

Donna Independent School District
D. Singleterry Elementary
2018-2019 Campus Improvement Plan

Mission Statement

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

1. What do enrollment numbers indicate?

There are 555 students enrolled at Singleterry Elementary.

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

All of the students are Hispanic; 279 females, 276 males. There are 11 Migrant, 12 Immigrants, 20 GT, and 45 Special Education students.

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

The enrollment decreased last year but it went back up this year. In 2016 the enrollment was in the 500's and it went down into the 400's in 2017. This year it went back up to 555.

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

Singleterry has 11 Migrant students, 12 Immigrant students, 20 Gt students, and 45 Special Education students. All of our population is Hispanic. The quantity of students in each program has not changed much.

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

Our data varies due to frequent rezoning from the district. In 2016 the numbers for each program were higher but went down in 2017. In 2018 our numbers went back up except on the migrant population. The migrant population went down.

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

The students tend to not exit the special programs. As far as the bilingual population goes, this year a simultaneous biliteracy program was adopted by the district and by our campus. This year it started with Kinder – 2nd grade. Next year 3rd grade will begin the simultaneous biliteracy program with 4th starting the following year. The simultaneous biliteracy program focuses on students simultaneously learning in both English and Spanish. Students have not been successful with our old bilingual model.

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

At-Risk, Last Updated: 08.29.13. The term at-risk is often used to describe students or groups of students who are considered to have a higher probability of failing academically or dropping out of school. Aug 29, 2013

- Out of 555 enrolled students, 498 are considered at risk. The categories for at risk at Singleterry are: Lep, homeless, retained, foster care.

- **8. Who are our migrant students?**

There are 11 migrant students.

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

We have a high mobility rate in this campus because of the demographics. Parents will move to different addresses halfway through the year or around February/March. Our Migrant students start the year at the beginning of the year but some leave early. One student starts late, leaves halfway through the year but comes back before the school year ends.

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

Our population comes from the Edinburg/Donna, TX rural region.

11. What are the staff demographics?

We have 72 total staff members at Singleterry Elementary; 51 women, 17 men, 4 vacancies.

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

The average is 22 students per teacher. Some classrooms have 23 due to being over populated in that grade level. The more students in one classroom, the less time for one on one is available. Although the teachers will manage with large classroom sizes they would benefit greatly from smaller class sizes.

Demographics Strengths

Strengths

1. Teacher demographics meet the needs of ELL's.
2. Computer-based programs (Istation, Imagine Math) are provided to help with at-risk student achievement.
3. Simultaneous Biliteracy program being implemented to meet the needs of ELL's from PK-2nd Grade.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase efforts to meet the needs of large population of at risk students. Special Education, Migrant, GT, LEP, **Root Cause:** Teachers need to use and apply strategies learned through district/campus staff development. Campus needs to continue the Simultaneous Biliteracy approach. This will in turn positively affect all populations.

Problem Statement 2: Increase efforts to differentiate instruction for our different populations such as G/T, Special Education, Migrants, and Immigrants. **Root Cause:** Provide more training to teachers on differentiated instruction for specific populations.

Problem Statement 3: Increase efforts to get parent involvement to improve student success. **Root Cause:** Hold more parent meetings that involve all teachers and parents.

Student Achievement

Student Achievement Summary

1. How is student achievement data disaggregated?

Student achievement data is disaggregated into a myriad of components that consists, per grade level, reading levels, TELPAS ratings, Istation level, six week grades, weekly test, accelerated reading scores, beginning, middle, and end of the year grades, progress reports, report cards, honor roll, perfect attendance, state mandated tested scores, and weekly grades.

The students are placed in groups according to Istation Scores or Running Records Scores. The students are grouped according to their Reading Levels and we call them by their groups to come to read to us.

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

A student(s)'s achievement data compared from one data source to another should be able to correlate to each other. In some cases, there are possibilities that scholars can be higher or lower than another source. For instance, a student's reading level may be higher or lower than they receive in Istation.

I strongly believe that the students are fortunate to be enrolled in a Simultaneous School because they are having the same subjects taught in both languages in all of their subjects. The students take a Bundle Benchmark every six weeks. For Kinder, the students take either their ELA or SLA and their Math assessments in their native language. Also, the students take English and Spanish Assessments every six weeks on Istation at the Computer Class. Once we receive their scores, we compare their grades to a chart to determine what Levels of their A-Z Books they will be reading. Therefore, we create new groups every six weeks.

3. What does the data indicate when disaggregated by ethnicity, gender, social economics status, special programs, or other category?

