Donna Independent School District

C. Stainke Elementary

2023-2024 Campus Improvement Plan

Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

1. How do we describe our school? What is our story? ex., size, grade span, age, location, magnet, open enrollment, neighborhood school

C. Stainke Elementary is an elementary school in Donna, Texas in the Donna I.S.D. school district. Stainke opened its doors back in 2006, and has been in operation for 17 years. The campus houses Pre-Kinder 3 -5th grade including a PPCD unit and an ECSE unit. This school currently has a total of 588 students enrolled for the 2022-2023 school year. Stainke elementary is dedicated to ensuring all students receive a quality education. Our campus is considered a neighborhood school, most of our students are bussed or dropped off at the campus and live in the surrounding area. The district is an open enrollment district and has been for the past 4 years, this allows parents to have a choice to enroll them in Donna I.S.D. and allows them to choose their campus. Stainke elementary is a forerunner in setting itself apart from the other elementary schools in the district. The campus initiated afterschool clubs not offered at other elementary campuses back in 2016. Since then the clubs at the campus have grown, due to COVID 19, there was a pause in participation but the clubs will be active for the upcoming year. Clubs included but were not limited to; Chess club, Culinary club, Folkloric, Spelling club, Book club, Gardening club and Robotics. Last year the ACE program was initiated and continues as well into this year. Our school also started the ARTES and READY programs after school. This year we did not have a Robotics team or participate in any robotics competitions, but next year we will be competing again.

2. Who are our stakeholders? How are they included in the planning process as contributing partners in the development & implementation of the improvement plan?

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

3. Do our special programs align with the needs and desires of our students, parents and community? Do they align with the philosophy and beliefs of our teachers and administrators? ex. Gifted/Talented, CTE, Fine Arts

The mission and vision of Stainke Elementary includes advancing students academically by providing actively engaged instruction that will develop higher level thinking skills needed to promote academic success. Gifted and Talented students were provided with a teacher that pulled them out and worked with them, to help them reach another level. They presented to parents and to their classmates their projects at the GT gallery walk, where they explained a passion project.

4. What percentage of students who are migrant, experiencing homelessness, served in special education, English learners/Emergent Bilinguals, at-risk, gifted are enrolled in special programs?

At C. Stainke Elementary we have 294 Emergent Bilinguals which make up half of the school's population. There are 16 students who are labeled as homeless, 18 students are labeled as migrant, 49 are labeled as GT (gifted and talented), and 486 are considered to be At-Risk. Since the Emergent Bilinguals make up about half of the school's population it is

understandable why a large percentage of these students received services, many were attending tutoring and received accommodations for state testing. It was noticeable as well that there was a high percentage of Emergent Bilinguals who were classified as GT, in 5th grade alone out of the 11 students who were identified as Gifted and Talented 5 of them were Emergent Bilinguals, and the trend could be seen in the other grade levels as well.

5. What are student behavior trends, discipline referrals, suspensions, and expulsions? Does it vary between student groups? How is this impacting students and learning?

Student behavior at Stainke Elementary tends to be typical of any other elementary school. The 2022-2023 School, Stainke had a total of 16 referrals, students who had a major offense were given 3 days of in school suspension. The majority of the referrals were amassed by one particular student who had 11 out of the 16 referrals. It did not vary by much between student groups, comparing ELL's and Non ELL's they were equally distributed.

6. What is our student mobility rate? Why? What systems do we have in place to address the effects of mobility?

This year we had 125 students withdraw. Many of these students did reenroll later in the year. The PEIMS clerk calls to determine the reason for the withdrawal then it has to be coded on TEAMS. These students go and come from other states, and or school districts. Some of the students who withdrew can be classified as migrant students who left to go to another state. Other students who withdrew changed campuses within the district, while others left to another city and then returned to the same campus.

7. What are the retention rates for all groups of employees?

Stainke Elementary can pride itself in having a very loyal and committed staff. As stated before, retention rate of employees is very high, the mobility is very low. Teacher turnover is very low at Stainke Elementary. The sense of belonging and community is an incentive for teachers to remain on the campus. For the 2022-2023 academic year there will be the highest rate of retirement. There will be 5 staff members retiring, 2 (teachers), 1 (paraprofessional), 1 (child nutrition), and 1 (PEIMS clerk). All indications show that C. Stainke Elementary will continue with its low mobility and high retention rate of employees.

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

The average class size at Stainke Elementary is about 22 students in each classroom. The average student to teacher ratio for PK3/4 is one teacher to 24 students. For Kindergarten and 3rd grade the average is one teacher to 19 students, and for 1st and 2nd grade it is one teacher to 22 students. 4th grade has a student to teacher ratio of one teacher to 20 students while 5th grade has an average of one teacher to 24 students.

9. What are attendance/tardy, truancy, drop-out/retention rates? Are there trends? What procedures/practices are in place to address these?

The attendance at C. Stainke Elementary is relatively averaged about a 90% for the 2022-2023 school year. There were 11 students who were sent to truancy court, due to outstanding absences. Students came to an accord with the court, and were given choices as to how to improve their attendance. Unfortunately, students who were sent to truancy court, were similar in that they were always absent and/or consistently tardy. In order to try to increase attendance, there was a designated committee, who came up with activities to encourage and reward students who had perfect attendance at the end of the six weeks.

10. What race/ethnicity/gender percentages make up our student population and how does it differ from the past?

At C. Stainke 99.49% of the student population served are Hispanic/Latino and 0.51% are white. There was a slight decrease compared to last school year which was at 99.82%. Stainke Elementary has 315 (53.57%) male students and 273 (46.43%) female students. Throughout previous years the student population has remained constant due to our area being Hispanic dominant. Last year (2021-2022) school year the population could be disseminated as 52.85 % males and 47.15% females. When considering the total amount of students there was a difference of about 26 students, though it may not seem like a lot it did increase our total student population.

11. What percentage of students do we serve in various groups? ex. economically disadvantaged, ELs/EBs, SpEd, homeless, migrant, GT, AP, at-risk

The student groups we serve at C. Stainke are:

- Economically Disadvantage: 562 students, 95.58%

- English Language Learners: 294 students, 50.00%

- Migrants: 18 students, 3.06%

- Special Education: 48 students, 8.16%

- At- Risk: 486 students, 82.65%

- Title 1: 588 students, 100%

- Homeless: 16 students, 2.72%

- Foster Care: 0 student, 0%

- Dyslexia: 6 students, 1.02%

- Gifted and Talented: 49 students, 8.33%

12. Who is our staff and how do their skills align with student needs/demographics? ex. years' experience, capacity levels, certifications, race/ethnicity

C. Stainke Elementary is a school that has a very low staff mobility rate, staff members are content and this is noticeable by the fact that staff only moves when the district requires or when someone retires. This is due to the school culture and climate, the staff is comfortable where they are and have a sense of loyalty to the school. The staff that makes up C. Stainke Elementary include, teachers, custodians, administration, cafeteria and other staff. There are currently 83 staff members at Stainke Elementary. The professional staff or teachers are numbered at 33, out of these teachers 22 or 66.7% were certified through the traditional certification and 11 or 33.3% were certified by alternative certification. Teachers at Stainke Elementary are predominantly of Hispanic origin, 27 out of the 33 teachers are female and 6 are male. Teachers at Stainke Elementary take their professional development very seriously. This year because of the pandemic most professional development was done online. Some of the trainings attended were the Bilingual ESL Educational Summit (these continued throughout the semester), there was the T.E.A. Science Safety Training, CKH (Capturing Kids Heart), Implementation of the Bilingual program (for Kinder-2nd grade), just to name a few. These trainings were an added support for everything that had to be done this year. As stated before, the campus has a low mobility rate, so therefore the teachers that stay have acquired a number of years under their belt. Teaching experience at Stainke ranges from 45 years of service to 2nd year teachers. All teachers at Stainke Elementary hold a Bachelor's degree from an accredited university, and 8 hold master's degrees.

