

**Donna Independent School District**  
**D. Singleterry Elementary**  
**2023-2024 Campus Improvement Plan**

# Mission Statement

The mission of Singleterry Elementary is to provide a rigorous and supportive learning environment with meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking that ensures educational excellence for all students.

## Vision

The vision of Singleterry Elementary is to be a bold campus at the forefront of educating all students to be passionate, motivated leaders who will be a powerful force for positive change in our community, state and nation.

## Value Statement

The vision of Singleterry Elementary is to be a bold campus at the forefront of educating all students to be passionate, motivated leaders who will be a powerful force for positive change in our community, state and nation.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### 1. What do enrollment numbers indicate?

We currently have 553 students enrolled at our campus. Our campus documents daily enrollment, so this number may fluctuate depending on new student enrollment or withdrawals.

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

The breakdown for ethnicity is as follows:

Hispanic-Latino: 553 (100%)

The gender breakdown is as follows:

Female count: 259 (46.84%)

Male count: 294 (53.16%)

Other categories are as follows:

At-Risk count: 503 (90.96%)

Economic Disadvantage count: 547 (98.92%)

Migrant count: 21 (3.80%)

Special Education count: 31 (5.61%)

#### 1. How has the enrollment changed over the past three years?

Our enrollment has increased between 7-10 students over the course of the last three years as shown below.

Overall Enrollment (last 3 years):

May 2020-2021 School Year: 538 students

May 2021-2022 School Year: 548 students

April 2022-2023 School Year: 555 students

#### 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?

Gender

Female - 259 - 46.84%

Male - 294 - 53.16%

Ethnicity

Hispanic-Latino - 553 - 100%

Student Programs

Dyslexia - 1 - 0.18%

GT - 17 - 3.07%

504 - 7 - 1.27  
 SPED - 31 - 5.61%  
 Bilingual/ESL  
 EB - 404 - 73.06%  
 Bilingual - 422 - 76.31%  
 Alternative Bilingual Language Program - 1 - 0.18%  
 Title 1 Part A Schoolwide Program - 553 - 100%  
Special Ed. Services  
 Other health impairment - 4 - 12.90%  
 Intellectual disability - 1 - 3.23%  
 Speech Impairment - 14 - 45.16%  
 Noncategorical early childhood - 5 - 16.13%  
Instructional Settings  
 Speech Therapy - 14 - 45.16%  
 Homebound - 1 - 3.23%  
 Mainstream - 11 - 35.48%  
 Full-time early childhood - 5 - 16.13%  
Student Indicators  
 At risk - 503 - 90.96%  
 Immigrant - 14 - 2.53%  
 Intervention indicator - 26 - 4.70%  
 Migrant - 21 - 3.80%  
 Military connected - 2 - 0.36%  
 Transfer in students - 1 - 0.1808%  
Economic Disadvantage  
 Economic disadvantage total - 547 - 98.92%  
 Free Meals - 488 - 88.25%  
 Reduced price meals - 6 - 1.08%  
 Other economic disadvantage - 53 - 9.58%  
Homeless and unaccompanied youth  
 Homeless status total - 51 - 9.22%  
 Double up - 25 - 4.52%  
 Unsheltered - 26 - 4.70%  
 Not unaccompanied youth - 51 - 9.22%

### 1. What is the data for special programs over time?

Data shows that special programs remain consistent throughout the years.

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

Very few students exit special programs. In Special Education, we had 1 student who exited the program in the 2021-2022 school year. The trend we encounter is when a student is in a special program, it is unlikely they will exit.

### 1. Who are our Migrant students?

As of April 06, 2023 the data is as follows:

PK-2

KG-2

Grade 1 - 4

Grade 2 - 5

Grade 3 - 4

Grade 4 - 2

Grade 5 – 2

10 Males and 11 Females

TOTAL = 21 students

Our total Migrant population in the school is  $21/553 = .0379$  or 3.8%.

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

The mobility rate for this campus is 13.71% and the stability rate is 86.29%. We currently have 21 students which is 3.80% of our student population.

### What area of the community do these students come from?

These students are coming from surrounding colonias. These families don't have stable housing due to being economically disadvantaged.

### What are the staff demographics?

1 Principal

1 Curriculum Specialist

1 Counselor

1 Librarian

33 Teachers

4 Clerical staff

5 Cafeteria staff

4 Custodial staff

18 Para professional staff

1 Security guard

1 Police officer

1 Parent Educator

1 Diagnostician

2 Nurse

1 Speech Therapist

1 Social Worker

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

The ratio of teachers to students is 19-24 students per teacher. Currently, the maximum number of students enrolled per teacher is 24 students. The more students in one classroom affects student learning.

### **What are the teacher qualifications, certifications, etc.? Paraprofessionals?**

Currently at our campus all Teachers and Paraprofessionals have the required certificates/qualifications that are needed for their respective role/position.

Paraprofessional qualifications:

- High School diploma or GED
- Completed 2 years of study at an institution of higher education; or
- Obtained an Associate's Degree (or higher) or;
- Met a rigorous standard of quality and be able to demonstrate through a formal state or local academic assessment, knowledge of and ability to assist in instructing reading, writing, and mathematics,
- Valid Texas educational aide certificate
- Some experience working with children.
- Mathematical Skills
- Reasoning Ability
- Ability to work well with children and staff

Teacher Qualifications:

- Bachelor's degree from accredited university
- Valid Texas teaching certificate with required endorsements for subject and level assigned
- Demonstrated competency in the core academic subject area assigned
- Language skills
- Mathematical skills
- Reasoning ability
- General knowledge of curriculum and instruction
- Ability to instruct students
- Classroom management
- Ability to plan and implement lessons bases on objectives and needs and abilities of students

### **1. What does the general data reflect regarding teacher quality on the campus?**

100% of our teachers are certified and considered highly qualified by the state of Texas.

1. Currently, our at-risk students are 507/553. This means 92% of our students are considered at -risk in one or more of the following categories: English Limited Proficiency, foster care, retained, homeless, parent incarcerated, or did not perform satisfactorily on a readiness test or assessment.

## Demographics Strengths

- 1.The majority of our professionals are bilingual certified to meet the needs of our LEP population
2. We have a Migrant teacher, Dyslexia teacher, and GT teacher that service students.
- 3.We have a PK-2<sup>nd</sup> Biliteracy Two Way program and 3<sup>rd</sup>-5<sup>th</sup> Bilingual Early Exit program.
4. To meet the needs of our at-risk students we have fluency & comprehension intervention, small group tutoring for 3<sup>rd</sup>-5<sup>th</sup>, and computer based programs such as; Istation, Imagine Math, and Amplify (PK-2) to help them achieve their goals.
5. We have a Communities in Schools social worker that meets with students on a weekly basis to discuss social emotional topics.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** 1.Offer more parent engagement opportunities to inform parents of their children's learning, areas of growth and need, how to work with their children at home, and relationship building (ex. Donuts With Dad). 2. We need to encourage more positivity amongst all staff in order to create a positive culture and produce an excellent learning environment. 3. Have more smaller class sizes in order to

**Root Cause:** Parent engagement is lacking.



# Student Learning

## Student Learning Summary

### Probing Questions

#### 1. How is the student achievement data disaggregated?

Eduphoria is used to analyze and disaggregate the data for STAAR, TELPAS, and district assessments. Passing percentages for approaches, meets, and masters as well as specific information related to the different state reporting categories are available for analysis. Eduphoria also allows teachers to look at specific TEKS to determine mastery and non-mastery. In addition, individual student responses help teachers target concepts students are struggling to understand and misconceptions that may be keeping students from reaching mastery. Amplify is used by teachers in K-2<sup>nd</sup> grade to determine foundational skills students are lacking to develop strong readers. Both Eduphoria and Amplify allow teachers to group students for small group instruction to target specific skills not mastered.

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

There is a correlation between the different data sources and student achievement. Students that are not mastering concepts or reaching the meets and masters levels on STAAR are struggling on their district assessments and are reading below grade level. In addition, students that are not showing the yearly progress on TELPAS have difficulty passing STAAR. There is alignment between the different data sources used and the overall academic achievement of the students.

#### What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category? (\*Demographics)

When data has been dis-aggregated by ethnicity, gender, socioeconomic status special programs, or other categories it enables us to see the diversification that can be divided into subcategories. It also allows us to see the masked discrepancies that may not be evident in aggregated data

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

Based on bundle assessments, Istation reports, comprehensive and benchmark data, many of our students are showing growth across content areas (i.e. Reading, Writing, Math, and Science), but the cumulative impact of the COVID-19 pandemic on students' academic achievement has been greatly affected. Even though it is evident that progress is being shown, the rate is extremely slow. Compared to the standard of achievement in Reading and Math, the rate at which our students will show progress will be lower than anticipated. Clearly, there's work to be done, but we're hopeful that through the ESSER tutoring we can begin to close the gaps.

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

The ELL students are showing growth as they are closing the gap with Bundle test, amplify, and Imagination Math. Non LEP students are also showing limited growth. Students are being tutored 30 minutes or more a week in small groups with individualized instruction and interventions.

**6. What impact are intervention programs having on student achievement? Which students are benefitting or not? (\*Demographics)**

All students are being impacted by these intervention programs. Students in lower grades are being progress monitored by the district and students in the upper grades are being tested in district assessments. These assessments help teachers monitor student progress. Students who are not performing are getting small group instruction and others are receiving regular instruction in order to show growth.

**7. What does the longitudinal student achievement data indicate?**

The longitudinal student achievement data indicate there is an increase in growth in the number of students meeting Masters, Meets and Approaches at Singleterry Elementary.

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

Within content area, the data indicate a slight decline in 3rd grade reading. However, there was an increase of number of students meeting Master, Meets and Approaches in Math in 3rd grade.

Over all the data indicate Singleterry Elementary has shown increase in the number of students reaching Masters, Meets and Approaches in 3rd, 4th, 5th grades for Reading, Math and Science- (with the exception of a slight decrease in 3rd grade reading).

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

The data indicates from last year 2021-2022 it increased in all subjects, grades levels, etc.

**10. Which students are making annual progress? Which ones are making projected growth? Who are these students? How does this data compare across programs, content areas, subgroups, etc.? (\*Demographics & School Process)**

The Bilingual students are showing an increase through the data from 2021-2022. Projected growth is made by the Hispanic population tested at 100%. STAAR went up from 2019-2022 for all subjects and grade levels.

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

The Curriculum for instruction used by Donna ISD is HMH Into Reading Texas and is available in English and Spanish from grades K-5 th. The curriculum and instruction are taught in bundles following a time frame for each and include 12 Modules. The TEKS being taught per bundle are stated in every Grade Level Reading Language Arts Year-at-a-glance. The DISD Bundle and HMH Module alignment includes dates and alignment between both. The HMH Scope and Sequence states the TEKS and the ELPS being used for Reading Language Arts and Foundational Skills throughout the modules. The curriculum and instruction for mathematics are taught in 6 bundles following a time frame for each. The TEKS being taught per bundle are stated in every Grade Level Math Year-at-a-glance. Teachers follow the revised mathematics TEKS vertical alignment chart from Kindergarten-Fifth grades. The curriculum used for math is Texas Go Math! A TEKS Standards Snapshot per grade level and subject is available through Lead4Ward to provide readiness standards and supporting standards per tek. The Curriculum and instruction for Science and Social Studies has 6 bundles. TEKS for each bundle are stated in the Science and Social Studies departments Year-at-a-glance. The Science and the Social Studies Scope and Sequence include the weekly instructional focus and TEKS for the six bundles.