When data has been disaggregated by ethnicity, gender, socioeconomic status special programs, or other categories provides a diverse indication on how to determine the direction in which curriculum and instruction is developed and delivered throughout the district, schools, and within the classroom.

For instance, data collected from programs such as: Istation, Accelerated Reading program, weekly test, beginning, middle and end of the year, bundle assessment scores can be disaggregated to assist administration and teachers in understanding and knowing how to meet the academic needs of each individual student with a classroom, school, or district as a whole.

All of the students are able to learn and be placed in the same classrooms regardless of their ethnicity gender, social economics status, Special Programs like Special Education students that come to our classrooms for certain subjects, Regular Students, and GT students, or any other

category. Usually, on the Bundle Lesson Plans, they will tell us what tasks to have the students perform if they are at the Beginning, Intermediate, or Advanced, or High Advanced Stages. Data indicates which group of students needs more help. Also, shows which students are borderline to pass to the next grade level.

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

This academic school year 2017-2018, we have been showing growth in Reading and Math by comparison from their benchmark scores every six weeks. Every Bundle for ELA, SLA, and Math, the students are being taught something different, therefore the students are getting wiser every new six weeks. For Kindergarten, we use the ELA and SLA, and Math Assessments. Also, we are able to see growth every six weeks on the students' Istation Scores.

5. Which students are making progress? Why?

Our LEP population was made significant progress due to different programs available for assistance. Special Education has had to meet general education curriculum needs due to state testing standards.

In addition, all of our students learn at a different pace. For some students, although they are being taught both languages, when they take their assessments in their native language make them have better scores. We are also able to see their progress daily, weekly, every six weeks on their Bundle Assessments, Istation Assessments Scores. All of the students are making progress every six weeks because they are given an opportunity to learn in large group instruction and a variety of Centers.

Morning Routine:

Large Group Instruction

Small Group Instruction

- a) **Group One – Computers Istation**
- b) **Group Two – Letter of the Week Review (Sight Words)**
- c) **Group Three – Writing Center (Writing Sentences.)**
- d) **Group Four – Reading Group**
- e) **When the students are done with their work, they get to go to the Classroom Library, Creating words with Magnetic Letters.**

In the afternoons, we have two math groups.

- a) **Three students in the computers working on Math.**
- b) **Four students working in math worksheets, Number Puzzles, Shape Puzzles, Addition Puzzles, Number Bingos, Blocks, etc.**
- c) **Another group with me working on Math from the Bundles. Then, we switch groups; therefore, everyone has the opportunity to work on every subject daily.**

6. What impact are intervention programs having on student achievement? Which students are benefiting or not? Why?

The Istation Program, and Think Thru Math have proven to impact our student achievement by delivering computer-adaptive assessments that adjusts to each student skills level. Guided Reading in one to one instruction has also impacted our student achievement.

Usually, what I do is include intervention for Math, we take a little longer for our Math Groups for part of intervention. Then, we work on Science or Social Studies. Yes, Intervention Programs are working because we are able to work on smaller groups. We are able to see their progress.

7. What does the longitudinal student achievement data indicate?

The longitudinal students' achievement data, students are becoming smarter every time they are present in school; every time they are working in a variety of ways in their classrooms working on their Bundle Assignments every six weeks, etc. Over the past years, the data at Daniel Singleterry Elementary have shown growth based on class, grade level, campus, district, and state reports.

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

Since, the Bundles provide from Educational Videos, books, Quizzes, Bundle Reviews, etc. the students content scores are increasing every six weeks. In addition, our district training for teachers has impacted our data in a positive way. Data based from our campus, have shown success and growth in all content areas for being one of five piloted schools under the Simultaneous Bilingual program.

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

I think that all of the teachers give all of the students the same opportunities of working on all contents areas from the Bundles every six weeks. I don't think that any of us disaggregate at all or levels of depth. This allows the students to perform better on their six weeks assessments.

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.?

Limited English Proficient (LEP) students, are students that are not born in the United States or who's native language is other than English.

These students are tested every six weeks; in which, their teachers are able to meet with instructional coaches and curriculum specialist to determine their annual growth based on their Istation reports, benchmarks, ThinkCentral, running records levels, and bundle test scores.

Teachers are then able to determine their students' progress every week by their weekly test, every six weeks, and every year. Since this is a Simultaneous School, I think that our students are learning both languages and all of their contents faster because they are being provided with absolutely all contents from Reading A-Z Books, Readers, Math Books are provided in both languages, Science, and Social studies are also provided in both languages.