13. Who resides in our community and what is it like? ex. professions, ages, diversity, education levels, owners/renters, emergency services, crime rates?

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

14. How do we interact with the major employers and the universities/community colleges in our community?

One of the ways we interact with the major employers is by hosting a career day, where the community can come into our campus and share all about their jobs and their educational background as well. In our hallways we show University pride by hanging different flags from a variety of universities. On Thursdays, students and staff are encouraged to wear a university shirt to promote university awareness.

Demographics Strengths

1. Low teacher mobility rate.

2. Student Growth, consdering it is considered a small community school, we had the 3rd highest student population out of 13 elementary schools.

3. Experienced teachers: majority of teachers are veteran teachers and have acquried a vast knowledge of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance continued to be a problem for this school year.   **Root Cause:** Parents had a cavalier attituded towards attendance.

Problem Statement 2 (Prioritized): We need to involve the parents more to get their support, ie for attendance purposes, school functions and general student welfare.   **Root Cause:** Parental involvement needs to be pushed more.

Problem Statement 3 (Prioritized): 95.58% of our students are considered at risk.   **Root Cause:** Students at risk, usually has to do with low income, academics and other factors.

Student Learning

Student Learning Summary

***Please see attachments in the addendums for graph clarification

1. **How are our students comparing overall, compared to other schools?**

The raw scores for the 2022-2023 reading, math, and science (English and Spanish combined) are as follows:

After carefully analyzing data received from the State Assessments we ranked 6th place in 3rd Grade Reading and 5th place in 3rd Grade Math. In 4th Grade Reading we scored 9th place and 6th place in 4th Grade Math. In 5th grade Reading we scored 4th place and 7th place in 5th Grade Math. For 5th Grade Science we scored 6th place compared to other schools in our district. The above data consists of a combined score for English and Spanish testers.

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

TELPAS
(Pending scores)

Imagine Math

BOY Imagine Math

EOY Imagine Math

After analyzing the data, we were able to tell that there was growth from the beginning of the year in 1st Grade. For BOY there were no students that were at the masters level and by the end of the year there was a 5% growth. The data shows that there was growth in all of the levels. We were also able to see that by the end of the year there were more first graders.

BOY Imagine Math

EOY Imagine Math

The data shows that from the BOY data to the EOY data, the students demonstrated growth in each level. There was a significant growth from the students that did not meet expectations at the beginning of the year compared to those that did not meet expectations to the end of the year. The same number of students that tested at the beginning of the year also tested at the end.

BOY Imagine Math

EOY Imagine Math

There was not a significant change in the amount of students that tested from the beginning of the year to those that tested at the end of the year. When the students tested at the beginning of the year, a majority of the students did not meet the appropriate level. By the end of the year, that number was brought down from 99% to 58%.

BOY Imagine Math

EOY Imagine Math

From the beginning of the year we had the same number of students that tested. Even though we did see growth from the students that did not meet grade level, we still had 74% of students that did not meet grade level expectations. Minimal growth was shown in the meets and master expectations.

BOY Imagine Math

EOY Imagine Math

The same number of students that tested at the beginning of the year also tested at the end of the year. At the beginning of the year 91% of

students did not meet grade level expectations, and by the end of the year 70% of students were still not on grade level. There was more growth in the approaches level.

Istation

After analyzing and comparing data obtained from BOY and EOY Istation reports, the following information was determined:

Pre-Kinder Istation Levels	BOY	41 Number of students	EOY	43 Number of students
Level 1	46%	19	74%	32
Level 2	17%	7	14%	6
Level 3	24%	10	7%	3
Level 4	10%	4	5%	2
Level 5	2%	1	0%	0

Pre-Kinder- Istation

	Level 1	Level 2	Level 3	Level 4	Level 5
BOY	19	7	10	4	1
EOY	32	6	3	2	0

Istation Results

■ BOY ■ EOY
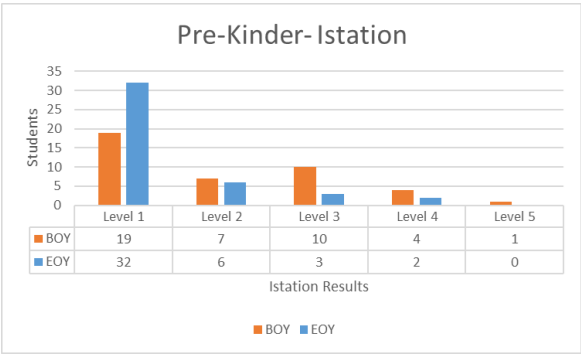
Data in Istation shows that pre-kinder students did not improve their reading skills. At the end of the school year students decreased on all levels.

Kinder Istation Levels	BOY	66 Number of students	EOY	76 Number of students
Level 1	55%	36	83%	63
Level 2	26%	17	12%	9
Level 3	9%	6	1%	1
Level 4	8%	5	4%	3
Level 5	3%	2	0%	0

According to Istation data, Kinder students did not show an increase in their reading skills by the end of the school year. Overall, students regressed in all levels.

1st Grade Istation Levels	BOY	79 Number of students	EOY	88 Number of students
Level 1	68%	54	66%	58
Level 2	9%	7	13%	13
Level 3	9%	7	12%	13
Level 4	10%	8	5%	4
Level 5	4%	3	2%	0

Istation results show that first grade students regressed in all reading levels by the end of the school year.

2nd Grade Istation Levels	BOY	79 Number of students	EOY	82 Number of students
Level 1	57%	45	60%	49
Level 2	23%	18	21%	17
Level 3	9%	7	11%	9
Level 4	8%	6	2%	2
Level 5	4%	3	6%	5

Data results show no improvement on reading skills for 2nd grade students who tested Istation at the end of the school year. Some students regressed on level 2, 3, and 4. Only 2 students advanced to level 5.

3rd Grade Istation Levels	BOY	71 Number of students	EOY	74 Number of students
Level 1	58%	41	54%	40
Level 2	20%	14	19%	14
Level 3	11%	8	12%	9
Level 4	7%	5	4%	3
Level 5	4%	3	11%	8

Overall, according to data from Istation, 3rd grade students that were on level 4 at the beginning of the year advanced to level 5 by the end of the school year. The rest of the students did not improve their reading skills.