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

Teachers use various forms of data to monitor and adjust instruction. Data sources for RLA include Istation and Amplify. Students take a BOY, MOY and EOY exam on both Istation and Amplify. Additionally, students who are ranked at "Below" and "Well Below" in Amplify are Progress Monitored biweekly following the Amplify Assessment and Progress Monitoring Calendar. The HMH Weekly Selection Quizzes and Module Assessments can also be used by teachers to assess their students. HMH includes Rigby Readers books to use for guided reading with small groups based on students reading levels. As students show growth their reading levels increase. Teachers use Exit Tickets twice a week to assess students in their Reading comprehension skills. Based on these, teachers may do a mini lesson or reteach if needed. The district also began implementing the Heggerty program for phonological awareness. This is an additional resource to implement that assists students in foundational skills, which are tested through Amplify and Istation as well. The data source for mathematics is Imagine Math, in which students are tested in BOY, MOY and EOY to track progress. For instruction, teachers use MOOGLES, and/or digitized resources and activity-based resources provided by the district on Sharepoint. Teachers also use Exit Tickets for the TEKS being taught to assess student tek mastery, and/or adjust instruction as needed. The platform used for Science is STEMSCOPES which are used for instruction and student assessment. The platform used for Social Studies is SAVVAS. Teachers assess students formally and informally to make instructional decisions.

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

Curriculum, instruction and assessments are aligned, and it reflects in the Amplify Assessment, which provides tools according to every student need, Istation, and Imagine Math, this is based on students mastering objectives. They are focused to support and challenge our students by differentiation with teachers delivering the lessons based on student's needs. Some teachers have attended the Teacher Reading Academies which promote Explicit Instruction which entails to communicate objectives, instructions and directions clearly, connect new learning to previous knowledge, provide several opportunities to practice, use the gradual release model (I do, we do, you do), and corrective feedback. The Teacher Reading Academies also emphasize in Systematic Instruction which involves in breaking lessons and activities from simple to complex in order to master the skill.

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

The ACE program delivers services after school and during summer designed to meet five primary objectives where students participating in the program demonstrate improvement in their academic performance, school attendance, school behavior, promotion rates, and graduation rates; however, D. Singleterry Elementary does not have an ACE program at this time.

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

The teachers look at each individual students needs to see how to incorporate accommodations as needed. There is also tutors available to help the teacher and students in need during the school year. We do need more training and material to make sure all the students needs are met. Some of the materials at this campus are outdated and not really useful.

**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? (\*Demographics)**

All teachers look at individual student needs, and implement interventions as needed. Teachers use their small group time to make sure the interventions are implemented. The teachers also make sure to differentiate according to student needs during the day. We have a big population of RTI students who are performing below grade level that require the extra accommodations. We do see tremendous growth on students learning when the accommodations are implemented according to student's needs.

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

Instructional Design and delivery maximize student engagement, a positive learning climate, high order thinking skills, problem solving, critical thinking, etc. because it minimizes distractions. When teachers are prepared with lessons and materials it allows little opportunity for students to be off task. Furthermore, while teachers prepare not only do they prepare their lesson plans, but themselves with knowledge. During preparation the teacher is able to foretell any misunderstandings the students might have and allows them to develop a plan to meet all student's needs. This provides a positive learning climate by reducing, if not eliminating students feeling intimidated to answer. Also, with minimal distractions and a teacher prepared to help, students are able to focus on the skills being taught and help with comprehension, leading to development of high order thinking and problem solving.

**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?**

It is evident that student assessments are aligned with clearly specified and appropriate achievement expectations because they are created by the district's curriculum strategist and approved by DISD's Super Intendent. The district's strategist ensure that the curriculum and assessments are aligned by using Texas Essential Knowledge and Skills (TEKS). In addition, data from assessments is used to identify strengths and weaknesses. In turn this allows teachers to plan for interventions in order to achieve student success.

**19. How do we know assessments are designed, developed, and used in a fair and equitable manner that eliminates biases? How do students perceive these assessments?**

With TEKS and Standards the assessments are designed to be comprehensive to challenge the students and ensure they are learning all the material they need and grow as they are learning it. Test must be created with all child learning levels in mind to ensure fair and equitable opportunities for all students to ensure they enjoy learning and more importantly grow as they learn. In our case our assessments come from the district and the state. Our district works to implement STARR 2.0 questions with in the six weeks bundle exams to ensure students are exposed to the new changes that were made to the state assessment. Students typically aren't enthusiastic about tests throughout the school year. During state assessment windows, student's emotions get the better of them making them more susceptible to become overwhelmed and become ill.

**20. How does the scope of assessments provide a comprehensive and representative sampling of student performance that allows for confident conclusions about achievement?**

At the end of the year students from 3rd, 4<sup>th</sup>, and 5<sup>th</sup> grade are administer a state mandated assessment called STARR which encompasses all the material the students were supposed to have learned throughout the school year. All exams are graded and with a metric that indicates how well the students perform. Those grades will allow the teachers to better understand the student's needs and make adjustments to better serve the

students to ensure they can learn and grow.

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

Our school district is on a One-to-one device. Singleterry Elementary pre-k4 - 2<sup>nd</sup> grade students all have an iPad device and 3rd-5<sup>th</sup> grade students all have a Chrome book device. Each classroom has 4 desktops that they can use as well. Students also have access to the library with 32 desktops and the computer lab with about 60+ desktops for their learning.

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

Most teachers are offered technology trainings at the beginning of the school year. These trainings offer different strategies and resources for smoother running learning and teaching experiences. Students are familiar with working with technology starting at Pre-K4 and is a part of their learning experience the rest of their elementary years

## **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?**

- not all classrooms have internet router devices
- internet failures at times
- not enough devices for all students at once
- training to all staff including teacher assistance

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

With Technology being introduced in an early stage gives them the opportunity to master programs such as Amira, ImagineMath and many more to help them further their educations in different ways. Professional development includes support for teachers and staff as they apply technology to their practices, from lesson plans and curriculum. Technology helps both students and staff with participation and engagement, with an applying new skills in the class room

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

Technology is implemented in all grade levels and subjects. Students from Pre-K to 5th grade were issued an electronic device (IPads & Chromebooks) at the beginning of the year. The Donna ISD curriculum provides activities that require the use of the student's electronic device. Students can also access computer programs like I-Station, Imagine Math, MyOn, among others, without the need to go to a Computer Lab. This provides time for teachers to target those struggling students. Teachers are also encouraged to create interactive activities, videos, all these requiring the use of technology. In addition to every student having an electronic device, almost all classrooms in the district have a OnScreen Interactive Display Monitor. This technological device allows teachers to display any kind of information to supplement instruction (videos,

interactive activities, presentations, conference calls, etc). Technology is a crucial part of instruction in our days. The impact of technology in our students can be seen in their engagement. The students in our days are exposed to technology from a very early age and are capable to use it. Many students are able to learn this way so its implementation is vital. We live in a world run by technology so we must expose and prepare our students with it so they can be successful

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

The district provides each classroom with a hotspot that students can connect to. They can connect their iPads or Chromebooks at any given time. Hotspot boxes are also placed in the library, computer lab, music room and other areas so that students can connect. We are fully supported on the district network. There are also internet ports in each classroom to connect student and teacher computers.

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

Every student has access to an I-Pad, laptop, it gives them access to learn new material and technology. Students can also develop personal learning goals.

### Student Learning Strengths

- There is a program in place that disaggregates achievement data to target the specific needs of the students.
- The assessments given are aligned to the state standards and expectations.
- The data shows there has been gradual growth in student test scores.
- Retired teachers are hired at the beginning of the school year to provide High Impact Tutoring for students in need of Accelerated Instruction to begin closing the achievement gap.
- The curriculum in SharePoint is available in English and Spanish.
- Teachers have been trained and are using exit tickets to determine mastery of their content objective.

Technology is integrated[\[MS1\]](#) into instruction and lessons beginning in the early grades.

[\[MS1\]](#)

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** \* Internet access points are needed in all classrooms. \* Devices are needed for all students including new students that enroll throughout the school year. \* A specific computer-based program is needed to target the TELPAS components for our EB students (e.g., Summit k12) \* Specific RTI Intervention programs are needed to differentiate and assist our TIER 2 and TIER 3 students (e.g., Voyager Passp **Root Cause:** Technology upgrades to campus.

# School Processes & Programs

## School Processes & Programs Summary

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

Teacher performance evaluations such as observations, walk through, strategist feedback, pre and post conferences are necessary tools to review the work teachers are doing in the classroom and see how it's impacting their student learning.

Implementing changes to schools based on the results of an evaluation helps provide better public education for kids of all ages. Evaluations can uncover the strengths and weaknesses of certain teachers, allowing them to be assigned more of the subjects they excel at teaching. Evaluation results also enable a board to identify teachers who are not performing up to standard and guide them back to the expected performance standards. The evaluation process provides teachers with useful feedback about their classes, habits and student response to their teachings. Teachers can make changes going forward based on this information to continue growing as professionals.

2) What makes a highly qualified teacher and effective staff?

Some qualities of a highly qualified teachers, aside from the educational background, include skills in communication, listening, collaboration, adaptability, empathy and patience. Other characteristics of effective teaching include an engaging classroom presence, value in real-world learning, exchange of best practices and a lifelong love of learning.

A highly qualified teacher/staff is someone who cares for students, who does the best for all students to learn the required curriculum.

A highly qualified teacher/staff is someone who communicates with students and their families, collaborates with colleagues and constantly reflects on best teaching practices.

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

84 percent is our staff attendance rate. Singleterry has a good retention rate of teachers.

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

Highly effective staff is assigned to work with the highest need students every year based on the demographics and population of our school. Teachers are prepared, set clear and fair expectations, have a positive attitude, are patient with students, and assess their teaching on a regular basis. They are able to adjust their teaching strategies to fit both the students and the material, recognizing that different students learn in different ways. Bilingual teachers are assigned to Emergent Bilingual students.

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

Mentoring programs not only increase job satisfaction and help teachers to emerge as leaders within our schools, but also have a positive effect on student achievement and engagement. Mentors spur growth by introducing new ways of thinking and pushing new teachers outside of their comfort zone. There are benefits of being mentored which include: being encouraged and empowered in personal development, being helped to identify and achieve career goals, being helped to identify and correct gaps in generic skills and knowledge.

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

New staff is supported by making the new employee feel welcome, helping them to settle successfully into their new role; enable them to learn the role and perform it well; provide clarity on performance expectations. First-year teachers are paired up with a mentor to help them out throughout the year. Schools support new staff to ensure that students are learning in a safe and supportive learning environment. Teachers have PLC's where they get feedback on the work they have been doing. When Lead Teachers observe their mentee teacher, they meet with them afterwards to provide feedback on what was observed and ways in which things can be improved.

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

Staff are trained throughout the year through content meetings, district meetings in all contents, bilingual department meetings, staff development, meeting with the Instructional Lead teachers (ILT), CLPAC meeting, and grade level meetings. Teachers are also provided with advice and support from the instructional coach's strategists for all contents, Instructional Lead Teachers (ILT) walkthroughs and informal or formal observation. Teacher growth is monitored yearly in goal setting by the T-TESS Formal Observation, walkthroughs, and grade level meetings.

8. How are we using data to determine professional development for staff?

Pre-k teacher uses CLI Engage Assessment and Kindergarten-2nd grade uses Amplify and testing. Students in K-2nd test Amplify and Istation three times throughout the school year (BOY, MOY, and EOY). Students that are in 3rd-5th grade: uses Istation, and Imagine Math, as well the six-week benchmark exams.