Therefore, I think that with this new Program that was implemented at Singleterry School, the students' language (English and Spanish) and their scores on all their content areas are being improved every year.

Student Achievement Strengths

1. Campus implements Simultaneous Bileteracy program.
2. Campus implements Istation, Think Through Math, and Learning.com These programs are part of the student success.
3. There is collaboration amongst campus administration, teachers, parents, and students. All stakeholders take part in the decision making.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: We need more Spanish resources for all subjects. **Root Cause:** Spanish resources are limited in certain subjects. Teachers will need to create what they will be using in the classroom.

Problem Statement 2: The math computer programs for lower grades PK-2nd is insufficient. **Root Cause:** We need math programs for the lower grades in math.

Problem Statement 3: We need more parental involvement in the area of academics. Few parents come to our literacy nights or curriculum nights. **Root Cause:** The school needs to hold more academic meetings for students and parents. Teachers will need to make the phone call to each parent to invite them to the meeting.

School Culture and Climate

School Culture and Climate Summary

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

Students find the school climate positive for the most part. Although, there are a few concerns, the students can identify that they come to school to learn. The staff knows that they are an integral part of contributing to school climate.

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

The staff is given trainings at the beginning of the year that includes the school handbook. Also, the students and parents are given the student code of conduct at the beginning of the year. Both of these documents contain the school vision and mission of the school.

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

The staff is given a school climate survey through the district. One class from each grade level were given a short survey that included these. See Student Survey Questionnaire Attachment

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

After reviewing the student behavior report for this year, apart from bus referrals, only a few students have classroom behavioral concerns in each grade level. See Student Behavior Attachment

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

According to the student survey, students revealed this percentage of feeling safe at school:

Kinder – 83%	Third – 53%
First – 65%	Fourth – 67%
Second – 87%	Fifth – 67%

6. What do students and staff indicate about expectations: academic, behavioral, social, extracurricular, etc.? See Student Survey Graph Attachment

According to the student survey, in general, students seem content in the lower grades. However, the upper grades (3rd – 5th) admitted to not being that interested in several expectations.

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

According to the student survey, students in the lower grades seem to be content with the school’s culture and climate. As for the upper grades, their interest was not as favorable.

The school attendance states:

1st 6 weeks: 97.53%	4th 6 weeks: 95.78%
2nd 6 weeks: 97.47%	5th 6 weeks: 96.22%
3rd 6 weeks: 95.47%	6th 6 weeks: unavailable

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

The school handbook lists the classroom management procedures and district expectations. The data states that during the first semester Kinder thru Third grades fluctuated within reading gains. Although, Fourth and Fifth grade reading gains did increase from the beginning of the year. As for the second semester, Kinder, First, and Third grade decreased in reading gains, but Second, Fourth, and Fifth grades continued to increase in reading gains. If teachers are actively monitoring their students’ progress, they would be able to circumvent any obstacles that impede the students’ learning.

9. What does the data reflect regarding gang, substance abuse, weapons, and other safe school areas? Who are the students involved? What do we know about these students? What services have these students received?

We have no known gang, substance abuse, or weapon concerns. The school counselor provides classroom guidance lessons on safe school topics such as; bullying, drug prevention, and self-esteem. The classroom teacher monitors lessons through the use of a Drug Education Log. Also, we celebrate Red Ribbon Week in October.

10. What students are involved in extracurricular activities, clubs and other areas? Who are these students? What does student achievement reflect about these students versus others who are not involved?

PreK/Kinder: Crafts Club	3rd: Book Club
1st: Fitness Club	4th: Soccer Club
2nd: Dance Club	5th: Garden Club

Students participate in the ACE after school program, Singleterry Choir, Spelling Bee, and UIL.

Students vary within these extracurricular activities so there would be no data that would reflect student achievement. However, according to the student survey, the upper grades are not satisfied with the current clubs.

11. 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?

Both the students and staff are pleased with the physical environment. The teachers and students make an effort to keep the school clean and safe.

School Culture and Climate Strengths

School staff/custodial staff maintain and secure positive and clean physical environment throughout the school.

Low behavioral and or discipline incidents through assertive classroom management. Principal meets with all students regarding discipline referrals.

Students indicate in surveys that the school assists them when they need assistance: report incidences, bullying, counseling.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Positive attendance recognition through school wide awareness, teacher, incentives, and or student incentives. **Root Cause:** Have more attendance incentives for staff and students. Celebrate attendance more often then every six weeks.