4th Grade Istation Levels	BOY	99 Number of students	EOY	101 Number of students
Level 1	62%	61	61%	62
Level 2	13%	13	16%	16
Level 3	14%	14	11%	11
Level 4	7%	7	7%	7
Level 5	4%	4	5%	5

After analyzing data obtained from the 4th Grade Istation test, students regressed in most of the levels. There was only one student that advanced to level 5 by the end of the school year.

5th Grade Istation Levels	BOY 70 Number of students		EOY 71 Number of students	
Level 1	49%	34	46%	33
Level 2	20%	14	23%	16
Level 3	14%	10	15%	11
Level 4	13%	9	11%	8
Level 5	3%	2	4%	3

5th Grade data Istation results show that most students stayed almost the same. There was no improvement in the majority of the levels. Only one student advanced to level 5 by the end of the school year.

3. **How do our formative results compare to our summative results?**
Teachers used formative assessments such as exit tickets, bell ringers, Quizizz, group discussions, and student centered learning activities to bridge

learning gaps and evaluate students' progress during their learning process. After analyzing the assessments' data, teachers were able to adjust the lessons based on individual student's needs and objectives. Teachers used the summative assessments such as bundles, benchmark interim assessments, teacher evaluations, and state standardized assessments to evaluate the overall performance of the students' understanding over a specific period. Both formative and summative assessment results provide teachers the tools to plan accordingly and measure students' understanding and progress.

4. **How are our formative results used to improve student learning and / or classroom teaching?**

Formative results on Eduphoria are used to improve students' learning and classroom instruction. Teacher made assessments were used to monitor student learning. Exit tickets provided teachers with immediate feedback. Teachers analyzed the data and used the results to target the individual students' areas of need. Bell ringers provided teachers with a quick way to gain an insight of a student's progress.

5. **What programs do we have in place to address struggling or at-risk students? Do these programs meet the needs of our students with disabilities, Section 504 students, general education students in need of interventions, and/or chronically absent students?**

Some of the programs that we have in place to address struggling or at risk students are
Istation, Imagine Math, Learning.com, I-Ready, MyOn, and Reading A-Z. Teachers use these programs to monitor student performance and identify the areas of need in both reading and math. After analyzing data, teachers plan accordingly to target the missing skills by providing intensive intervention to all students. These programs also allow teachers to assign students activities that will target their needs. Students will also take assessments for BOY, MOY, and EOY to track their growth. Additional programs such as Quizzes, Prodigy, Epic Library, and Blooket were also used to support student learning.

6. **What additional help do we offer to students who are failing or retained? How do we meet individual student needs of retained students and/ or students who persistently struggle with academic content?**

After analyzing data, teachers create an action plan to target the learning gap. Teachers provided additional support to students who are failing, being retained, or who are struggling with academic content by offering small group instruction, guided reading, one to one tutoring, reteaching, intensive intervention, parental support, one to one, and differentiated instruction. During daily instruction teachers ensured they were aggressively monitoring students and providing immediate feedback and the necessary support. In addition, intervention periods were added to our daily schedule and outside tutors were also assisting students who were struggling with the academic content. Furthermore, an extended day tutorial was available to students who needed additional support. Teachers will allow students to work with their peers so they can learn from each other.

7. **How is academic success measured with regards to our local educational programs?**
Academic success is measured by analyzing data. Teachers will use the educational programs to measure growth throughout the school year. At the end of the six weeks, teachers meet to plan for instruction using vertical alignment. Also, teacher collaborate with colleagues to brainstorm to share ideas and activities

8. **How is Response to Intervention (RtI) being implemented? Is there data to suggest the implementation is successful?**

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

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

After analyzing the data we determined that the process is not effective due to the lack of monitoring, the lack of scheduling and implementation within the committee. The committee is inconsistent when it comes to monitoring and implementing the RTI process. Parental support is needed when meeting with RTI teachers to discuss student progress and monitoring.

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

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

10. **What do classroom observations reveal about the correlation between student success and teacher effectiveness? How is this addressed?**

Classroom observations revealed the correlation between student success and teacher effectiveness is that teachers are not implementing Guided Reading daily and Phonics programs consistently at scheduled times as evidence in the district personnel feedback. Teachers assistants were also assigned to give tutorials to students chosen by the teacher on a daily basis, but most of the time teacher assistants were pulled to do other tasks not related to the classroom. As a campus, we need a system in place to target those students who are absent and also students who are not on grade level. Many students are also lacking foundational skills making it very difficult to fill the educational gap

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Student Learning Strengths

Student Academic Achievement Strengths

Grade level and content area vertical alignment meeting to allow planning and collaboration within colleagues.
Tutors were available to assist in the areas of Reading, Bilingual and Migrant.
Teachers and Teacher Assistants were utilized for tutorials in all tested subjects.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Items that we feel, that if addressed will assist in improving our goals and   **Root Cause:** Problem Statements Identifying Student Academic Achievement * The RtI process is not effective due to lack of monitoring, lack of schedule implementation with the committee, and documentation of interventions. Root Cause: Meetings are not being held in a timely manner and are not on task. * Students not reading on grade level. Root Cause: lack of a consistent reading phonics program.

School Processes & Programs

School Processes & Programs Summary

1. **What is the process for recruiting and retaining high quality staff? Explain the recruitment, hiring, placement, development, evaluation, and advancement of high-quality staff, including highly qualified paraprofessionals. (Note: Some districts or charters might consider this to be a district-level or charter-level responsibility and not a campus responsibility.)**
Highly qualified applications come from central office. Once in place school/campus staff interview based on campus needs. Then hired teachers are placed where they are needed and or are certified to teach. They are evaluated using Strive on Eduphoria and TTESS and are given immediate feedback if standards are not met. Administration also assigns a mentor teacher to help and guide the newly recruited staff. All new teachers must be in compliance with state and district requirements. All DISD teacher are almost always offered ways to maintain their high quality education, such as through achieving their masters through district initiative. All paraprofessionals are screened and placed in the same way teachers are hired, they also must abide district and campus expectations.

2. **Are roles and responsibilities clear?**
The roles and responsibilities of teachers and all school staff personnel are found in the school contract at the end of the year and in our teacher handbook at the beginning of the year.

3. **Are educators' strengths matched to classrooms and subjects based on student need?**
Educators are matched to classroom and subject needs based on campus requests and student numbers

Educators are matched to classroom and subject needs based on campus requests and student numbers, as well as their content certification.

4. **What professional learning opportunities are provided to grow teachers and develop instructional leaders, including actions to support powerful teaching & learning?**
Professional development is usually planned by administrators or central office personal based on the need of the subject area or campus. Data is gathered and analyzed to determine appropriate needed. The impact of PD's are to help teachers and administrators see different views on how to teach, approach and target the needed area in a diverse perspective and raise the bar a step higher than the previous year. Once implanted the effects are usually positive and students are successful. Some PD's staff would like to attend the following professional developments: Reading/Writing-Diana Ramirez (Pre K-2nd and 3rd-5th), Writing (Gretchen Bernabei), Math.

