Sub-Total					\$46,507.86
Budgeted Fund Source Amount					\$55,020.00
+/- Difference					\$8,512.14
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	1	211.11.6399.00.116.24.0.00	211.11.6399.00.116.24.0.00	\$1,587.00
3	4	1	211.11.6399.00.116.24.0.00	211.11.6399.00.116.24.0.00	\$1,082.00
3	4	7	211.11.6399.00.116.24.0.00	211.11.6399.00.116.24.0.00	\$460.00

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	13	211.11.6399.00.116.24.0.00	211.11.6399.00.116.24.0.00	\$435.00
3	4	15	211.11.6399.00.116.24.0.00	211.11.6399.00.116.24.0.00	\$33.00
5	1	1	211.32.6499.00.116.24.0.00	211.32.6499.00.116.24.0.00	\$1,000.00
7	1	2	211.11.6399.00.116.24.0.00	211.11.6399.00.116.24.0.00	\$3,000.00
7	1	3	211.11.6395.00.116.24.0.00	211.11.6395.00.116.24.0.00	\$1,000.00
7	1	4	211.11.6399.00.116.24.0.00	211.11.6399.00.116.24.0.00	\$1,500.00
7	1	5	211.11.6399.00.116.24.0.00	211.11.6399.00.116.24.0.00	\$1,050.00
7	1	8	211.11.6399.00.116.24.0.00	211.11.6399.00.116.24.0.00	\$0.00
Sub-Total					\$11,147.00
Budgeted Fund Source Amount					\$12,504.00
+/- Difference					\$1,357.00
Migrant (212)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	212.11.6399.00.116.24.0.00	212.11.6399.00.116.24.0.00	\$360.00
Sub-Total					\$360.00
Budgeted Fund Source Amount					\$360.00
+/- Difference					\$0.00
Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	11	255.13.6239.00.116.24.0.00	255.13.6239.00.116.24.0.00	\$150.00
Sub-Total					\$150.00
Budgeted Fund Source Amount					\$3,731.00
+/- Difference					\$3,581.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	263.11.6399.00.116.25.0.00	263.11.6399.00.116.25.0.00	\$5,348.00
3	4	15	263.11.6399.00.116.25.0.00	263.11.6399.00.116.25.0.00	\$400.00
3	4	18	263.11.6399.00.116.25.0.00	263.11.6399.00.116.25.0.00	\$454.00
7	1	1	263.11.6399	263.11.6399	\$5,348.00
7	1	3	263.11.6395.00.116.24.0.00	263.11.6395.00.116.24.0.00	\$5,000.00

Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	8	263.11.6399.00.116.25.0.00	263.11.6399.00.116.25.0.00	\$5,000.00
Sub-Total					\$21,550.00
Budgeted Fund Source Amount					\$22,000.00
+/- Difference					\$450.00
Coke Activity Account 899					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	8	899.00.2190.00.116.00.0.00	899.00.2190.00.116.00.0.00	\$200.00
Sub-Total					\$200.00
Budgeted Fund Source Amount					\$800.00
+/- Difference					\$600.00
Title IV 289					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	289.31.6499.00.116.11.0.00	289.31.6499.00.116.11.0.00	\$3,681.00
1	7	2	289.31.6499.00.116.11.0.00	289.31.6499.00.116.11.0.00	\$1,300.00
2	1	2	289.31.6499.00.116.11.0.00	289.31.6499.00.116.11.0.00	\$3,570.00
5	1	3	289.31.6499.00.116.11.0.00	289.31.6499.00.116.11.0.00	\$908.00
Sub-Total					\$9,459.00
Budgeted Fund Source Amount					\$9,600.00
+/- Difference					\$141.00
Fine Arts (182)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	5	182.11.6399.00.116.11.0.00	182.11.6399.00.116.11.0.00	\$599.00
Sub-Total					\$599.00
Budgeted Fund Source Amount					\$600.00
+/- Difference					\$1.00
ESSER III (282)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$22,120.00
3	1	2		282	\$5,407.25
Sub-Total					\$27,527.25

ESSER III (282)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$63,414.00
+/- Difference					\$35,886.75
ESSER I (266)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	266.11.6399.00.116.24.0.P1	266.11.6399.00.116.24.0.P1	\$5,430.00
2	3	3	266.11.6399.00.116.24.0.P1	266.11.6399.00.116.24.0.P1	\$5,430.00
2	3	3	266.11.6399.00.116.24.0.P1	266.11.6399.00.116.24.0.P1	\$2,500.00
2	3	4	266.11.6399.00.116.24.0.P1	266.11.6399.00.116.24.0.P1	\$4,453.00
3	4	1	266.11.6399.00.116.24.0.P1	266.11.6399.00.116.24.0.P1	\$1,882.00
3	4	15	266.11.6399.00.116.24.0.P1	266.11.6399.00.116.24.0.P1	\$2,310.00
Sub-Total					\$22,005.00
Budgeted Fund Source Amount					\$25,000.00
+/- Difference					\$2,995.00
Grand Total Budgeted					\$207,029.00
Grand Total Spent					\$150,133.11
+/- Difference					\$56,895.89