Problem Statement 2: Increase club/extra-curricular participation through displays or demonstrations during parent meetings. **Root Cause:** Teachers will need to have more extra curricular activities for students and presentations for parents explaining the different activities we have after school.

Problem Statement 3: Improve student performance through monthly/six weeks assessments for reading gain towards students reading on grade level. **Root Cause:** Plan library incentives for students on level and/or making gains.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment, and Retention

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

* All teachers are certified either generalist or bilingual. Generalist: 4 Bilingual: 23 Special Ed: 2 * Teachers with masters degrees.

Masters: 3

* All paraprofessionals must have at least 48 college hours and or an associate's degree. 1 paraprofessional has a bachelor's degree

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

The data reflects that students are being taught by highly qualified teachers in their area rather than be in a bilingual, general or special education class.

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

Data is provided on eduphoria after walk throughs and or observations.

4. How are we recruiting highly qualified and effective staff?

Job fairs, district website, interview process, recommendation letters, teacher qualifications, and certifications.

5. What is our staff attendance rate? Retention rate? Turnover rate? * staff attendance (97.23)

* retention rate (99%) * turnover (less than 1%)

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

* Students that are in general education (monolingual) are assigned a general education or a bilingual teacher.

* If a student is in the bilingual program they must be receiving instruction from a certified bilingual teacher.

* If a student is eligible for special education services they are also receiving assistance from a certified special education teacher.

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

* The mentor program is designed to help a new teacher with guidance during their 1st year in the classroom. The mentor is there to help with planning, classroom management, lesson plans and any other related issue that may arise during the 1st year. This program is only for brand new teachers and not teachers that are new to the school.

* Teachers who were assigned with mentors had a more successful year and felt supported.

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

* 1st time teachers are assigned a mentor. All grade levels have lead teachers to assist staff.

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

* Teachers are offered a variety of professional training in all the different subject areas. * District has also adopted the T-Tess to support teachers in their own goal setting.

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

* When data results are received the district or the campus will set up professional development to address areas of concerns. Principal's and other administrative positions can assign professional development if they feel it can benefit a teacher that is struggling in one area or another.

11. How are collective and individual decisions regarding professional development determined? *Professional development is determined by observations, surveys, data and T-Tess goals.

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

* The staff attended Gt, Reading, Math, Bilingual, Science, Technology and Writing professional developments throughout the year.

Staff Quality, Recruitment, and Retention Strengths

All 1st year teachers are assigned a mentor on campus.

The District/Campus provides training for all staff.

There is a low turn over rate for all staff.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: All teachers/new teachers should be bilingual certified. **Root Cause:** The BTLPT test is difficult for those staff members that have not passed the test.

Problem Statement 2: Have 5 or more person teacher hiring committee. **Root Cause:** Have the CLPAC do the hiring of staff. Committee decision.

Problem Statement 3: Create a new teacher to district mentor. **Root Cause:** Assign the lead teacher to mentor all new to district teachers.

Problem Statement 4: Hands on trainings provided by campus, district. **Root Cause:** Teachers want training that is hands on. Teachers need to attend all training's provided by district.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

All the TEKS mandated by the State of Texas are represented in all curriculums and taught in each grade level. Curriculum is evaluated by the district administrators to maintain the integrity of the material being taught.

2. How is data used to inform curriculum, instruction, and assessment decisions?

Information is collected in the classroom through assessments assignments and observations. This information is used to make decisions on instructional needs. Based on the results of the assessments adjustments or changes can be made.

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

The data is supposed to reflect how the students are comprehending the material being taught. We begin by pre-assessing the students to evaluate what they know and can perform. we then use that data to design lesson plans to teach the students so that they can develop the necessary skills to learn and become better prepared for the next tasks to come. We then create challenging tasks to encourage the students to surpass their current abilities and become better and more knowledgeable.

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

We align everything by using the TEKS in all our lesson plans. We create the lessons in accordance to the material needed to be covered, and in a way that the students will comprehend the material they will be taught. This way once the material has been comprehended we move forward onto the next task and keep challenging the students to become more knowledgeable.

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

All lesson plans must be submitted to our curriculum specialist on time every week. This was they can be reviewed and approved to ensure we are following curriculum guidelines, TEKS, and that students are on task with respect to where they need to be.

6. 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?

7. 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?

Problems in reading can affect performance across several academic content areas, occupational endeavors, and other functional skills that are used in everyday life activities. The task of the school psychologist or diagnostician is to work with teachers and parents to define those problems through data-based decision-making methods, to target interventions to address the problems, and to help implement and evaluate those interventions.