5. **What systems are in place to support new or struggling teachers?**
New and struggling teachers supported with a mentor teacher and offered many professional development classes that they can utilized to help them to continue providing the best instruction for all students.

6. Do teacher evaluation results correlate to summative and formative student data?

Each year teachers work to produce a yearly goal where they are evaluated based on the results of their summative and formative student data. District and campus leaders use TTESS, SLO, and TEEMS to help monitor this progress. Teachers create 1 personal goal and 1 student goal to focus on throughout the year. At the end of the year this reflects their evaluation results.

7. What level of understanding and buy-in does staff have in regards to continuous improvement and CNA processes?

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

*STAAR review materials((English/Spanish),
* STAAR coach((English/Spanish))
*Forde-Ferrier-fastfocus (Eng./Span.)
* Mentoring minds (English/Spanish)
* Staar Ready (Eng./Span.)
* Kamico (Eng./Span.)
* Think-up (Eng./Span.)
*Classroom Libraries
*Dictionaries (Eng./Span.) (Electronic)
*Sing, Spell, Read and Write (All grade levels)
* Tutors (migrant & bilingual), Tutorial (during school/afterschool/Saturdays), and possible teacher trainings in and outside of the district for the different subject area especially but not limited to Reading, Writing, Math, and Science.

8. What is the process for developing a focused improvement plan that addresses the root causes of low performance?

Teachers, admin and the ILT team collaborate through grade level meetings, PLC, and staff meeting to produce an action plan at the end of each six weeks and plan activities and lesson geared towards the lowest TEKs. Teachers will also communicate this information to the tutors that help with small groups.

9. How are all stakeholders involved in this process?

The individuals who are invested in our campus include, the administration, teachers, staff members, parents, families, school board members, community members and local business members. These stakeholders understand the importance of having a successful campus and therefore encourage

participation in activities that take place on our campus. Activities that the parents are invited to participate in include RtI, ARD and 504 meetings, celebration parades for students, meet the teacher, Muffins with Mom, Donuts with Dad, Veterans Day Celebration, Senior Walk, Community in Schools, and CLPAC and DLPAC which includes parent participation and input. By supporting campus events, this guarantees the success of the campus.

10. **What systems are in place to address needs and track progress towards intended outcomes or performance objectives?**

DISD district goals are:
In the area of reading in grades K-2nd is to have students reading at or above grade level at the end of the year (K-58%, 1st-48%, 2nd- 46%). The goal is to increase the percentage each year successfully within the next year.
In the area of Math in grades K-2nd is to have students master math at or above grade level at the end of the year. The goal is to increase the percentage each year successfully within the next year.

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

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

11. How are all students, especially those at-risk, given opportunities to meet challenging state academic standards with a well-rounded program of curriculum and instruction, including providing enrichment and acceleration?

Aside from at risk student receiving tutoring and accommodations to ensure enrichment and acceleration, as a campus at the beginning of the year and throughout we collaborate on ways that we can improve and motivate students to achieve academically, such as acknowledging student success in honor roll by rewarding them with an incentive and placing their name on the hall of fame wall, we also recognize top students in the classroom each six weeks with a Super Star parade, for perfect attendance we award them with a special fun day or a small treat/goodie bags. Our campus also showcases top students and classrooms in Ar, Istation, Imagine Math, STAAR, and benchmark tests by displaying graphs and goals met down our main hallways, from

time to time students also receive small incentives for their great work. These rewards really help our students look forward to that goal and will work hard to meet it. These processes are in place throughout all grade levels and when students travel from grade to grade already know what the daily demands need to be met and are what they need to focus on to improve in a certain area. Students who are at risk tend work slightly harder to be successful in all school's programs of curriculum and instruction.

12. Is lesson planning data driven and include formative assessments and interventions?

Yes, lesson plans are created based on student needs, as well as their formative assessments and any interventions needed. Teacher are given teacher planning days during each six weeks at campus level and periodically at district level. At this time teachers plan and collaborate with their grade levels and administration to plan the best possible lessons for our students.

13. In what ways do we protect and maximize instructional time?

With the overflow of students in the most grade levels, teachers did struggle to maximize instructional learning time. Some classrooms had up 25 students in each class. Teacher tried their best to keep their teaching and learning time on track.

14. Is there equity of service for all students?

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

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

Dyslexia get services with the dyslexia teacher along with the 504 reading intervention program.

Special Education is high in demand due to the campus having, the PPCD unit, Life Skills, and inclusion program. This also includes the Speech only, and OT only.

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

16. What are the significant classroom management or disciplinary trends/findings? What procedures are in place to reduce discipline referrals?

This year we had a high number of discipline problems, teachers are expected to follow the district's DMP and following through with the primary focus of

Capturing Kids' Hearts is to develop healthy relationships between members of a school's educational community and to teach effective skills that help participants:

Develop self-managing classrooms and decrease discipline issues through innovative techniques such as a social contract
Decrease delinquent behaviors such as disruptive outbursts, violent acts, and drug use
Utilize the EXCEL Teaching Model™ and reinforce the role of emotional intelligence in teaching
Build classroom rapport and teamwork to create a safe, trusting learning environment
Develop students' empathy for diverse cultures/backgrounds
Increase classroom attendance by building students' motivation and helping them take responsibility for their actions and performance

17. Do the programs we have in place align with our vision, mission, goals, and values?
With our mission and goals at Donna ISD we will ensure that each lesson taught will be 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. We want to graduate all students per their expected graduation date, ready for college, career, or military.

18. What is our plan for school safety? How do we address safety issues?
School safety is a priority at our campus, to off set any issues we supply the staff and students with an abundance of helpful information. This is done through presentations by our community and counselor (Such as: Border Patrol- drug abuse, Career day-future goals, Transportation- bus safety). This addresses the topics of bullying, drug use prevention, violence, and fire preventions. We also have monthly fire drills and periodic lock down practices to prepare our students for any emergency. We also have a new camera system in the entrance of the school and now have locks in the inside of each classroom. At our campus teachers begin the year reviewing our emergency exit plans which are present in each classroom. These are practiced periodically and students are trained on what to do. Staff also get extra professional development trainings on new or updated practices and then relate the plans to their students. This year we had monthly safety audits to ensure a safe school.

School Processes & Programs Strengths

1. Planning days and staff collaborations
2. Consistent feedback with Administrators to discuss data
3. The purchase of some classroom libraries for students.
5. Teacher were able to have tutors for at risk student tutoring
6. Capturing kids hearts to help with student's SEL.
7. The purchase of student resources such as but not limited to books/supplies/classroom materials for reading, writing, science, and math
8. Consistent student incentives and rewards
9. ACE program

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Overcrowding of Classrooms   **Root Cause:** Overflow of students and not enough teachers and classrooms

Problem Statement 2 (Prioritized): Updated STAAR online review material for RLA, Science, and Math   **Root Cause:** Online STAAR test will be administered 2023-2024 and material used is on paper

Problem Statement 3 (Prioritized): Reading levels were low across all grade levels and campus did not meet their EOY goals   **Root Cause:** At home learning and lack of fidelity to guided reading, sing-spell-read-write, inconsistency of monitoring during testing

Problem Statement 4 (Prioritized): Updated technology for all students and staff   **Root Cause:** Technology has not been updated since first purchased

Perceptions

Perceptions Summary

***Please see attachments in the addendums for graph clarification

1. How do students and staff describe the school and learning environment?

According to the survey given to our students, 96% of students described their campus as a beautiful, clean, and learning environment. The students voted 98.2%, as a good, positive, and excellent learning place.