All grade levels: TELPAS, STAAR, District assessments Administration and directors analyze the data. Professional developments for teachers are established according to the teachers' needs of improvement. Teachers have the opportunity to grow by attending district meetings, instructional strategist support trainings, attending the CLPAC meeting and having training with the ILT lead teacher in order to increase student achievement

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

District and campus administrators use the data by formal or informal observation, six weeks testing to make professional development decisions. In Kinder-2nd, our school needed to improve in the phonics foundation for our students. K-2nd grade, started their Phonics program(Heggerty) late through the year. Collective and individual decisions regarding professional development can be based on the needs of the students (what the student is lacking), or the improvement of the teacher. These trainings give teachers an opportunity to meet the needs of their students, self, school, district, and state and for teachers to grow.

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 staff at Singleterry Elementary has attended different and various types of professional development. Depending in their grade levels some teachers attend Capturing Kids Hearts, bilingual trainings, STAAR trainings, TELPAS trainings, I-ready trainings, PLC's, Amplify, BOY, MOY, EOYs, etc.

Implementation is monitored by walk throughs done by administration and reading or math strategists. Teachers bring what they learned from the trainings back into the classroom to be taught to the students. Also, something new this year that has been implemented is the exit slip where students have to write about what they learned from the TEK being taught that day. The impact on performance can be both good and bad. If both the teacher and the student apply what is to be taught and learned performance can be at a high but, if neither teacher nor student apply what needs to be learned and taught then impact on performance will be low. If the trainings and programs implemented are helping improve student



learning, then closing the gap should be closer to reach. Specific educational programs should be continued to be used and trainings that are to be brought to the classroom should be interactive and all about the student.

11. What evidence exists that families and community members are involved in meaningful activities that support student learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe?

Singleterry elementary has a very active parents center that constantly has activities going on where parents can obtain new skills and knowledge, such as learning how to file taxes, mental health, cooking, and many other activities. All parents and community members are welcome to be involved as it is open to all parents and community members. The patterns that have been observed are that the parents that seek growth and have the desire to grow and continue to learn are the ones that are really involved.

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

Families are able to have a voice by joining committees. The parent center is constantly reaching out to parents to contribute and have a voice in their child's school. This is where parents assist in school decisions for the student body.

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

Nursing provides screening services for hearing and vision. Nurses will at times conduct presentations to students.

Parent volunteer program provided nutrition, parent education programs/meetings such as nutrition classes.

Parents also form part of the committee and help in the decision-making process at school. They serve in the CLPAC and LPPAC.

Through the district, parents are offered English and GED classes. Parents are also able to participate in CNA and CDL classes.

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

Our parents' home language is Spanish. Bilingual education is being provided to these students that meet the requirement. Every grade level has certified bilingual teachers.

Dissemination of scheduled events are usually notes from the campus sent in English and Spanish. Posting in the D. Singleterry Facebook account, mass calls using the blackboard service and district note are also usually done in both as well.

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

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

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

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

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

Singleterry Elementary has a community partnership with Communities in Schools and Childfund. Communities in Schools is a Non-Profit organization that surrounds students with a community of support, empowering them to stay in school and achieve in life. Communities in Schools bring in Social and Emotional, College and Career, and Academic support for the school. When funds allow, there are also basic needs assistance that can be provided to a student who is in the program. Childfund is an organization that helps excluded and vulnerable children to have the capacity to improve their lives and the opportunity to become young adults, parents and leaders who bring lasting positive change in their communities. Childfund offers family engagement events, presentations over Red Ribbon Week, Anti-Bullying, building friendships and etc., by using literacy.

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

The district provides the funding needed to have Communities in Schools in their district. They inform principals of the resources the organization has to offer. Singleterry Elementary supports this organization by allowing their CIS Site Manager to service students on a weekly basis during their P.E. time. Staff recommend students to the program and give insight to the students that the Site Manager will be working with.

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

The school has 28 teachers from PPCD to 5th grade. The school has 1 inclusion teacher, 1 PE coach, and 1 music teacher. All the students are enrolled in their schedules on TEAMS student management system. Students are either in a bilingual classroom or a monolingual classroom. All staff are assigned a role on TEAMS according to their position in the school. There are 556 students enrolled at Singleterry Elementary.

19. How is adequate time devoted to subjects in which students perform poorly?

Adequate time is devoted to subjects in which students are struggling by making sure that time is used wisely and allowing for more instructional time in TEK heavy subjects such as RLA and mathematics. In addition to providing more time in RLA and mathematics, the school also provides intervention, in which teachers focus solely on subjects and TEKS that have been identified as a struggling standard by analyzing data. Focus on struggling subjects is found throughout the instructional day, and teachers are asked to use cross-curricular instruction in which math and reading can be intertwined with science and social studies.

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

Teachers are able to approach administration TEAM to voice concerns or ideas as needed. All of the administration TEAM allow teachers to voice ideas and opinions. Many times, decision making, and school policy discussions occur at Instructional Lead Teacher (ILT) team meetings. The ILT team or administration TEAM then present these policies and discussions to teachers across the campus. Teachers are able to share constructive comments with ILT team, and the team presents these ideas to the administration TEAM.

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

Teachers have access to SharePoint where assessments and assignments are readily available for implementation. Most of the time, the Curriculum and Instruction team provides adequate testing material that is used across all elementary campuses. The data from these assessments such as six weeks' exams, bundle exams, and benchmarks is then dispersed to

campus leaders and shared with teachers. The data is then used to evaluate student needs and the program as a whole.

### **School Processes & Programs Strengths**

1. There is plenty of guidance and trainings provided for teachers.
2. Support system in place from administration both on campus and district level.
3. Parent center is always active.
4. Teacher retention rates are good.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** 1. More phonics training for all grade levels because that is what students are lacking. 2. Trainings need to be interactive and student centered. 3. We need more parental involvement so that students feel like parents are interested in their education. They want more trainings from the teachers so that they know strategies the students are using. **Root Cause:** The main thing we need is to get more parents involved with the school. The parents need to get ownership of the school. They need to realize that it is a partnership and that they need to be more involved in their child's education. Students are academically lacking a lot. Teachers are asking for more phonics training that are hands on for the students to get better.

# Perceptions

## Perceptions Summary

### Perceptions

## Perceptions Summary

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

According to the staff survey, 36% strongly agree that the campus is well maintained and a pleasant place to be. While, 40% agree and 22% said they are neutral.

According to the student survey, 29.1% of the students said they strongly agree they feel welcomed, safe and comfortable. While, 51.5% agree and 16.8% said they are neutral.

A high percentage of both staff and students feel that Singleterry Elementary is a good, safe and welcoming school.

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

According to the staff survey, 38% said they are very familiar with the vision and mission of the school while 56 % said familiar and 6% said somewhat familiar.

#### 1. How do students and staff describe attitudes, respect, relationships, belongings and support etc.? How does this data compare across groups? Which groups respond in which manner?

One Hundred, ninety-six students participated and responded to the 2022 -2023 Singleterry Elementary survey's stated statement: My teacher makes me feel safe and welcome.

Fifty-three point six percent responded strongly agree, thirty-one point one agree, there was not an accurate number for somewhat, disagree or strongly agree. Therefore, about half of the student responses to this statement stated that they strongly agree to their teachers making them feel safe and welcome at DSE.

According to this survey, fifty staff participates responded to the following statement: There is a sense of respect among all staff at Singleterry Elementary. Twelve percent responded to strongly agree, forty percent agree, twenty-six percent neutral, eighteen percent disagree, and there was no actual count for strongly disagree.

### **1. What does the data reflect regarding student behavior, discipline?**

When analyzing the data regarding student behavior, it is evident that all grade levels had some problems with behavior this school year. The data shows that discipline problems are occurring both on the bus and at the campus. The discipline report shows a total 144 referrals with lowest amount being Pre K with 9 incidents and highest number of referrals being 44 in 2<sup>nd</sup> grade. As we look deeper into the data, we notice that many problems are occurring on the buses. Many of students with bus referrals have multiple incidents. This is supported by the fact that there are numerous students with multiple bus referrals. The data also shows that many of the students who received a referral on campus were repeat offenders. For many of the students on the report, once they received one referral they more than likely got at least one more. Overall, the discipline incident report shows that most students at Singleterry Elementary are able to behave in orderly manner and follow school policies, but there are a select number of students who make up for the bulk of the incident reports and improvement in discipline for these students is necessary.

### **1. To what degree do students and staff feel physically safe?**

According to the 2022-2023 Singleterry Elementary Environment/Ambiente en la escuela Singleterry survey, one hundred, ninety-six responded to this survey. Data showed that twenty-nine point six percent felt very safe, forty-nine percent responded to feel safe, eighteen point nine percent feel sometimes safe, there was not an accurate number for how many felt unsafe and are attending class from home.

Only fifty percent of staff at DSE, thirty-eight percent feel very safe, forty-six percent feel safe, and fourteen percent feel sometimes safe, and two percent feel unsafe working at Daniel Singleterry Elementary. The degree in which the students and staff at Daniel Singleterry Elementary for the most part feel safe at school.

### **1. What do students and staff indicate about expectations: academic, behavioral, social, extracurricular?**

As per the student survey, 33.7 percent of the students on campus chose that the school rules and expectations are clear and well known by all students. However, the graph for consequences for students violating school rules being applied consistently is close in numbers with 24 percent agreeing and 28 percent disagreeing. When interpreting this data, I see that even though students know the rules, they still tend to break them. It seems like we need some assistance with discipline school wide. The majority of the students in this campus tend to want to break rules despite them knowing the rules. I believe we may need to try something new like maybe placing a permanent ISS room for disruptive students. Based on this data and the fact that I work here and have seen it with my own eyes, students tend to misbehave and then want to go to the front office demanding a gift if not they will make a show. I have also seen parents be notified of this and instead of helping out, their child continues with disruptive behavior. I believe placing an ISS room for disruptive students and making sure they detest it so much, they will never want to return, may be an idea we can try to remedy the situation. Discipline is very important, and as per our graphs, we need to work on it otherwise academic growth will always be a struggle.

### **1. Which students are most satisfied with the school's culture and climate? How does this compare to student's attendance, tardiness, and other behaviors?**

According to the student survey the graph indicates 58.7% of students are most satisfied with the school's ability to provide a variety of technology like computers, iPads, chrome etc.

In reflecting on behavior graph 10 shows 45.9% of students find that behavior sometimes affects them compared to the availability of technology. In comparing maybe technology can be used as an incentive for promoting or maintaining good behavior to defer from students acting out.

**1. What does the data indicate regarding classroom management and organization? How does this compare to classroom student achievement data?**

According to a survey that was completed by Singleterry Elementary students 45.9% of the students **sometimes** felt that that their learning was interrupted by classmate's behavior, 12.2% of the students felt that very **often** their learning was interrupted by classmates behavior, 15.3% felt that their learning was **always** interrupted by classmates behavior, 13.8% felt that their learning was **never** interrupted by classmates behavior, and 12.8% percent felt that their learning was **occasionally** interrupted by their classmates behavior.

Teachers also completed a survey when they were asked how they feel about having full support from administration when faced with discipline situations. The Singleterry Elementary Environment Perception survey indicates that 32% percent of teachers say that they **sometimes** feel supported, 10% of the teachers say they feel supported by administration **most of the time**, 32% **rarely** feel supported by administration, and 26% **always** feel supported by administration.