Two types of students with reading problems that school psychologists, diagnosticians, and educators are likely to encounter are students with IQ-reading achievement discrepancies and students with a combination of low ability and low reading achievement.

Team members have shared the responsibility for determining students' skill levels, identifying instructional environment variables, targeting appropriate interventions, monitoring student progress as a function of interventions, and evaluating outcomes. These responsibilities have been carried out through data-based intervention methods. Progress monitoring of student performance over time was another critical component established, to assess whether interventions are effective for meeting students' literacy needs.

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

Classroom management is one of the critical ingredients of effective teaching. Arranging the physical setting for teaching is a logical starting point for classroom management because it is a task that all teachers face before school begins. For students to have a successful year in your classroom, they must understand and practice the behaviors you expect of them. Additional procedures are needed to encourage students to complete assignments and to engage in other learning activities. The beginning of the school year is an important time for classroom management because your students will learn attitudes, behavior, and work habits that will affect the rest of the year. Now that your students are attentive and ready to participate comes the point that management and instruction meet.

9. 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?

Determining alignment between expectations and assessments is difficult for several reasons. To begin with, both expectations and assessments frequently are expressed in several pieces or documents, making it difficult to assemble a complete picture. Also, it is difficult to establish a common language for describing different elements of policy. The same term may have very different meanings when used to define a goal and when used to describe something measured by assessment. Further, the policy environment in an education system can be constantly changing. New goals can be mandated, for example, while old forms of assessment are still in place. Ever-expanding content areas, expanding technology, and a growing body of research on learning also can contribute to the complexity of identifying expectations and assessments.

Educators increasingly recognize that, if policy elements are not aligned, the system will be fragmented, send mixed messages, and be less effective. For example, the Systemic Initiatives program of the National Science Foundation seeks to help states, districts, and regions establish policies based, in part, on assessments aligned with those goals. Other examples: The U.S. Department of Education's explanation of Goals 2000: Educate America Act, and the Improving America's Schools Act (which includes Title I), both say that alignment of curriculum, instruction, professional development, and assessments are

key performance indicators for states, districts, and schools that are striving to meet challenging standards.

10. 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?

Assessments are designed using the TEKS handed down by the state of Texas. All assessments including district 6 weeks exams are aligned to the skills needed to meet the expectations of the STAAR Exam. The students six weeks exams affect the students report card grade fairly because the students' performance on any assessment doesn't dictate a pass or fail grade. Some students find these assessments difficult and others find them challenging. Their perception is determined by their level of understanding of the material.

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

The assessments are created according to the scope and sequence of each department. This gives a fair sample of each student's achievements in learning. The exams are comprehensive in terms of the specific six weeks.

Curriculum, Instruction, and Assessment Strengths

The district provided curriculum is followed by all teachers.

The teachers are held accountable for teaching the TEKS mandated by the State of Texas.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers need access to an updated test bank for all subjects. **Root Cause:** Curriculum has test banks that are not updated with new content.

Problem Statement 2: A comprehensive test bank would allow teachers to administer weekly checks for understanding that are rigorous enough to prepare the students for the STAAR. **Root Cause:** Teachers need to use current test banks and they are limited. We need more rigorous tests.

Parent and Community Engagement

Parent and Community Engagement Summary

- 1. What evidence exists that families and community members are involved in meaningful activities that support students' learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe?**

We offer a variety of activities through the Parent Center here at school such as Math Workshops, ESL Classes, Become a Volunteer, PASOS (Parent Academy for Success of Schools), Literacy Night, Curriculum Night, Open House, Meet the Teacher Night, Award Ceremonies and different types of parent meetings.

We invite all of our parents to attend all of our events.

A trend/pattern we observe is that we have more PK-2nd grade parents involved than the upper grades. We've also noticed that when students perform during a meeting more parents attend the meetings.

- 2. How are families and the community members involved in school decisions?**

Parents are involved in the CLPAC and LPAC meetings, and the School Compact & Policy.

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

We have the PLA (Parent Learning Academy) Nutrition Classes, MHP Salud Cancer Session through the parent center. The school counselor also works closely with the parents.

- 4. If families speak languages other than English, what are these languages? How does the school communicate in those languages?**

Many of our parents speak Spanish so all letters, notes, and information is distributed in both English and Spanish. The school also has interpreters during meetings.