Forms response chart. Question title: 1. How would you describe your campus?. Number of responses: 247 responses

2. Do our students and staff feel safe, and have a sense of belonging? Do our teachers feel they are supported in student discipline?

After surveying students regarding how safe they felt at school, 87.6% percent of students felt safe and 96% of students felt supported at school. According to how students felt towards a sense of belonging at our campus, 95.1% of students felt that staff members have mutual respect, support and encouragement towards students.

Forms response chart. Question title: 6. The school environment is positive.. Number of responses: 247 responses.

3. Do our teachers want to teach at the school? How do you explain staff turnover?

Yes, our teachers are excited to teach at Stainke Elementary. According to the survey results, 93% of teachers will be returning for the upcoming 2023-2024 school year and 7% will be retiring. Of this percentage, 16% have worked at Stainke Elementary for over 20 years, 28% have worked for 10-15 years, 19% have worked for 6-10 years, and 35% have worked 5 years or less. Our teachers enjoy working at our campus and have no desire to transfer but continue to work in our friendly environment.

Forms response chart. Question title: Are you retiring this 2022-2023 school year? . Number of responses: 42 responses. Forms response chart. Question title: How many years have you been in-service at Stainke? . Number of responses: 42 responses.

4. Do our teachers feel supported in their daily work, both by administration and by each other?

Of the survey taken, 89.6% of teachers felt supported by staff and administration. Staff explained that most administrators and teachers are willing to help each other and are understanding of any concerns that are brought up.

Forms response chart. Question title: 2. Do you believe that there is support at your campus? . Number of responses: 48 responses.

5. How are we mentoring new teachers and struggling teachers? Is our process working?

 New teachers have the support of the principal, curriculum specialist and lead teacher assigned to their grade level. New teachers receive new teacher orientation through the district as well and are paired up with a mentor teacher on campus.

6. Do our students want to attend school daily?

Yes, our students this year had a 92.47% attendance. Our monthly activity calendar really helped hike our attendance. Students were eager to participate in our fun but educational monthly activities. Social media also played a big role in keeping our attendance on track. Attendance Challenges were also a part of having students attend school daily.

7. Do they feel supported and protected? Do they feel challenged and engaged? Yes, according to the student survey results, students feel supported and protected. Students are challenged and engaged on a daily basis in order to deepen their knowledge of understanding. Students are also encouraged to join extracurricular activities throughout the year, for example; music and R.E.A.D.Y program.

 8. Is there a difference in attendance, discipline, and academic data among varying subgroups of students?

There is a difference in subgroups. In looking at the data for attendance each grade level had slight differences. The data is as follows; Pre-K 84.96%, Kindergarten-90.02%, 1st grade-92.43%, 2nd-92.42%, 3rd-93.81%, 4th grade-92.82%, and 5th grade at-93.49%.

 9. Do our students feel there are processes in place to support them academically, emotionally, and physically? Are the processes working?

Academically	Emotionally	Physically
In-school and afterschool tutoring in grades 2-5. ACE Program offered after school. ARTES Program Book Fair G.T Showcase Science Fair Projects U.I.L Spelling-B Battle of the Books Veteran's Day Performances Library School Week A/B Celebration A.R. Celebration Super-Star Celebration Perfect Attendance Read Across America Career Day	The Capturing Kids Hearts was a great motivator to help our students be emotionally healthy. Monthly-CKH-family newsletters Communities in Schools (CIS) helping our students express their emotions. Drug Free Week STAAR Motivational pep-rally Warm greeting during the school day Unity Day(wear orange) Peace Day(wear purple) Uvalde Day (wear maroon) Autism Day (Mondays)	Health and physical education class. Field-Day R.E.A.D.Y program World Diabetes Week to promote physical exercise D.I.S.D. 5-K Run Track & Field Bubble Day Kite Day Monthly School Dances Field-Trips

10. Do we provide conflict resolution among students? Is it working to decrease conflict?

At Stainke Elementary we implement a social emotional learning approach where students develop productive behavior, build and maintain relationships and set and achieve goals. Students are able to reflect on a social contract from CapturingKidsHearts which helps them reflect on positive behavior vs negative. Using hand signals to change negative behavior into a positive one.

11. How do our parents and community stakeholders describe our school? Do they feel welcomed into the school?

According to our parent survey, 95% of parents stated that the campus was beautiful, clean, and inviting. Parents are happy to be greeted by teachers.

Forms response chart. Question title: 1. How would you describe your campus? ¿Cómo describiría su escuela?. Number of responses: 21 responses.

12. What kind of opportunities are we providing for community and parent involvement at our school to improve student achievement?

Our campus has been providing numerous opportunities for parent involvement. This year we had many celebrations that involved parents' at our campus, such as Mother's Day, Grandparents Day, Muffins with Mom, Donuts with Dad, Literacy Night, G.T Showcase,

13. How do we consult with employers, business leaders, philanthropic organizations or individuals with expertise in engaging parents and family members in education?

We consult with employers, business leaders, philanthropic organizations or individuals with expertise, through our yearly Career Day. Many organization and community leaders come together to educate and promote future careers to our students. Promoting community resources is a great asset to paving an educational path for students at our campus. Parents have opportunities for PLAs (parent and learning academies), speakers come in to talk about different topics regarding resources for parents.

14. What is the level of support from our community? How do we measure participation?

The level of support from our community has been positive throughout the years. Businesses and supportive organizations take time to participate during our yearly Career Day.

15. Do we create pathways to engage and support the community?

Yes, through our school parental involvement, Raising Highly Capable Kids is an organization that supports in creating

stronger families by giving the tools to be confident, raising healthy and responsible children. Our school also reaches our to parents to engage in family functions such as, super-star parades, Concha with Moms, Donuts with Dads, and Career Day which are just a few of the pathways created to continue a pathway to partnership.

16. How do our parents, students, and community stakeholders describe our school and school administration? How do they describe the climate and culture of our school and school district?

According to a survey done, parents, students and community stakeholders view our school as a positive and friendly environment. A total of 90% of parents feel they have great communication with teachers and staff.

17. Do our parents feel their children are safe at school, and on the way to and from school?

Yes, based on the parent survey 90% of parents felt that their child/children are safe at school.

18. What strategies do we have in place to address student behaviors and bullying?

Our school district has adopted Capturingkidshearts.org which is a program with one purpose to change students' minds and relationships in a school setting. Students are learning to interact and respect their peers. The program has been intentional and is making a difference at Stainke Elementary. School presentations are implemented during physical education time to ensure that students are learning ways to get along. Students are also aware of standing up for their peers when it comes to bullying.