Mostly all students expressed that their learning was interrupted by classmates behavior and one out of three teachers feel that they do not have full support from administration, 1 out of three teachers feel they sometimes have support and the other teachers feel they do have support from administration when they are facing discipline situations.

**1. What does the data reflect regarding gangs, substance abuse, weapons, and other safe school's area? Who are the students involved? What do we know about these students? What services have these students received?**

According to our campus discipline referrals, there have been only two incidents on vaping (substance abuse). There has not been any gang related nor weapons brought to school reported incidents. There were two fifth grade students on two different incidents that brought a vaping device to school. The students got a discipline referral, parents were contacted, and students were sent home for the day. The two fifth grade students were referred to school counselor for counseling.

**1. 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?**

The students that are involved in extracurricular activities, clubs, and other areas are the ones who are more likely to pay attention in class. They are the ones that want to get ahead of

what is coming to them in middle school such as choir, band, or sports. They are the ones that want to have different experiences outside of campus and are supported by their parents. Parents take their students to the outside activities. Positive experiences are great for students such as sporting events, choir or band concerts, UIL, GT projects, and science fair. These are the students who have sometimes had other siblings in these activities. These students are constantly engaged and eager to try new things. They are interested in learning and exploring more outside the box by trying something that they have never done. As opposed to the students who are not involved in any activities. At times the students who are not involved in any activities tend to be the ones who struggle in class. They often find themselves getting in trouble in and out of class. But that's not all of them, there are also students who are not involved and still behave and do good. They just are not interested in the extracurricular activities that we are offering here on campus such as the after school READY program.

### **1. What are the students and staff's perceptions of facilities and the physical environments? What is the impact of the facilities on culture and climate?**

Students perception of school facilities and physical environment, the students survey show that 35.7% strongly agree, 42.3 agree, 15.8 are neutral, and a combination of 6.2% disagree and strongly disagree.

### **12. How does staff feel about technology?**

Most of the staff feel comfortable with technology. A very small percentage of the staff does not feel comfortable

Strengths:

98% of staff use technology

52% of staff are familiar over all with technology use

Needs:

More technology trainings

Better quality of technology devices.

## 1. What are the students, parents and community perceptions of the school?

As per the student surveys students and staff feel safe at school. Students enjoy coming to school and being with their friends. The parents and community feel welcomed at Singleterry Elementary. Students enjoy being with their friends and learning. Parents, students, and community are overall satisfied with Singleterry Elementary.

### Perceptions Strengths

For the most part teacher and students feel safe in the school and are happy with their environment.

All students have an Ipad/Chromebook to work on and are able to use technology on a daily basis.

All teachers have a One Screen, which comes in very handy to teach and multiple students are able to go up and work together.

Singleterry like every elementary school has its strengths and weaknesses. Some of the glows of Singleterry include access to technology for all staff and students, students and staff working collaboratively for success, and staff and students feeling safe within the confines of Singleterry Elementary. Some areas where Singleterry can grow is in the areas of discipline as 74 percent of students feel their learning is either sometimes, often, or always interrupted, and 42 percent of staff feel that rules need to be applied in a more consistent manner.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Needs: There is still a combination of 22% of students who feel neutral, disagree and strongly disagree that this campus needs some type of maintained. -Ask students what other things this campus needs in order to be able to reach 100% in the maintenance of this campus.... more cleaning, rooms need more cleaning act. There is still a combination of 22% of students who feel neutral, disagree and s **Root Cause:** 42% of staff feel that the consequences for students violating school rules are not applied consistently 29% of students feel that their learning is interrupted by their classmates often, or always. 45% of students feel that their learning is interrupted sometimes



# Priority Problem Statements

**Problem Statement 1:** 1. Offer more parent engagement opportunities to inform parents of their children's learning, areas of growth and need, how to work with their children at home, and relationship building (ex. Donuts With Dad). 2. We need to encourage more positivity amongst all staff in order to create a positive culture and produce an excellent learning environment. 3. Have more smaller class sizes in order to

**Root Cause 1:** Parent engagement is lacking.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** 1. More phonics training for all grade levels because that is what students are lacking. 2. Trainings need to be interactive and student centered. 3. We need more parental involvement so that students feel like parents are interested in their education. They want more trainings from the teachers so that they know strategies the students are using.

**Root Cause 2:** The main thing we need is to get more parents involved with the school. The parents need to get ownership of the school. They need to realize that it is a partnership and that they need to be more involved in their child's education. Students are academically lacking a lot. Teachers are asking for more phonics training that are hands on for the students to get better.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Needs: There is still a combination of 22% of students who feel neutral, disagree and strongly disagree that this campus needs some type of maintained. -Ask students what other things this campus needs in order to be able to reach 100% in the maintenance of this campus.... more cleaning, rooms need more cleaning act. There is still a combination of 22% of students who feel neutral, disagree and s

**Root Cause 3:** 42% of staff feel that the consequences for students violating school rules are not applied consistently 29% of students feel that their learning is interrupted by their classmates often, or always. 45% of students feel that their learning is interrupted sometimes

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** \* Internet access points are needed in all classrooms. \* Devices are needed for all students including new students that enroll throughout the school year. \* A specific computer-based program is needed to target the TELPAS components for our EB students (e.g., Summit k12) \* Specific RTI Intervention programs are needed to differentiate and assist our TIER 2 and TIER 3 students (e.g., Voyager Passp

**Root Cause 4:** Technology upgrades to campus.

**Problem Statement 4 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

#### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

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

- T-TESS data
- T-PESS data

**Parent/Community Data**

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

**Support Systems and Other Data**

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

# Goals

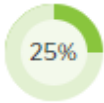
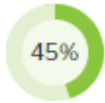
**Goal 1:** Focus On Student Success

**Performance Objective 1:** 1.1 Create and promote engaging learning opportunities that focus on student needs and high-risk populations so that we meet the following goals by August of 2024:





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

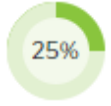
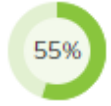




**HB3 Goal**

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

| Strategy 1 Details  | Reviews   |   |     |           |
|---|---|---|-----|-----------|
| <p><b>Strategy 1:</b> Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding).</p> <p><b>Strategy's Expected Result/Impact:</b> To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2024. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from 95% to 100% by September 30, 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Head Start - 5th Grade Teachers<br/>Leora Shanks and Rosa Martinez</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b><br/>2 Tutors: High impact tutorials will be provided to address the learning loss in the area of Reading/Math for the 2nd-3rd students that are not on grade level in Reading and Math. 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</p> | Formative   |   |     | Summative |
|   | Sept  | Dec   | Mar | June      |
|   |  |  |     |           |

interactions. 2 Tutors - ESSER III (282) - 2 tutors, 2 Tutors: High impact tutorials will be provided to address the learning loss in the area of Reading/Math for the 2nd-3rd students that are not on grade level in Reading and Math.. 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. 2 Tutors - ESSER III (282) - 2 tutors, M&A Technologies, Mouse, Headsets and USB - State Comp. (164) - 164.11.6399.00.116.30.0.00 - \$3,600, M&A Technology, Mouse, Headsets and USB - Title III (263) - 263.11.6399.00.116.25.0.00 - \$3,636, M&A Technology, OKI B432 DN Drum - Local (199) - 199.23.6399.00.116.99.0.00 - \$225, Warehouse Supplies - State Comp. (164) - 164.11.6399.00.116.30.0.00 - \$1,700, Warehouse Supplies - Local (199) - 199.11.6399.00.116.11.0.00 - \$1,800, Warehouse supplies - Title I (211) - 211.11.6399.00.116.24.0.00 - \$4,990, Warehouse Supplies - Bilingual (162) - 162.11.6399.00.116.25.0.00 - \$2,800, Region 1 Biliteracy Science of Reading Academy Training - ESSER III (282) - \$0, Children's Museum Brownsville and Peter Piper Pizza 1st Grade(66 Students/6 Staff) - Local (199) - 199.11.6412.00.116.11.0.00 - \$954, Children's Museum Brownsville and Peter Piper Pizza 1st Grade(66 Students/6 Staff) - Local (199) - 199.11.6411.00.116.11.0.00 - \$108, Children's Museum Brownsville and Peter Piper Pizza 1st Grade(66 Students/6 Staff) - State Comp. (164) - 164.11.6494.00.116.30.0.00 - \$451, Estero Llano Grande and Peter Piper Pizza 5th Grade (70 Students/6 Staff) - Local (199) - 199.11.6412.00.116.11.0.00 - \$490, Estero Llano Grande and Peter Piper Pizza 5th Grade (70 Students/6 Staff) - Local (199) - 199.11.6411.11.116.11.0.00 - \$84, Estero Llano Grande and Peter Piper Pizza 5th Grade (70 Students/6 Staff) - State Comp. (164) - 164.11.6494.00.116.30.0.00 - \$321, Children's Museum and Peter Piper Pizza Kinder (62 students/6 staff) - Local (199) - 199.11.6412.00.116.11.0.00 - \$930, Children's Museum and Peter Piper Pizza Kinder (62 students/6 staff) - Local (199) - 199.11.6411.00.116.11.0.00 - \$152, Children's Museum and Peter Piper Pizza Kinder (62 students/6 staff) - State Comp. (164) - 164.11.6494.00.116.30.0.00 - \$459, Bert Ogden Arena RGV Vipers Game (61 students/6 staff) - Local (199) - 199.11.6412.00.116.11.0.00 - \$768, Bert Ogden Arena RGV Vipers Game (61 students/6 staff) - Local (199) - 199.11.6411.00.116.11.0.00 - \$72, Bert Ogden Arena RGV Vipers Game (61 students/6 staff) - Local (199) - 199.11.6494.00.116.11.0.00 - \$231

| Strategy 2 Details   | Reviews  |  |     |           |
|--|--|--|-----|-----------|
| <p><b>Strategy 2:</b> Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, and quality questioning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher proficiency in academic vocabulary instruction from 75% to 100% ,the use of visual stimuli from 75% to 100% and utilization of processing tools from 75% to 100% by the end of the 2024 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration<br/>Classroom Teachers PK3-5th Grade<br/>Ms. Schmutz</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6<br/>- <b>TEA Priorities:</b><br/>Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction<br/>- <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Gateway Printing (Items Warehouse does not carry.) - Local (199) - 199.11.6399.00.116.11.0.00 - \$1,370</p> | Formative  |  |     | Summative |
|  | Sept   | Dec  | Mar | June      |
|  |   |   |     |           |
| Strategy 3 Details   | Reviews  |  |     |           |
| <p><b>Strategy 3:</b> Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase observation and direct feedback protocol implementation from 70% to 100% by the end of the 2024 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Park, Irma Martinez PPCD Teacher<br/>Classroom Teachers PK3-5th Grade, Specials, paraprofessionals</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6<br/>- <b>TEA Priorities:</b><br/>Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br/>- <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> UTSA Building the Dual Language Leader Symposium, The Building Blocks that Lead to Effective Program Implementation (San Antonio, Texas - Title III (263) - \$350</p>   | Formative  |  |     | Summative |
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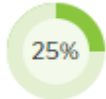

| Strategy 4 Details   | Reviews   |   |     |           |
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| <p><b>Strategy 4:</b> Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support.</p> <p><b>Strategy's Expected Result/Impact:</b> Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILTs at the campus will go from 0% to 100% protocol implementation based on observation tracker and weekly meeting notes.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Teachers, Melissa Schmutz<br/> Librarian Quintanilla<br/> Maricela Almanza, Maira Palacios, Home Bound Teachers<br/> Fernando Zepeda, 4th Grade Math Teacher</p> <p><b>Title I:</b><br/> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b><br/> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Library ESSER Account - Perma Bound Books Company - ESSER III (282) - 282.12.6669.00.116.11.0.LL - \$5,522, Home Bound Teacher request and change of funds - State Comp. (164) - 164.11.6118.00.116.30.0.HB - \$3,360, Region 1: Mathematics Achievement Academy, October, 12, 19, and 26,. Teacher will attend training as per DISD Math department. - Local (199) - Math Department funding - \$0</p> | Formative   |   |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>  |   |   |     |           |