- 5. What types of services are available to support students in special programs? What are the results?**

We provide speech, occupational therapy, counseling, migrant tutoring, PPCD, Inclusion classes. We offer technology assistance such as Lexia, Istation, Think Central, and Imagine Math. Teachers provide one to one small and differentiated instruction in the classroom. They do this through guided reading,

and tutoring groups.

For inclusion the results have not been very good because the students we get every year are severely low and therefore need one to one assistance. The teachers that help these particular students have a very long list of students and end up with very little time to help the kids to the best of their ability.

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

The kids get Cici's Pizza coupons, circus and zoo passes. The Nike Factory Community Program joins the coach and do different activities with the students. During Red Ribbon Week, we have different representatives from the community talk to the kids about the dangers of drugs. Texas A & M came in and did some science lessons with the students. We have Winter Texans that support our students during the holidays and in other occasions. They have provided gifts to the students.

Parent and Community Engagement Strengths

1. All of the communication that happens at Singleterry Elementary is provided in two languages. Due to the high populations of Spanish speaking families, English and Spanish are the languages used. All flyers, letters, permission slips, automated calls, etc. are translated and available for parents. This ensures that parents and families understand the information provided by the school. Singleterry Elementary uses automated telephone calls to inform parents of particular events. The calls are made to parents and family members in the system. This allows another way for parents and families to hear messages being sent.
2. Parent Volunteering-Our parent volunteer center makes sure to not only involve our parents with their child's education but also tutors the parents on curriculum so that they may be able to assist their children with homework. Hence backing up the saying of "It takes an entire community to educate a child". Results: Students doing better in school.
3. The community members are always willing to give of their time to come and speak to the students about different topics.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: It would help the school if every teacher used the application Class Dojo to communicate with the parents in the school. Class Dojo is helps with keeping up with the students' homework, behavior, etc and parents can see how their child is doing in class. The teacher is able to post pictures of activities that are being done in the classroom. **Root Cause:** Teacher use of class Dojo would help student, parent, teacher communication. Parents would be able to review student data and communicate with the teacher on a daily basis if needed.

Problem Statement 2: The number of opportunities for parents and families to get involved in school is limited. The school could host more events to invite families to visit with the school more often. These additional activities could include festivals, pep rallies, etc. **Root Cause:** Grade levels need to have performance for students to engage parents to come to school and be a part of their child's education. Teachers can have functions/activities where students

perform.

Problem Statement 3: The school (administration, teachers, and staff) can work towards informing parents about ways they can help at home. **Root Cause:** Informing parents is crucial. The school can have an impact in parent participation if the parents were informed more regularly. The school sends out 3 letters for all activities.

School Context and Organization

School Context and Organization Summary

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

The district provides an effective curriculum that involves many of resources (Instructional planning) to ensure the teacher is able to plan accordingly per six weeks required for each grade level. Directors and strategists are available via online, e-mail or by telephone at the district office. The district conducts visits to the campus, has trainings for grade levels. The school provides the necessary resources needed to meet the district's requirements mandated by the state that ensures all students' academic needs are met according to the No Child Left Behind Act of 2001.

2. What does the data reflect about classes, schedules, and student/staff team?

The data provided to and by the school or district reflect what is working for the students. The information as a result of district assessments, bundle tests, Accelerated Reader, Lexia, Istation, ThinkCentral (are a few online programs); teacher made quizzes, language proficiency tests results, observations, progress reports, counseling visits, report cards, tutoring, parent center attendance, parental involvement, inclusion documentations, attendance, and nurse visits all

provide sufficient documentation in which, school personal, administration, teachers, parents, and students can plan out effective schedules that are heterogeneously and homogeneously grouped in order to meet the students' academic needs.

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

Students performing poorly are grouped according to their academic and behavioral needs. An Inclusion teacher is on campus to assist students needing additional assistance in a secluded area that allows one to one sessions and testing. Tutoring is also, provided to the students to ensure students' academic needs are being met. Administrators and teachers provide adequate time during available times throughout the day, whether it be during regular class period, conference, or even during lunch. Teachers are able to work with students in small group instruction. Time allows for students to work in collaborative group at work stations in which skills is reinforced. The teacher is also allowed the opportunity to provide small group or one-to-one intervention during class and/ or conference. Students are also offered tutorials after school and/or during conference.