19. How does our school communicate with families, staff and stakeholders about student performance, standards, activities, etc.? Is it effective?

Our school communicates with families, staff and stakeholders about students by sending out flyers, social media accounts such as district and school webpage, class dojo, facebook, monthly calendars and phone calls. All communication is in English and Spanish.

Perceptions Strengths

This school year was supportive in every which way; academically, emotionally, and physically because of the continuation of our monthly school activities. The adoption of continuation of Capturing Kids' Hearts at our campus helped students and staff emotionally and physically. The upcoming year should be another successful one if this continues to be a focus. Another strength is the safety at our campus. Parents are at ease during the school year knowing that the staff and campus security are diligently monitoring visitors, all entry ways, and added vigilance around campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Focusing of how well we do business on campus has been ineffective. Communication should be top priority in order for our campus to run smoothly. Office staff and clerks are not welcoming our parents and visitors in a professional and friendly way.   **Root Cause:** After surveying staff and parents, administration is unorganized and continues to lag professionally. Inconsistencies and lack of communication in a timely manner. Not enough training and lack of office support.

Priority Problem Statements

Problem Statement 1: Attendance continued to be a problem for this school year.

Root Cause 1: Parents had a cavalier attituded towards attendance.

Problem Statement 1 Areas: Demographics

Problem Statement 2: We need to involve the parents more to get their support, ie for attendance purposes, school functions and general student welfare.

Root Cause 2: Parental involvement needs to be pushed more.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 95.58% of our students are considered at risk.

Root Cause 3: Students at risk, usually has to do with low income, academics and other factors.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Items that we feel, that if addressed will assist in improving our goals and

Root Cause 4: Problem Statements Identifying Student Academic Achievement * The RtI process is not effective due to lack of monitoring, lack of schedule implementation with the committee, and documentation of interventions. Root Cause: Meetings are not being held in a timely manner and are not on task. * Students not reading on grade level. Root Cause: lack of a consistent reading phonics program.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Overcrowding of Classrooms

Root Cause 5: Overflow of students and not enough teachers and classrooms

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Updated STAAR online review material for RLA, Science, and Math

Root Cause 6: Online STAAR test will be administered 2023-2024 and material used is on paper

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Reading levels were low across all grade levels and campus did not meet their EOY goals

Root Cause 7: At home learning and lack of fidelity to guided reading, sing-spell-read-write, inconsistency of monitoring during testing

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Updated technology for all students and staff

Root Cause 8: Technology has not been updated since first purchased

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Focusing of how well we do business on campus has been ineffective. Communication should be top priority in order for our campus to run smoothly. Office staff and clerks are not welcoming our parents and visitors in a professional and friendly way.

Root Cause 9: After surveying staff and parents, administration is unorganized and continues to lag professionally. Inconsistencies and lack of communication in a timely manner. Not enough training and lack of office support.

Problem Statement 9 Areas: Perceptions

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 28% % to 35%
*3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 29% to 32%
*The percentage of graduates demonstrating college/career/military readiness (CCMR) will increase from 64% to 67%

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, tutorials, smal group instruction and an independent/applied practice (check for understanding). Includes all supplies, materials and resourcces need to bring to fruitation all activities and daily lesson.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 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 80% to 100% by September 30, 2024	75%	85%		
Staff Responsible for Monitoring: Campus administration				
Title I: 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Results Driven Accountability**				
Funding Sources: Teacher supplies-3rd Grade Testing Materials SIRIUS - Title I (211) - 211.11.6339.00.106.24.0.00 - $4,320, Teacher Supplies-Warehouse - State Comp. (164) - 164.11.6399.00.106.30.0.00 - $2,720, Teacher supplies-EAI Education, Gateway, Lakeshore - Title III (263) - $2,646, Teacher supplies- Gateway supplies 2 Grade, Lakeshore Supplies for PK, Warehouse Supplies - Title I (211) - $2,915, PE Equipment/supplies - Local (199) - $3,344, Teacher supplies Bil- Warehouse supplies, Lakeshore, Gateway - Bilingual (162) - $5,393, Teacher Supply - Headphones M&A for Bilingual Students - Bilingual (162) - $4,037, Teacher Supplies-Headphones M&A - Title I (211) - $1,944, Teacher supplies- Lakeshore Supplies for PK - Title I (211) - $140, Tutorials - ESSER III (282) - $57,330, Teacher supplies- Lakeshore Supplies for PK/Kinder - Title I (211) - $493				

Strategy 2 Details	Reviews			
Strategy 2: Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, and quality questioning. Including field trips associated with ligh level instrution. Also by allocating monies for the use of copiers, laminating machines, laminating film, printers, ordering new technology devices and replacement parts such as bulbs and ink. Items that will be needed to support student success and teacher prepardeness.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from 50% to 100% ,the use of visual stimuli from 50% to 100% and utilization of processing tools from 50% to 100% by the end of the 2024 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations. **Staff Responsible for Monitoring:** Campus administration **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability** **Funding Sources:** Educational Field Trip - Local (199) - 199.11.6412.00.106.0.00 - $2,500, Educational Field Trip: - State Comp. (164) - $3,500, Awards & Incentives - Local (199) - 199.23.6498.00.106.0.00 - $2,769	80%	85%		

Strategy 3 Details	Reviews			
Strategy 3: Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase observation and direct feedback protocol implementation from September to May by the end of the 2024 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys. **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Results Driven Accountability**	80%	75%		

Strategy 4 Details	Reviews			
Strategy 4: Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILts at the campus will go from 80% to 100% protocol implementation based on observation tracker and weekly meeting notes. **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Operating Leases - Local (199) - 199.11.6269.00.106.11.0.00 - $921	85%	85%		

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

Goal 2: Focus on Family and Community Engagement

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

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

Strategy 1 Details	Reviews			
Strategy 1: Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration **Title I:** 4.1	**Sept**	**Dec**	**Mar**	**June**
	80%	85%		

Strategy 2 Details	Reviews			
Strategy 2: Develop data collection systems to monitor family engagement including engagement via digital platforms.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration **Title I:** 4.1	**Sept**	**Dec**	**Mar**	**June**
	70%	80%		

Strategy 3 Details	Reviews			
Strategy 3: Use data to ensure alignment between family engagement and learning goals	**Formative**			**Summative**
Strategy's Expected Result/Impact: Promote continuous family engagement to ensure student success **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., District Administration **Title I:** 4.1	**Sept**	**Dec**	**Mar**	**June**
	75%	75%		

Goal 2: Focus on Family and Community Engagement

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

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

Strategy 1 Details	Reviews			
Strategy 1: Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources).	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Create strong connections between our school system and our community **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration **Title I:** 2.6	65%	75%		

Strategy 2 Details	Reviews			
Strategy 2: Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.)	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Create strong connections between our school system and our community **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration **Title I:** 4.2	80%	85%		

Strategy 3 Details	Reviews			
Strategy 3: Provide professional development that develops skills in working with families (e.g., engaging fathers, customer service, understanding and responding to a child's behavior, etc.)	Formative			Summative
	Sept	Dec	Mar	June