## Goal 2: Focus on Family and Community Engagement

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

**Evaluation Data Sources:** \* Digital Communication rubric - included in the handbook  
<https://docs.google.com/document/d/1Mufds5BJ2mFJALq25TpLynXE6QfnGSD3jx6ERKnXjI/edit?usp=sharing>  
 \* Family and Community Engagement Survey Checklist  
[https://docs.google.com/document/d/1HVVa14g8\\_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing](https://docs.google.com/document/d/1HVVa14g8_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing)  
 \* surveys

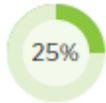

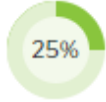

| Strategy 1 Details  | Reviews   |   |     |           |
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| <b>Strategy 1:</b> Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication.<br><b>Strategy's Expected Result/Impact:</b> Increase and strengthen family engagement and improve relationships<br><b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration<br>Magda Trevino, School Counselor<br><br><b>Title I:</b><br>2.5, 2.6<br><br><b>Funding Sources:</b> Region 1 Workshops #282210 Cases and Codes: Ethical and Legal Practices for Counselor - Local (199) - Free - \$0, Region 1 Workshop #282207 School Based Mental Health Services - Innovative Ways to Build Resilient Students - Local (199) - Free - \$0 | Formative   |   |     | Summative |
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| Strategy 2 Details  | Reviews   |   |     |           |
| <b>Strategy 2:</b> Develop data collection systems to monitor family engagement including engagement via digital platforms.<br><b>Strategy's Expected Result/Impact:</b> Increase and strengthen family engagement and improve relationships<br><b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration<br><br><b>Title I:</b><br>4.1  | Formative   |   |     | Summative |
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| Strategy 3 Details   | Reviews   |   |     |           |
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| <b>Strategy 3:</b> Use data to ensure alignment between family engagement and learning goals<br><b>Strategy's Expected Result/Impact:</b> Promote continuous family engagement to ensure student success<br><b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., District Administration<br><br><b>Title I:</b><br>4.1, 4.2  | Formative   |   |     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> |   |   |     |           |

## Goal 2: Focus on Family and Community Engagement

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



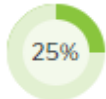

**Evaluation Data Sources:** \* training invitation  
\* training sign-in sheets  
\* training agendas


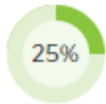

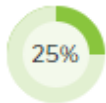



| Strategy 1 Details   | Reviews   |   |     |           |
|--|---|---|-----|-----------|
| <b>Strategy 1:</b> Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources).<br><br><b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community<br><b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration<br>Magda Trevino, Counselor<br><br><b>Title I:</b><br>2.6<br><br><b>Funding Sources:</b> Region 1 ESC Training: Workshop #282059 Counseling Processes After a Crisis-Psychological First Aid for Schools (PFA-S) - Local (199) - Free - \$0 | Formative   |   |     | Summative |
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| Strategy 2 Details   | Reviews   |   |     |           |
| <b>Strategy 2:</b> Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.)<br><br><b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community<br><b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration<br><br><b>Title I:</b><br>4.1, 4.2   | Formative   |   |     | Summative |
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| Strategy 3 Details  |  | Reviews  |   |     |           |
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| <b>Strategy 3:</b> Provide professional development that develops skills in working with families (e.g., engaging fathers, customer service, understanding and responding to a child's behavior, etc.)<br><b>Strategy's Expected Result/Impact:</b> Create strong connections between our school system and our community<br><b>Staff Responsible for Monitoring:</b> Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration, Head Start-5th Grade teachers, Parent center, Campus administration.<br><br><b>Title I:</b><br>4.1, 4.2<br><b>Funding Sources:</b> Jeans Restaurant Supply, Coffeepot for parent/staff meetings. BUYBOARDS RFP #683-22 - Local (199) - 199.23.6399.00.116.99.0.00 - \$211 |  | Formative  |   |     | Summative |
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### Goal 3: Focus On Operational Excellence

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





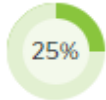

| Strategy 1 Details   | Reviews  |  |     |           |
|--|--|--|-----|-----------|
| <b>Strategy 1:</b> Singleterry Elementary will monitor their facilities and send a survey to the staff to see input on the facilities' needs.<br><b>Strategy's Expected Result/Impact:</b> Ensure the district's and campus 5 year plan is followed.<br><b>Staff Responsible for Monitoring:</b> Campus administration. Campus teachers, PK3-5th Grade./Head Start Custodial Staff<br><br><b>Title I:</b><br>2.5<br><b>Funding Sources:</b> Gulf Coast Paper Company Custodial Equipment 649-21 VENDOR 300031 - Local (199) - 199.51.6319.00.116.99.0.00 - \$960 | Formative  |  |     | Summative |
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| Strategy 2 Details   | Reviews  |  |     |           |
| <b>Strategy 2:</b> Campus administration will review the campus' facilities survey results and monitor the work orders submitted at the campus to ensure areas of need are being addressed.<br><b>Strategy's Expected Result/Impact:</b> Compare survey and work orders.<br><b>Staff Responsible for Monitoring:</b> Campus administration. Counselor Trevino<br><br><b>Title I:</b><br>2.5<br><b>Funding Sources:</b> Liberty Office Products - Drum cartridge for Counselor Trevino - Local (199) - 199.23.6399.00.116.99.0.00 - \$196                         | Formative  |  |     | Summative |
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| Strategy 3 Details  | Reviews   |   |     |           |
|---|---|---|-----|-----------|
| <b>Strategy 3:</b> Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget.<br><b>Strategy's Expected Result/Impact:</b> Prioritization of campus needs.<br><b>Staff Responsible for Monitoring:</b> Campus administration.<br><br><b>Title I:</b><br>2.5  | Formative   |   |     | Summative |
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| Strategy 4 Details  | Reviews   |   |     |           |
| <b>Strategy 4:</b> Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget.<br><b>Strategy's Expected Result/Impact:</b> A campus based 5 year plan and ensure campus administration monitors implementation of said plan.<br><b>Staff Responsible for Monitoring:</b> Campus administration.<br><br><b>Title I:</b><br>2.5                    | Formative   |   |     | Summative |
|   | Sept  | Dec   | Mar | June      |
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| Strategy 5 Details  | Reviews   |   |     |           |
| <b>Strategy 5:</b> Singleterry Elementary will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc.<br><b>Strategy's Expected Result/Impact:</b> Ensuring of proper procedures for purchases, etc.<br><b>Staff Responsible for Monitoring:</b> Campus administration<br>Librarian Quintanilla<br><br><b>Title I:</b><br>2.5                                | Formative   |   |     | Summative |
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| Strategy 6 Details  | Reviews   |   |     |           |
| <b>Strategy 6:</b> Singleterry Elementary will meet with necessary personnel to have general funds allocated to complete campus prioritized projects.<br><b>Strategy's Expected Result/Impact:</b> Allocate funding appropriately to address facilities<br><b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers<br><br><b>Title I:</b><br>2.5   | Formative   |   |     | Summative |
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### Goal 3: Focus On Operational Excellence

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

**Evaluation Data Sources:** Work orders

| Strategy 1 Details  | Reviews   |   |     |           |
|---|---|---|-----|-----------|
| <b>Strategy 1:</b> Singleterry Elementary custodial department will secure janitorial supplies to clean and disinfect campus buildings and report any facilities needs to campus administration to provide safe learning environment.<br><b>Strategy's Expected Result/Impact:</b> Clean and safe campus.<br>PPE Items from Warehouse.<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br>Classroom teachers.<br><br><b>Title I:</b><br>2.5 | Formative   |   |     | Summative |
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|   |    |    |     |           |
| Strategy 2 Details  | Reviews   |   |     |           |
| <b>Strategy 2:</b> Singleterry Elementary child nutrition staff will ensure to follow guidelines and regulations to provide healthy meals to students and ensure to have a clean/safe cafeteria for all students.<br><b>Strategy's Expected Result/Impact:</b> Appropriate meals in a clean and safe environment<br><b>Staff Responsible for Monitoring:</b> Campus administration and CNP staff<br><br><b>Title I:</b><br>2.5, 2.6                           | Formative   |   |     | Summative |
|   | Sept  | Dec   | Mar | June      |
|   |    |    |     |           |
| Strategy 3 Details  | Reviews   |   |     |           |
| <b>Strategy 3:</b> Singleterry Elementary will ensure to secure campus work orders to the maintenance department as needed to ensure safe conducive learning spaces.<br><b>Strategy's Expected Result/Impact:</b> Facilities needs addressed<br><b>Staff Responsible for Monitoring:</b> Campus administration and campus custodial staff<br><br><b>Title I:</b><br>2.5   | Formative   |   |     | Summative |
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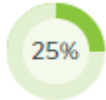
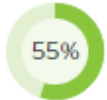
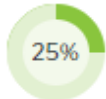

| Strategy 4 Details   | Reviews   |   |     |           |
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| <b>Strategy 4:</b> Singleterry Elementary will monitor all bus riders, referrals etc to ensure students follow bus rules in order for DISD to provide safe transportation of students in a conducive learning environment.<br><b>Strategy's Expected Result/Impact:</b> Safe transportation<br><b>Staff Responsible for Monitoring:</b> Campus Administration and transportation personnel<br><br><b>Title I:</b><br>2.5 | Formative   |   |     | Summative |
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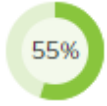






#### Goal 4: Focus On Employees And Organizational Excellence

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

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





| Strategy 1 Details  | Reviews   |   |     |           |
|---|---|---|-----|-----------|
| <b>Strategy 1:</b> Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health.<br><b>Strategy's Expected Result/Impact:</b> Professional development opportunities identified and delivered and a timeline for development delivery.<br>Provide tissue for students in all classrooms.<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br>Irma Martinez PPCD Teacher<br>Maricela Almanza, Inclusion Teacher<br>Mark Cavazos, Music Teacher<br>Campus staff<br>Melissa Cortez, Secretary<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>Funding Sources:</b> CATCH Workshop, Meaningful Movement and Health in The Classroom Workshop. Training by David Mosqueda/Safety and Risk. - Local (199) - Free - \$0, MTSS Training Region 1: DONNA ISD Training by Dr. Villanueva, DAY 4 - Local (199) - Free - \$0 | Formative   |   |     | Summative |
|   | Sept  | Dec   | Mar | June      |
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| Strategy 2 Details  | Reviews   |   |     |           |
| <b>Strategy 2:</b> 4.1(2): Design and implement guidelines, expectations, and high priority goals for principals.<br><b>Strategy's Expected Result/Impact:</b> A year-long plan for growing principals that is focused, clear, connected, and aligned to LSG.<br><b>Staff Responsible for Monitoring:</b> Executive Cabinet, Leadership<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture   | Formative   |   |     | Summative |
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| Strategy 3 Details  | Reviews   |   |     |           |
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| <b>Strategy 3:</b> Implement opportunities to discover that relationships are at the core of performance, and that trust and respect are essential to any organization seeking to grow and improve.<br><br><b>Strategy's Expected Result/Impact:</b> Leaders learn and practice specific skills that make clear, candid communication possible. They learn to use these skills in their relationships and to model and apply them on the job.<br><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Leadership Team<br>PK3-5th grade teachers, all office staff, all paraprofessionals, custodial staff, cafeteria staff, security.<br><br><b>Title I:</b><br>2.4, 2.5, 2.6, 4.1, 4.2<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture | Formative   |   |     | Summative |
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#### Goal 4: Focus On Employees And Organizational Excellence

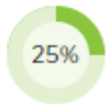



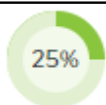
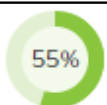
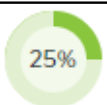




**Performance Objective 2:** 4.2 Singleterry Elementary will provide opportunities to build students' and staff's social and emotional capacity (4.2 Organizational / 4.2A Students / 4.2B Staff).