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

Doors are always open when a teachers needs to voice their concerns. Teachers are able to voice their concerns to administration, Lead teachers, and at staff

meetings. Through teachers experience administration makes an effort to involve teachers & staff through surveys and staff meetings. Many of the big decisions are done at the district level. However, teachers feel that the administration here at Singleterry Elementary treat the staff with professional courtesy and ask for teachers opinions as often as possible. In addition, teachers believe there are opportunities for teachers & staff to participate in the decision making process in committees such as LPAC, SBDMC and DLPAC.

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

The teachers' role in deciding what assessments to use is based on their curriculum and classroom observations. Teachers are able to use benchmarks, bundle tests, teacher made tests, accelerated reader, Lexia, Istation, ThinkCentral, and in classroom observations to evaluate students.

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

Campus committees and decision making bodies allow the teachers, parents, paraprofessionals, support staff, and students to be heard. The purpose of these meeting or groups is to facilitate the concerns and problems of those they are representing to a board of school members and or trustees. The committee should then offer solution on behalf of the individuals they are representing to those board members and should be able to come to a compromise both parties can agree with. The delegates should always make decisions based on what would be the most beneficial for the group individuals they are representing. Teachers can meet with the Curriculum Specialist and Principal on a six week basis to see what is needed, changes needing to be made, and be able to regroup, reorganize and reorder what is working or not working while providing other methods and resources to ensure that the teachers' needs are also, being met to ensure effective, qualitative, and is proficient according to all students' academic requirements by the campus, district, and state are being met.

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

Survey was conducted with parents from students Pre-k -5th grade. (Surveys attached)

For the most part parent's perception of the school is good. Parents expressed needs that they see are needed to improve the school. A few students mostly in the upper grade levels feel that respect is lacking. Parents and students expressed that they feel welcomed and that the school helps and cares for them.

8. What do school expectations reveal?

School expectations reveal that the campus as a whole is striving to ensure that all students succeed holistically; while allowing everyone the opportunity to succeed and grow productively in a positive environment that allows learning and growth. 'Expect Success, Nothing Less'

School Context and Organization Strengths

School Context and Organization Strengths

- Communication with parents (via parent letters, voicemail, text)
- Curriculum provided.
- Adequate time for class
- Teachers involved in planning master schedule.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Tutors/support to help the reading teachers since that is the area that has the greatest need. **Root Cause:** Students need to be coming out of kindergarten reading at level before moving on to First grade. Tutors would help teachers work one on one with students in reading.

Problem Statement 2: We need more paraprofessionals to assist with our LEP population during reading and math. **Root Cause:** Having a paraprofessional in first grade full time would be beneficial to the school in helping us attain reading and math goals. Currently we only have paraprofessionals full time in PK and kinder.

Problem Statement 3: Teacher/Student ratio 18 to 1 to reduce class size. **Root Cause:** We have 23 to 1 students in some classrooms/grade levels.

Technology

Technology Summary

Technology The traditional way we “do school” will change as students have more access to the world around them. If we are producing globally competitive students, we have to adapt to the world they will encounter. Superintendent

1. What technology do we have?

Computers, Laptops, Ipads, Smartboards, printer’s projectors, Wi-Fi,

2. What is the technology proficiency for staff and students?

The proficiency level of our staff is average. All staff are familiar with the use of their technology equipment.

3. How does staff feel about technology?

Most of the staff feels more training needs to be done every six weeks.

4. 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?

The barriers that potentially prevent effective use of technology is outdated equipment, Not enough equipment in the lower grades. When it’s not working the barrier we have is getting technicians to the campus fast enough to get it going.

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

The district has provided a technology conference at the beginning of the year. Trainings are done on campus with Istation, learning.com, teams.

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

Technology is used thru all content areas. The programs being used are effective for students to use and learn.

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

The network is sometimes slow making hard for users to connect quickly. When it is working well users are able to connect quickly to their programs.

8. How is technology utilized to support curriculum, instruction, and assessment integration and implementation?

Technology is utilized in each classroom thru computer usage or thru the teacher using projector appropriately. Classrooms also have a computer lab schedule the follow on a weekly basis. Students have access to Istation, think through Math, Learning.com, brain pop, starfall

Technology Strengths

1. The school has 2 Master Technology Teachers on Campus.
2. Kinder -5th grade attend computer lab for at least 45 minutes a day. PK attends the computer lab at least 3 times per week.
3. Teachers are eager to use and learn new technology on a daily basis.
4. Students have access to an abundance of software to use daily.
5. Ipads are available in the library for checkout for all staff/students.
6. Training provided for teachers on gradebook, eduphoria, aware, computer programs available.
7. Printers are available in every classroom and Library.
8. 4 Student computers per classroom. 1 Teacher computer per classroom.