Strategy's Expected Result/Impact: Create strong connections between our school system and our community
    Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration
 	
    Title I:
4.1
    Funding Sources: Provide snacks for parent meetings or PD - Title I (211) - 211.61.6499.00.106.24.0.00 - $100
	60%	75%		

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

Goal 3: Focus On Operational Excellence

Performance Objective 1: 3.1 Stainke Elementary will, monitor campus facility and adhere to the districts five year strategic plan. Work orders for the necessary upgrades and/or upkeep of the facilities will be done consistently throughout the school year. Accomplishing this objective will provide safe, modern, flexible, and efficient facilities. The team will implement and monitor the long-term facilities plan on a quarterly basis and complete 100% of the plan's initiatives by July 2026.
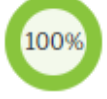
Strategy 1 Details	Reviews			
Strategy 1: C. Stainke will monitor their facilities and send a survey to the staff to see input on the facilities' needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure the district's and campus 5 year plan is followed. **Staff Responsible for Monitoring:** Campus administration. **Title I:** 2.5	**Sept**	**Dec**	**Mar**	**June**
	90%	95%		

Strategy 2 Details	Reviews			
Strategy 2: Campus administration will review the campus' facilities survey results and monitor the work orders submitted at the campus to ensure areas of need are being addressed.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Compare survey and work orders. **Staff Responsible for Monitoring:** Campus administration. **Title I:** 2.5	**Sept**	**Dec**	**Mar**	**June**
	80%	85%		

Strategy 3 Details	Reviews			
Strategy 3: Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Prioritization of campus needs. **Staff Responsible for Monitoring:** Campus administration. **Title I:** 2.5	**Sept**	**Dec**	**Mar**	**June**
	90%	85%		

Strategy 4 Details				Reviews			
Strategy 4: Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget.				**Formative**			**Summative**
				Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: A campus based 5 year plan and ensure campus administration monitors implementation of said plan. **Staff Responsible for Monitoring:** Campus administration. **Title I:** 2.6				85%	85%		

Strategy 5 Details				Reviews			
Strategy 5: C. Stainke will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc.				**Formative**			**Summative**
				Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Ensuring of proper procedures for purchases, etc. **Staff Responsible for Monitoring:** Campus administration **Title I:** 2.6				90%	90%		

Strategy 6 Details				Reviews			
Strategy 6: C. Stainke will meet with necessary personnel to have general funds allocated to complete campus prioritized projects.				**Formative**			**Summative**
				Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Allocate funding appropriately to address facilities **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.6				85%	85%		

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

Goal 3: Focus On Operational Excellence

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

    Evaluation Data Sources: Work orders

Strategy 1 Details			Reviews			
Strategy 1: C. Stainke's custodial department will secure janitorial supplies to clean and disinfect campus buildings and report any facilities needs to campus administration to provide safe learning environment . Also providing custodians with new radios to ensure a healthy learning environment.			**Formative**			**Summative**
			Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Clean and safe campus and in constant communication. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.6			90%	90%		

Strategy 2 Details			Reviews			
Strategy 2: C. Stainke's child nutrition staff will ensure to follow guidelines and regulations to provide healthy meals to students and ensure to have a clean/safe cafeteria for all students.			**Formative**			**Summative**
			Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Appropriate meals in a clean and safe environment **Staff Responsible for Monitoring:** Campus administration and CNP staff **Title I:** 2.6			100%	100%	100%	

Strategy 3 Details			Reviews			
Strategy 3: C. Stainke will ensure to secure campus work orders to the maintenance department as needed to ensure safe conducive learning spaces.			**Formative**			**Summative**
			Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Facilities needs addressed **Staff Responsible for Monitoring:** Campus administration and campus custodial staff **Title I:** 2.6			90%	90%		

Strategy 4 Details	Reviews			
Strategy 4: C. Stainke will monitor all bus riders, referrals etc to ensure students follow bus rules in order for DISD to provide safe transportation of students in a conducive learning environment. Will also arrange bus transportation for field trips for all students.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Safe transportation **Staff Responsible for Monitoring:** Campus Administration and transportation personnel **Title I:** 2.6 **Funding Sources:** Travel-Students - State Comp. (164) - 199.11.6412.00.106.11.0.00 - $3,500, Travel-Students - Local (199) - 199.11.6494.00.106.11.0.00 - $2,500	95%	85%		

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

Goal 4: Focus On Employees And Organizational Excellence

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

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

Strategy 1 Details	Reviews			
Strategy 1: Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health. Includes travel	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Professional Services - Title I (211) - 211.33.6219.00.106.24.0.00 - $4,100, Travel-Employee Only - Local (199) - 199.11.6411.00.106.0.00 - $600, Travel-Employee Only - Title II Teacher/Principal (255) - 255.13.6411.00.106.0.00 - $2,302, Travel-Employee Only - Title II Teacher/Principal (255) - 255.23.6411.00.106.0.00 - $2,252, Travel-Employee Only- Music Teacher TMEA conference - Title IV (289) - $851.22, Travel-Employee Only - Title IV (289) - $2,676.78, Travel-employee Region One - Title II Teacher/Principal (255) - $150	80%	80%		

Strategy 2 Details	Reviews			
Strategy 2: 4.1(2): Design and implement guidelines, expectations, and high priority goals for principals.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: A year-long plan for growing principals that is focused, clear, connected, and aligned to LSG. **Staff Responsible for Monitoring:** Executive Cabinet, Leadership **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture	85%	85%		

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: 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. Provide students & Staff with incentives including but not limited to perfect attendance, end of year six weeks recognitions, AR, Starr Tshirts	**Sept**	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Leaders learn and practice specific skills that make clear, candid communication possible. They learn to use these skills in their relationships and to model and apply them on the job. Ensure a positive working enviornemnt. **Staff Responsible for Monitoring:** Campus Administration, Campus Leadership Team **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Misc. Operating Expense - Local (199) - 199.23.6499.00.106.99.0.00 - $8,000, Teacher/office supplies - Local (199) - $2,860, TShirts for STAAR - Student Activity (865), Awards & trophies - Local (199) - 199.23.6498.00.106.99.0.00 - $7,000, Awards & Incentives for students - Student Activity (865) - $5,000	85%	85%		

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

Goal 4: Focus On Employees And Organizational Excellence

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

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

Strategy 1 Details	Reviews			
Strategy 1: 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).	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: 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). [Staff Responsible for Implementation: Campus Administration] **Staff Responsible for Monitoring:** Campus Administration, SEL Supervisor, Leadership, Human Resources, Benefits & Risk Management **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture	85%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Entire campus will participate in at least 2 district wide/community events (minimum 1 per semester) that support the physical, health, nutritional, and social well-being of students and staff.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being. **Title I:** 2.5	40%	50%		

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Campus will work to maintain a balanced schedule by ensuring that a minimum of 80% of daily activities for Professional School Counselors are aligned with the four components (guidance curriculum, individual planning, responsive services, & system supports) of the Texas Model for Comprehensive School Counseling Programs by decreasing the amount of time being allocated to non-counseling activities by 10% each school year from 2023 to 2025.	**Sept**	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly. **Title I:** 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	70%	40%		