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

| Strategy 1 Details   |  | Reviews   |   |     |           |
|--|--|---|---|-----|-----------|
| <b>Strategy 1:</b> 4.2 Organizational (1): Partner with health and safety services to provide professional development on adult and youth mental health for district personnel. By 2025 100% of campus staff will be trained in Youth Mental Health First Aid (YMHFA).<br><br><b>Strategy's Expected Result/Impact:</b> Increase awareness for staff in addressing and supporting adult and youth mental health well being to foster the skills needed to identify, understand, respond, and provide initial help and support to adults and students who may be developing a mental health or substance use problem or experiencing a crisis (trauma/ grief-informed practices; prevention and intervention practices in early mental health, suicide [including postvention], substance abuse, violence and bullying, human trafficking, child abuse; building skills related to understanding one's emotions and others, managing emotions, establishing and maintaining positive relationships, responsible decision-making; postsecondary planning & career readiness).<br><br>[Staff Responsible for Implementation: Campus Administration]<br><b>Staff Responsible for Monitoring:</b> Campus Administration, SEL Supervisor, Leadership, Human Resources, Benefits & Risk Management<br><br><b>Title I:</b><br>2.5, 2.6 |  | Formative   |   |     | Summative |
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| Strategy 2 Details   |  | Reviews   |   |     |           |
| <b>Strategy 2:</b> Entire campus will participate in at least 2 district wide/community events (minimum 1 per semester) that support the physical, health, nutritional, and social well-being of students and staff.<br><br><b>Strategy's Expected Result/Impact:</b> Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being.<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture   |  | Formative   |   |     | Summative |
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| Strategy 3 Details  | Reviews   |   |     |           |
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| <p><b>Strategy 3:</b> Campus will work to maintain a balanced schedule by ensuring that a minimum of 80% of daily activities for Professional School Counselors are aligned with the four components (guidance curriculum, individual planning, responsive services, &amp; system supports) of the Texas Model for Comprehensive School Counseling Programs by decreasing the amount of time being allocated to non-counseling activities by 10% each school year from 2023 to 2025.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly.</p> <p><b>Title I:</b><br/>2.6</p>   | Formative   |   |     | Summative |
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| Strategy 4 Details  | Reviews   |   |     |           |
| <p><b>Strategy 4:</b> 4.2 Organizational (4): Implement an evaluation tool designed specifically for Professional School Counselors (PSCs) and Licensed Professional Counselors (LPCs) in assessing their professional performance in alignment with ten domains (Program Management, Guidance, Counseling, Consultation, Coordination, Student Assessment, Leadership, Advocacy, Professional Behavior, Professional Standards) within the context of the Texas Model for Comprehensive School Counseling Programs four service delivery components (Guidance Curriculum, Individual Planning, Responsive Services, &amp; System Supports) and assess all ten domains over a period of three years, thereafter the practice will be to assess the PSCs' and LPCs' performance against all ten professional development and growth domains annually.</p> <p><b>Strategy's Expected Result/Impact:</b> To enhance the positive effect Professional School Counselor (PSC) and Licensed Professional Counselor (LPC) have on students and school stakeholders by ensuring professional development and growth and assist appraisers in supporting their development and growth through clear expectations, and a fair and transparent evaluation process that is relevant and accurately assesses the professional effectiveness of PSCs and LPCs.</p> <p>[Staff Responsible for Implementation: Counselors, LPCs, Campus Administration]</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership</p> <p><b>Title I:</b><br/>2.5, 2.6</p> | Formative   |   |     | Summative |
|   | Sept  | Dec   | Mar | June      |
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| Strategy 5 Details  | Reviews   |   |     |           |
|---|---|---|-----|-----------|
| <b>Strategy 5:</b> Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10%<br><b>Strategy's Expected Result/Impact:</b> Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively.<br><b>Staff Responsible for Monitoring:</b> Counselor Trevino, Principal Park, Clerk Carranza<br><br><b>Title I:</b><br>2.5, 2.6<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>Funding Sources:</b> Clothing Vouchers from Federal Programs, Counseling department referrals. - Title I (211) - 211.<br>- \$1,000   | Formative   |   |     | Summative |
|   | Sept  | Dec   | Mar | June      |
|   |  |  |     |           |
| Strategy 6 Details  | Reviews   |   |     |           |
| <b>Strategy 6:</b> Campus will provide prevention activities that help students live above the influence that support academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug related incidents/offenses/referrals by 10%.<br><b>Strategy's Expected Result/Impact:</b> Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (drugs and alcohol, bullying, suicide prevention, conflict resolution, and violence prevention).<br><b>Staff Responsible for Monitoring:</b> Counselor Trevino, Principal Park, CS Schmutz, Head Start - 5th Grade Teachers<br><br><b>Title I:</b><br>2.6<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>Funding Sources:</b> Sams Student awards and Incentives for A/B, A Honor Roll, and Perfect Attendance goody bags. - Local (199) - 199.11.6498.00.116.11.0.00 - \$1,016, Spirit System, Interactive Health Technologies. Smart Watches for PE students - Local (199) - 199.11.6399.00.116.11.0.PE - \$2,724, Spirit System, Interactive Health Technologies. Smart Watches for PE students. - Local (199) - 199.11.6499.00.116.11.0.PE - \$500, Sams Club Warehouse, AR Incentives for students reading - Local (199) - 199.12.6498.00.116.11.0.00 - \$25 | Formative   |   |     | Summative |
|   | Sept  | Dec   | Mar | June      |
|   |  |  |     |           |

| Strategy 7 Details   |  | Reviews   |   |   |           |
|--|--|---|---|---|-----------|
| <b>Strategy 7:</b> Campus will work with the SEL Department to provide teachers and campus staff Social Emotional Learning (SEL) education on responsive and instructional classroom practices to increase the overall teacher campus climate by 10% on district surveys.<br><br><b>Strategy's Expected Result/Impact:</b> Increase support for teachers and campus staff in helping build students' social and emotional competence in the school setting to foster resilience and well-being for students, for educator as they work with their students, and for school leaders as they work to build trust and well-being in their school communities that reinforce the teacher and staff perception of staff-student relationship building, skills, and mindsets.<br><br><b>Staff Responsible for Monitoring:</b> Principal Park, CS Schmutz, Counselor Trevino<br>PK3, PPCD, Kinder-5th grade teachers.<br><br><b>Title I:</b><br>2.6 |  | Formative   |   |   | Summative |
|  |  | Sept  | Dec   | Mar   | June      |
|  |  |    |    |   |           |
| Strategy 8 Details   |  | Reviews   |   |   |           |
| <b>Strategy 8:</b> Campus will provide parents Social Emotional Learning (SEL) education on tools, practices, strategies, and resources to support students at home to increase parental involvement and satisfaction by 10% on district surveys.<br><br><b>Strategy's Expected Result/Impact:</b> Increase support for parents in helping build students' social and emotional competence at home to foster a strong home-school connection and partnership that reinforce social and emotional skills at home, school, and their communities.<br><br><b>Staff Responsible for Monitoring:</b> Librarian Quintanilla<br>Principal Park<br><br><b>Title I:</b><br>2.6, 4.1, 4.2<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture  |  | Formative   |   |   | Summative |
|  |  | Sept  | Dec   | Mar   | June      |
|  |  |    |    |   |           |
| Strategy 9 Details   |  | Reviews   |   |   |           |
| <b>Strategy 9:</b> 4.2B Staff (11): Provide support to address our employees' health and social emotional well-being by having a Wellness Facilitator at every campus.<br><br><b>Strategy's Expected Result/Impact:</b> Facilitate employee wellness and fitness for DISD employees - 1 per site. Monthly check-in meeting with Director of Benefits & Risk Management<br><br><b>Staff Responsible for Monitoring:</b> Human Resources, Benefits & Risk Management, Campus Administration, Health Services<br>Librarian-Esther Quintanilla<br><br><b>Title I:</b><br>2.6   |  | Formative   |   |   | Summative |
|  |  | Sept  | Dec   | Mar   | June      |
|  |  |  |  |  |           |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |  |   |   |   |           |

Goal 5: Focus On Financial Stewardship



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

**Evaluation Data Sources:** C.N.A.

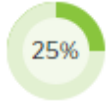
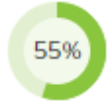




| Strategy 1 Details  | Reviews   |   |     |           |
|---|---|---|-----|-----------|
| <b>Strategy 1:</b> Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals.<br><br><b>Strategy's Expected Result/Impact:</b> Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs.<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br>Custodians Tapia, Sarita, Mary Jane,<br>Students PPCD, PK3-5th Grade<br><br><b>Title I:</b><br>2.5<br><b>Funding Sources:</b> Region 1 ESC Administrative Assistant Conference Workshop#275830 - Title II Teacher/Principal (255) - 255.23.6239.00.116.24.0.00 - \$125, PermaBound Books (Library Books) - Local (199) - 199.12.6329.00.116.11.0.00 - \$1,500 | Formative   |   |     | Summative |
|   | Sept  | Dec   | Mar | June      |
|   |  |  |     |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>  |   |   |     |           |

## Goal 5: Focus On Financial Stewardship

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

| Strategy 1 Details  | Reviews   |   |     |           |
|---|---|---|-----|-----------|
| <p><b>Strategy 1:</b> Singleterry Elementary will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus budget planned to limit if any budget changes/amendments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration<br/>CLPAC Committee<br/>PK-5th Teachers</p> <p><b>Title I:</b><br/>2.6</p> <p><b>Funding Sources:</b> Valley Trophies LLC Kinder graduation tassels RFP (Region 2 Good Buy) - Local (199) - 199.11.6498.00.116.00.0.00 - \$240, Donna ISD Warehouse, Items for schoolwide use - Bilingual (162) - 162.11.6399.00.116.25.0.00 - \$6,569, Lamac, Library Incentives for students - Local (199) - 199.12.6498.00.116.11.0.00 - \$444, Sams Club (RFP# Bid P00246 PACE) (Dance items to sale as per CLPAC Decision on October 20, 2023). Items will be sold in student dance. - Student Activity Fund (865) - 865.2190.00.116.00.0.00 - \$921, LAMAC Awards and Incentives to give and celebrate student successes - Local (199) - 199.6498.00.116.11.0.00 - \$923, Apple Inc, Education #2894 Chargers for student iPads, instructional use. - Local (199) - 199.11.6399.00.116.11.0.00 - \$1,360, Sams Club (CLPAC Decision to purchase sodas with staff fund) for chicken plate sale Fundraiser - Faculty Account (897) - 897.00.2190.00.116.00.0.00 - \$154, Rays Business Products, Testing tri-folds to prevent cheating and copying. - Title I (211) - 211.11.6399.00.116.24.0.00 - \$907, Sams Club (RFP# Bid P00246 PACE) (Dance items to sale as per CLPAC Decision on October 27, 2023). Items will be sold in February 14, 2024 student dance. - Student Activity Fund (865) - 865.2190.00.116.00.0.00 - \$600, Howard Computers CIP Poster Machine Part and Paper - Local (199) - 199.11.6399.00.116.11.0.00 - \$927, MJ's Printing Staff Christmas Appreciation Incentive for staff - Local (199) - 199.23.6498.00.116.99.0.00 - \$1,350, M&amp;A Technology Toner cartridges for color printer. To print out items for teachers in color to meet district expectations. Anchor charts and items need to be posted for student learning. - Local (199) - 199.11.6399.00.116.11.0.00 - \$1,050, La Amistad, Floral and Crafts Student goody bags for celebrations. - Local (199) - 199.11.6498.00.116.11.0.00 - \$500, La Amistad, Floral and Crafts Student goody bags for celebrations. - Local (199) - 199.23.6499.00.116.99.0.00 - \$1,200, Xtreme Tees Embroidery and Printing, Student fundraiser shirt sales - Student Activity Fund (865) - 865.00.2190.00.116.00.0.00 - \$1,190, Sam's Club ACES student participation celebration. Celebrate students success and effort for ACES Competition - Local (199) - 199.11.6498.00.116.11.0.00 - \$318</p> | Formative   |   |     | Summative |
|   | Sept  | Dec   | Mar | June      |
|   |  |  |     |           |



| Strategy 2 Details   | Reviews   |   |     |           |
|--|---|---|-----|-----------|
| <p><b>Strategy 2:</b> Singleterry Elementary will use their campus budget appropriately by expending 10-15% of their budget on a monthly basis to meet the needs of the students to improve student achievement of the current year's students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be exposed to real life experiences that extend beyond the classroom. Students will attend field trips and learn hands on activities and lessons.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Principal Park, Secretary Cortez. Counselor Trevino, PEIMS Caballero</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Donna ISD Warehouse, Purchase waters for staff meetings. - Coke Activity Account (899) - 899.00.2190.00.116.00.0.00 - \$200, M&amp;A Technology - Color Printer for copies. - Local (199) - 199.23.6399.00.116.99.0.00 - \$500, M&amp;A Technology - Color Toner cartridges for printer - Local (199) - 199.23.6399.00.116.99.0.00 - \$1,600, Gateway Traffic cones, tent signs, Mobile folding cart - Local (199) - 199.11.6399.00.116.11.0.00 - \$720, Gateway Traffic cones, tent signs, Mobile folding cart - Local (199) - 199.23.6498.00.116.99.0.00 - \$865, BSN Sports, Footballs, timers, mats, carpets, push up mat, ball carts for PE. - Local (199) - 199.11.6399.116.11.0.00 - \$2,724, BSN Sports, Footballs, timers, mats, carpets, push up mat, ball carts for PE. - Local (199) - 199.11.6499.00.116.11.0.00 - \$500, Document Cameras for 10 classroom teachers. Old document cameras are not working and need to be replaced in classrooms. - Title I (211) - 211.11.6395.00.116.24.0.00 and 211.11.6399.00.116.24.0.00 - \$10,100, Lamac, Awards and Incentives - Local (199) - 199.11.6498.00.116.11.0.00 - \$3,110, Sams Club Warehouse, Student snacks for ACES Competition - Local (199) - 199.11.6498.00.116.11.0.00 - \$210, Donna ISD Warehouse - Local (199) - 199.11.6399.00.116.11.0.00 - \$986, Donna ISD Warehouse - Title I (211) - 211.11.6399.00.116.24.0.00 - \$7,730, Donna ISD Warehouse - Bilingual (162) - 162.11.6399.00.116.25.0.00 - \$16</p> | Formative   |   |     | Summative |
|  | Sept  | Dec   | Mar | June      |
|  |  |  |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>  |   |   |     |           |

# 2023-2024 Campus Site-Based Committee

| Committee Role              | Name                | Position                          |
|-----------------------------|---------------------|-----------------------------------|
| Administrator               | Christopher Park    | Principal                         |
| Paraprofessional            | Maria F. Valenzuela | Parent Educator                   |
| Administrator               | Melissa Schmutz     | Assistant Principal               |
| Classroom Teacher           | Mark Cavazos        | Teacher                           |
| District-level Professional | Gregorio Arellano   | Central office bilingual director |
| Paraprofessional            | Yesenia Alonzo      | Paraprofessional                  |
| Non-classroom Professional  | Esther Quintanilla  | Librarian                         |

# 2023-2024 Needs Assessment Team

| Committee Role   | Name                | Position |
|------------------|---------------------|----------|
| Administrator    | Christopher Park    |          |
| Administrator    | Melissa Schmutz     |          |
| Paraprofessional | Maria F. Valenzuela |          |

# Campus Improvement Committee

| Committee Role   | Name                | Position |
|------------------|---------------------|----------|
| Administrator    | Christopher Park    |          |
| Paraprofessional | Maria F. Valenzuela |          |
| Administrator    | Melissa Schmutz     |          |

# Campus Funding Summary

| Bilingual (162)             |           |          |  |                            |             |
|-----------------------------|-----------|----------|--|----------------------------|-------------|
| Goal                        | Objective | Strategy | Resources Needed   | Account Code               | Amount      |
| 1                           | 1         | 1        | Warehouse Supplies   | 162.11.6399.00.116.25.0.00 | \$2,800.00  |
| 5                           | 2         | 1        | Donna ISD Warehouse, Items for schoolwide use                                      | 162.11.6399.00.116.25.0.00 | \$6,569.00  |
| 5                           | 2         | 2        | Donna ISD Warehouse  | 162.11.6399.00.116.25.0.00 | \$16.00     |
| Sub-Total                   |           |          |  |                            | \$9,385.00  |
| Budgeted Fund Source Amount |           |          |  |                            | \$25,000.00 |
| +/- Difference              |           |          |  |                            | \$15,615.00 |
| State Comp. (164)           |           |          |  |                            |             |
| Goal                        | Objective | Strategy | Resources Needed   | Account Code               | Amount      |
| 1                           | 1         | 1        | Children's Museum and Peter Piper Pizza Kinder (62 students/6 staff)               | 164.11.6494.00.116.30.0.00 | \$459.00    |
| 1                           | 1         | 1        | Estero Llano Grande and Peter Piper Pizza 5th Grade (70 Students/6 Staff)          | 164.11.6494.00.116.30.0.00 | \$321.00    |
| 1                           | 1         | 1        | Warehouse Supplies   | 164.11.6399.00.116.30.0.00 | \$1,700.00  |
| 1                           | 1         | 1        | Children's Museum Brownsville and Peter Piper Pizza 1st Grade(66 Students/6 Staff) | 164.11.6494.00.116.30.0.00 | \$451.00    |
| 1                           | 1         | 1        | M&A Technologies, Mouse, Headsets and USB  | 164.11.6399.00.116.30.0.00 | \$3,600.00  |
| 1                           | 1         | 4        | Home Bound Teacher request and change of funds                                     | 164.11.6118.00.116.30.0.HB | \$3,360.00  |
| Sub-Total                   |           |          |  |                            | \$9,891.00  |
| Budgeted Fund Source Amount |           |          |  |                            | \$12,000.00 |
| +/- Difference              |           |          |  |                            | \$2,109.00  |
| Local (199)                 |           |          |  |                            |             |
| Goal                        | Objective | Strategy | Resources Needed   | Account Code               | Amount      |
| 1                           | 1         | 1        | Warehouse Supplies   | 199.11.6399.00.116.11.0.00 | \$1,800.00  |
| 1                           | 1         | 1        | Bert Ogden Arena RGV Vipers Game (61 students/6 staff)                             | 199.11.6411.00.116.11.0.00 | \$72.00     |
| 1                           | 1         | 1        | Estero Llano Grande and Peter Piper Pizza 5th Grade (70 Students/6 Staff)          | 199.11.6412.00.116.11.0.00 | \$490.00    |
| 1                           | 1         | 1        | Children's Museum and Peter Piper Pizza Kinder (62 students/6 staff)               | 199.11.6412.00.116.11.0.00 | \$930.00    |
| 1                           | 1         | 1        | M&A Technology, OKI B432 DN Drum   | 199.23.6399.00.116.99.0.00 | \$225.00    |
| 1                           | 1         | 1        | Children's Museum and Peter Piper Pizza Kinder (62 students/6 staff)               | 199.11.6411.00.116.11.0.00 | \$152.00    |
| 1                           | 1         | 1        | Estero Llano Grande and Peter Piper Pizza 5th Grade (70 Students/6 Staff)          | 199.11.6411.11.116.11.0.00 | \$84.00     |

| Local (199) |           |          |  |                            |            |
|-------------|-----------|----------|--|----------------------------|------------|
| Goal        | Objective | Strategy | Resources Needed   | Account Code               | Amount     |
| 1           | 1         | 1        | Bert Ogden Arena RGV Vipers Game (61 students/6 staff)   | 199.11.6494.00.116.11.0.00 | \$231.00   |
| 1           | 1         | 1        | Children's Museum Brownsville and Peter Piper Pizza 1st Grade(66 Students/6 Staff)   | 199.11.6412.00.116.11.0.00 | \$954.00   |
| 1           | 1         | 1        | Bert Ogden Arena RGV Vipers Game (61 students/6 staff)   | 199.11.6412.00.116.11.0.00 | \$768.00   |
| 1           | 1         | 1        | Children's Museum Brownsville and Peter Piper Pizza 1st Grade(66 Students/6 Staff)   | 199.11.6411.00.116.11.0.00 | \$108.00   |
| 1           | 1         | 2        | Gateway Printing (Items Warehouse does not carry.)   | 199.11.6399.00.116.11.0.00 | \$1,370.00 |
| 1           | 1         | 4        | Region 1: Mathematics Achievement Academy, October, 12, 19, and 26,. Teacher will attend training as per DISD Math department. | Math Department funding    | \$0.00     |
| 2           | 1         | 1        | Region 1 Workshops #282210 Cases and Codes: Ethical and Legal Practices for Counselor  | Free                       | \$0.00     |
| 2           | 1         | 1        | Region 1 Workshop #282207 School Based Mental Health Services - Innovative Ways to Build Resilient Students                    | Free                       | \$0.00     |
| 2           | 2         | 1        | Region 1 ESC Training: Workshop #282059 Counseling Processes After a Crisis-Psychological First Aid for Schools (PFA-S)        | Free                       | \$0.00     |
| 2           | 2         | 3        | Jeans Restaurant Supply, Coffeepot for parent/staff meetings. BUYBOARDS RFP #683-22  | 199.23.6399.00.116.99.0.00 | \$211.00   |
| 3           | 1         | 1        | Gulf Coast Paper Company Custodial Equipment 649-21 VENDOR 300031  | 199.51.6319.00.116.99.0.00 | \$960.00   |
| 3           | 1         | 2        | Liberty Office Products - Drum cartridge for Counselor Trevino   | 199.23.6399.00.116.99.0.00 | \$196.00   |
| 4           | 1         | 1        | MTSS Training Region 1: DONNA ISD Training by Dr. Villanueva, DAY 4  | Free                       | \$0.00     |
| 4           | 1         | 1        | CATCH Workshop, Meaningful Movement and Health in The Classroom Workshop. Training by David Mosqueda/Safety and Risk.          | Free                       | \$0.00     |
| 4           | 2         | 6        | Spirit System, Interactive Health Technologies. Smart Watches for PE students  | 199.11.6399.00.116.11.0.PE | \$2,724.00 |
| 4           | 2         | 6        | Sams Student awards and Incentives for A/B, A Honor Roll, and Perfect Attendance goody bags.                                   | 199.11.6498.00.116.11.0.00 | \$1,016.00 |
| 4           | 2         | 6        | Spirit System, Interactive Health Technologies. Smart Watches for PE students.   | 199.11.6499.00.116.11.0.PE | \$500.00   |
| 4           | 2         | 6        | Sams Club Warehouse, AR Incentives for students reading  | 199.12.6498.00.116.11.0.00 | \$25.00    |
| 5           | 1         | 1        | PermaBound Books (Library Books)   | 199.12.6329.00.116.11.0.00 | \$1,500.00 |
| 5           | 2         | 1        | Valley Trophies LLC Kinder graduation tassels RFP (Region 2 Good Buy)  | 199.11.6498.00.116.00.0.00 | \$240.00   |
| 5           | 2         | 1        | Lamac, Library Incentives for students   | 199.12.6498.00.116.11.0.00 | \$444.00   |
| 5           | 2         | 1        | MJ's Printing Staff Christmas Appreciation Incentive for staff   | 199.23.6498.00.116.99.0.00 | \$1,350.00 |