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: 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, & 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.	**Sept**	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: 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. [Staff Responsible for Implementation: Counselors, LPCs, Campus Administration] **Staff Responsible for Monitoring:** Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership **Title I:** 2.6	85%	80%		

Strategy 5 Details	Reviews			
Strategy 5: Campus will provide prevention activities that help students live above the influence that support academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug related incidents/offenses/referrals by 10%.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (drugs and alcohol, bullying, suicide prevention, conflict resolution, and violence prevention). **Title I:** 2.5 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** clothing vouchers - Title I (211) - $600	80%	85%		

Strategy 6 Details	Reviews			
Strategy 6: Campus will work with the SEL Department to provide teachers and campus staff Social Emotional Learning (SEL) education on responsive and instructional classroom practices to increase the overall teacher campus climate by 10% on district surveys.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase support for teachers and campus staff in helping build students' social and emotional competence in the school setting to foster resilience and well-being for students, for educator as they work with their students, and for school leaders as they work to build trust and well-being in their school communities that reinforce the teacher and staff perception of staff-student relationship building, skills, and mindsets. **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture	75%	90%		

Strategy 7 Details	Reviews			
Strategy 7: Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10%	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively. **Title I:** 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	80%	75%		

Strategy 8 Details	Reviews			
Strategy 8: 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. **Strategy's Expected Result/Impact:** Increase support for parents in helping build students' social and emotional competence at home to foster a strong home-school connection and partnership that reinforce social and emotional skills at home, school, and their communities. **Title I:** 2.6	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
	80%	80%		

Strategy 9 Details	Reviews			
Strategy 9: 4.2B Staff (11): Provide support to address our employees' health and social emotional well-being by having a Wellness Facilitator at every campus. **Strategy's Expected Result/Impact:** Facilitate employee wellness and fitness for DISD employees - 1 per site. Monthly check-in meeting with Director of Benefits & Risk Management **Staff Responsible for Monitoring:** Human Resources, Benefits & Risk Management, Campus Administration, Health Services **Title I:** 2.6	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
	85%	85%		

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

Goal 5: Focus On Financial Stewardship

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

    Evaluation Data Sources: C.N.A.

Strategy 1 Details	Reviews			
Strategy 1: Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.6	Sept	Dec	Mar	June
	85%	85%		
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 5: Focus On Financial Stewardship

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

Strategy 1 Details	Reviews			
Strategy 1: C. Stainke will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus budget planned to limit if any budget changes/amendments **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.6 **Funding Sources:** Teacher/ Office supplies/Classroom resources as needed - Local (199) - $13,396	Sept	Dec	Mar	June
	80%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: C. Stainke will use their campus budget appropriately by expending 10-15% of their budget on a monthly basis to meet the needs of the students to improve student achievement of the current year's students.	**Formative**			**Summative**
	Sept	Dec	Mar	June
Title I: 2.6	45%	80%		

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

Campus Funding Summary

Bilingual (162)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher Supply - Headphones M&A for Bilingual Students		$4,037.00
1	1	1	Teacher supplies Bil- Warehouse supplies, Lakeshore, Gateway		$5,393.00
				Sub-Total	$9,430.00
				Budgeted Fund Source Amount	$9,430.00
				+/- Difference	$0.00

State Comp. (164)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher Supplies-Warehouse	164.11.6399.00.106.30.0.00	$2,720.00
1	1	2	Educational Field Trip:		$3,500.00
3	2	4	Travel-Students	199.11.6412.00.106.11.0.00	$3,500.00
				Sub-Total	$9,720.00
				Budgeted Fund Source Amount	$9,720.00
				+/- Difference	$0.00

Local (199)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	PE Equipment/supplies		$3,344.00
1	1	2	Educational Field Trip	199.11.6412.00.106.0.00	$2,500.00
1	1	2	Awards & Incentives	199.23.6498.00.106.0.00	$2,769.00
1	1	4	Operating Leases	199.11.6269.00.106.11.0.00	$921.00
3	2	4	Travel-Students	199.11.6494.00.106.11.0.00	$2,500.00
4	1	1	Travel-Employee Only	199.11.6411.00.106.0.00	$600.00
4	1	3	Teacher/office supplies		$2,860.00
4	1	3	Misc. Operating Expense	199.23.6499.00.106.99.0.00	$8,000.00
4	1	3	Awards & trophies	199.23.6498.00.106.99.0.00	$7,000.00
5	2	1	Teacher/ Office supplies/Classroom resources as needed		$13,396.00
				Sub-Total	$43,890.00

			Local (199)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$43,890.00
				+/- Difference	$0.00

			Title I (211)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Teacher supplies- Gateway supplies 2 Grade, Lakeshore Supplies for PK, Warehouse Supplies		$2,915.00
1	1	1	Teacher supplies-3rd Grade Testing Materials SIRIUS	211.11.6339.00.106.24.0.00	$4,320.00
1	1	1	Teacher supplies- Lakeshore Supplies for PK/Kinder		$493.00
1	1	1	Teacher Supplies-Headphones M&A		$1,944.00
1	1	1	Teacher supplies- Lakeshore Supplies for PK		$140.00
2	2	3	Provide snacks for parent meetings or PD	211.61.6499.00.106.24.0.00	$100.00
4	1	1	Professional Services	211.33.6219.00.106.24.0.00	$4,100.00
4	2	5	clothing vouchers		$600.00
				Sub-Total	$14,612.00
				Budgeted Fund Source Amount	$14,612.00
				+/- Difference	$0.00

			Title II Teacher/Principal (255)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1	Travel-Employee Only	255.23.6411.00.106.0.00	$2,252.00
4	1	1	Travel-Employee Only	255.13.6411.00.106.0.00	$2,302.00
4	1	1	Travel-employee Region One		$150.00
				Sub-Total	$4,704.00
				Budgeted Fund Source Amount	$4,704.00
				+/- Difference	$0.00

			Title III (263)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Teacher supplies-EAI Education, Gateway, Lakeshore		$2,646.00
				Sub-Total	$2,646.00
				Budgeted Fund Source Amount	$2,646.00
				+/- Difference	$0.00

Student Activity (865)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	3	Awards & Incentives for students		$5,000.00
4	1	3	TShirts for STAAR		$0.00
				Sub-Total	$5,000.00
				Budgeted Fund Source Amount	$6,873.96
				+/- Difference	$1,873.96

Coke Activity Account (899)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$577.42
				+/- Difference	$577.42

Title IV (289)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1	Travel-Employee Only		$2,676.78
4	1	1	Travel-Employee Only- Music Teacher TMEA conference		$851.22
				Sub-Total	$3,528.00
				Budgeted Fund Source Amount	$3,528.00
				+/- Difference	$0.00

ESSER III (282)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Tutorials		$57,330.00
				Sub-Total	$57,330.00
				Budgeted Fund Source Amount	$57,330.00
				+/- Difference	$0.00
				Grand Total Budgeted	$153,311.38
				Grand Total Spent	$150,860.00
				+/- Difference	$2,451.38