| Local (199)                 |           |          |  |  |              |
|-----------------------------|-----------|----------|--|--|--------------|
| Goal                        | Objective | Strategy | Resources Needed   | Account Code   | Amount       |
| 5                           | 2         | 1        | M&A Technology Toner cartridges for color printer. To print out items for teachers in color to meet district expectations. Anchor charts and items need to be posted for student learning. | 199.11.6399.00.116.11.0.00                                   | \$1,050.00   |
| 5                           | 2         | 1        | La Amistad, Floral and Crafts Student goody bags for celebrations.   | 199.23.6499.00.116.99.0.00                                   | \$1,200.00   |
| 5                           | 2         | 1        | La Amistad, Floral and Crafts Student goody bags for celebrations.   | 199.11.6498.00.116.11.0.00                                   | \$500.00     |
| 5                           | 2         | 1        | LAMAC Awards and Incentives to give and celebrate student successes  | 199.6498.00.116.11.0.00                                      | \$923.00     |
| 5                           | 2         | 1        | Apple Inc, Education #2894 Chargers for student iPads, instructional use.  | 199.11.6399.00.116.11.0.00                                   | \$1,360.00   |
| 5                           | 2         | 1        | Howard Computers CIP Poster Machine Part and Paper   | 199.11.6399.00.116.11.0.00                                   | \$927.00     |
| 5                           | 2         | 1        | Sam's Club ACES student participation celebration. Celebrate students success and effort for ACES Competition  | 199.11.6498.00.116.11.0.00                                   | \$318.00     |
| 5                           | 2         | 2        | BSN Sports, Footballs, timers, mats, carpets, push up mat, ball carts for PE.  | 199.11.6399.116.11.0.00                                      | \$2,724.00   |
| 5                           | 2         | 2        | M&A Technology - Color Printer for copies.   | 199.23.6399.00.116.99.0.00                                   | \$500.00     |
| 5                           | 2         | 2        | Gateway Traffic cones, tent signs, Mobile folding cart   | 199.11.6399.00.116.11.0.00                                   | \$720.00     |
| 5                           | 2         | 2        | Donna ISD Warehouse  | 199.11.6399.00.116.11.0.00                                   | \$986.00     |
| 5                           | 2         | 2        | Lamac, Awards and Incentives   | 199.11.6498.00.116.11.0.00                                   | \$3,110.00   |
| 5                           | 2         | 2        | Sams Club Warehouse, Student snacks for ACES Competition   | 199.11.6498.00.116.11.0.00                                   | \$210.00     |
| 5                           | 2         | 2        | M&A Technology - Color Toner cartridges for printer  | 199.23.6399.00.116.99.0.00                                   | \$1,600.00   |
| 5                           | 2         | 2        | Gateway Traffic cones, tent signs, Mobile folding cart   | 199.23.6498.00.116.99.0.00                                   | \$865.00     |
| 5                           | 2         | 2        | BSN Sports, Footballs, timers, mats, carpets, push up mat, ball carts for PE.  | 199.11.6499.00.116.11.0.00                                   | \$500.00     |
| Sub-Total                   |           |          |  |  | \$33,843.00  |
| Budgeted Fund Source Amount |           |          |  |  | \$20,000.00  |
| +/- Difference              |           |          |  |  | -\$13,843.00 |
| Title I (211)               |           |          |  |  |              |
| Goal                        | Objective | Strategy | Resources Needed   | Account Code   | Amount       |
| 1                           | 1         | 1        | Warehouse supplies   | 211.11.6399.00.116.24.0.00                                   | \$4,990.00   |
| 4                           | 2         | 5        | Clothing Vouchers from Federal Programs, Counseling department referrals.  | 211.   | \$1,000.00   |
| 5                           | 2         | 1        | Rays Business Products, Testing tri-folds to prevent cheating and copying.   | 211.11.6399.00.116.24.0.00                                   | \$907.00     |
| 5                           | 2         | 2        | Donna ISD Warehouse  | 211.11.6399.00.116.24.0.00                                   | \$7,730.00   |
| 5                           | 2         | 2        | Document Cameras for 10 classroom teachers. Old document cameras are not working and need to be replaced in classrooms.  | 211.11.6395.00.116.24.0.00 and<br>211.11.6399.00.116.24.0.00 | \$10,100.00  |
| Sub-Total                   |           |          |  |  | \$24,727.00  |

| Title I (211)                    |           |          |   |                            |                    |
|----------------------------------|-----------|----------|---|----------------------------|--------------------|
| Goal                             | Objective | Strategy | Resources Needed  | Account Code               | Amount             |
| Budgeted Fund Source Amount      |           |          |   |                            | \$15,000.00        |
| +/- Difference                   |           |          |   |                            | <b>-\$9,727.00</b> |
| Title II Teacher/Principal (255) |           |          |   |                            |                    |
| Goal                             | Objective | Strategy | Resources Needed  | Account Code               | Amount             |
| 5                                | 1         | 1        | Region 1 ESC Administrative Assistant Conference Workshop#275830  | 255.23.6239.00.116.24.0.00 | \$125.00           |
| Sub-Total                        |           |          |   |                            | \$125.00           |
| Budgeted Fund Source Amount      |           |          |   |                            | \$250.00           |
| +/- Difference                   |           |          |   |                            | <b>\$125.00</b>    |
| Title III (263)                  |           |          |   |                            |                    |
| Goal                             | Objective | Strategy | Resources Needed  | Account Code               | Amount             |
| 1                                | 1         | 1        | M&A Technology, Mouse, Headsets and USB   | 263.11.6399.00.116.25.0.00 | \$3,636.00         |
| 1                                | 1         | 3        | UTSA Building the Dual Language Leader Symposium, The Building Blocks that Lead to Effective Program Implementation (San Antonio, Texas |                            | \$350.00           |
| Sub-Total                        |           |          |   |                            | \$3,986.00         |
| Budgeted Fund Source Amount      |           |          |   |                            | \$10,000.00        |
| +/- Difference                   |           |          |   |                            | <b>\$6,014.00</b>  |
| Coke Activity Account (899)      |           |          |   |                            |                    |
| Goal                             | Objective | Strategy | Resources Needed  | Account Code               | Amount             |
| 5                                | 2         | 2        | Donna ISD Warehouse, Purchase waters for staff meetings.  | 899.00.2190.00.116.00.0.00 | \$200.00           |
| Sub-Total                        |           |          |   |                            | \$200.00           |
| Budgeted Fund Source Amount      |           |          |   |                            | \$600.00           |
| +/- Difference                   |           |          |   |                            | <b>\$400.00</b>    |
| Faculty Account (897)            |           |          |   |                            |                    |
| Goal                             | Objective | Strategy | Resources Needed  | Account Code               | Amount             |
| 5                                | 2         | 1        | Sams Club (CLPAC Decision to purchase sodas with staff fund) for chicken plate sale Fundraiser  | 897.00.2190.00.116.00.0.00 | \$154.00           |
| Sub-Total                        |           |          |   |                            | \$154.00           |
| Budgeted Fund Source Amount      |           |          |   |                            | \$400.00           |
| +/- Difference                   |           |          |   |                            | <b>\$246.00</b>    |



| ESSER III (282)             |           |          |   |                            |             |
|-----------------------------|-----------|----------|---|----------------------------|-------------|
| Goal                        | Objective | Strategy | Resources Needed  | Account Code               | Amount      |
| 1                           | 1         | 1        | Region 1 Biliteracy Science of Reading Academy Training   |                            | \$0.00      |
| 1                           | 1         | 1        | 2 Tutors: High impact tutorials will be provided to address the learning loss in the area of Reading/Math for the 2nd-3rd students that are not on grade level in Reading and Math. 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. 2 Tutors  | 2 tutors                   | \$0.00      |
| 1                           | 1         | 1        | 2 Tutors: High impact tutorials will be provided to address the learning loss in the area of Reading/Math for the 2nd-3rd students that are not on grade level in Reading and Math.. 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. 2 Tutors | 2 tutors                   | \$0.00      |
| 1                           | 1         | 4        | Library ESSER Account - Perma Bound Books Company   | 282.12.6669.00.116.11.0.LL | \$5,522.00  |
| Sub-Total                   |           |          |   |                            | \$5,522.00  |
| Budgeted Fund Source Amount |           |          |   |                            | \$40,000.00 |
| +/- Difference              |           |          |   |                            | \$34,478.00 |
| Student Activity Fund (865) |           |          |   |                            |             |
| Goal                        | Objective | Strategy | Resources Needed  | Account Code               | Amount      |
| 5                           | 2         | 1        | Sams Club (RFP# Bid P00246 PACE) (Dance items to sale as per CLPAC Decision on October 27, 2023). Items will be sold in February 14, 2024 student dance.  | 865.2190.00.116.00.0.00    | \$600.00    |
| 5                           | 2         | 1        | Sams Club (RFP# Bid P00246 PACE) (Dance items to sale as per CLPAC Decision on October 20, 2023). Items will be sold in student dance.  | 865.2190.00.116.00.0.00    | \$921.00    |
| 5                           | 2         | 1        | Xtreme Tees Embroidery and Printing, Student fundraiser shirt sales   | 865.00.2190.00.116.00.0.00 | \$1,190.00  |
| Sub-Total                   |           |          |   |                            | \$2,711.00  |
| Budgeted Fund Source Amount |           |          |   |                            | \$4,000.00  |
| +/- Difference              |           |          |   |                            | \$1,289.00  |

| Student Activity Fund (865) |           |          |                  |              |              |
|-----------------------------|-----------|----------|------------------|--------------|--------------|
| Goal                        | Objective | Strategy | Resources Needed | Account Code | Amount       |
| Grand Total Budgeted        |           |          |                  |              | \$127,250.00 |
| Grand Total Spent           |           |          |                  |              | \$90,544.00  |
| +/- Difference              |           |          |                  |              | \$36,706.00  |