Problem Statements Identifying Technology Needs

Problem Statement 1: Classrooms are in need of updated projectors. Some need projectors. **Root Cause:** We need to purchase projectors at the beginning of the year to meet teacher technology needs. Purchase all items before December 2018.

Problem Statement 2: We need updated or new laptops with current software. **Root Cause:** Work order needs to be completed to update all laptops for all teachers. Most current updates. Need to purchase laptops at the beginning of the year.

Problem Statement 3: Training for teacher assistants on software and care of equipment. **Root Cause:** Provide training by technology department of computer lab manager to all paraprofessionals on technology. District technology conference.

Problem Statement 4: Server needs to run faster to fit the need of our campus. The computers/laptops are very slow. **Root Cause:** Technology is slow on campus. The internet speed is slow. The programs take long periods of times to load or run.

Comprehensive Needs Assessment Data Documentation

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

Goals







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












Performance Objective 1: The district will focus on instructional improvement resulting in all students meeting goals for all accountability measures. Applies to all content instructional areas - Reading/ELA, Writing, Mathematics, Science, and Social Studies. Applies to District, State (STAAR, EOC, TELPAS, PBMAS) and Federal/NCLB (AYP).














Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
<p>Critical Success Factors CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Campus Orientation. Title IX, Sexual Harassment, T-TESS, Campus Handbook.</p> <p>August 20, 2018</p>		Principal All custodians, All Paraprofessionals, All Teachers, All Office Staff.	Sign in Sheets, Agendas	100%	100%	100%	

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Provide Staff Development in the Following Areas to Ensure Implementation of Best Practices:</p> <ol style="list-style-type: none"> 1. Math Fact Fluency 2. Guided Reading 3. Literacy Centers 4. Biliteracy Framework 5. Balanced Literacy Approach to Reading 6. Writing Mechanics and Expository Compositions 7. Science Strategies 8. Math Strategies 9. PLD's 10. RTI 11. Accommodations for Struggling Learners 12. Technology Training 	2.5, 2.6	Campus Administration, PK-5th Grade Teachers, Paraprofessionals	Sign in Sheets Agendas Benchmark Data STAAR Scores TELPAS Scores Reading Levels Istation Reports				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>3) Region 1 Training's</p> <ol style="list-style-type: none"> 1. 2nd Annual Cybersecurity Summit (Free) 2. Autism and Aggression to COPE (Free) 3. Evidence Based strategies for the education of students with down syndrome (Free) 4. Adapting Academics (Free) 5. PE for Autism (Free) 6. Section 504/IDEA Update with Dave Richards (Free) 7. STAAR Alternate 2 Assessment 8. Eduphoria Conference 2018 9. 2018 State A-F Accountability System 10. AIM High for Student success Academy 11. Classroom Management 101 	2.5, 2.6	<ol style="list-style-type: none"> 1. Kent Lawson, Eine Dominguez 2. Gerardo Silva, Rey Ortega 3. Gerardo Silva, Mark Cavazos 4. Pamela Stetler, Maricela Almanza, Elisa Hernandez, Veronica Gonzalez 5. Gerardo Silva 6. Magda Trevino, Melissa Schmutz 7. Maricela Almanza 8. Evangelina Lomas, Melissa Carr 9. Kimberly Zuniga 10. Kimberly Zuniga, Rosa Martinez 11. Sonia Galvan, Floripes Cerda, Exal Chong 	Staff will be trained and report back to the campus on strategies, initiatives, resources learned.				
Funding Sources: Teacher/Principal (255) - 1050.00, Title I (211) - 125.00							

<p>4) Region 1 trainings</p> <p>1. New teacher academy</p> <p>2. 4th Annual best practice for student success conference</p> <p>3. UTech MDC-Using Technology to make a difference Conference</p>		<p>1. Sara Chong-Villarreal</p> <p>2. Jason Garza, Kimberly Zuniga</p> <p>3. Lori Martinez, Laura Zarazua</p> <p>4. Sara Chong, Maricela Almanza, Sonia Galvan</p>	<p>Staff will be trained and report back to the campus on strategies, initiatives, resources learned.</p>				
<p>4. Classwirde Positive Behavioral Interventions and Supports: What every teacher should be doing in the classroom.</p> <p>Funding Sources: Teacher/Principal (255) - 1100.00, Local (199) - 300.00</p>							
<p>5) Scholastic Story Works</p>		<p>Ms. Chong, Mr. Lawson, Mr. Garza, Ms. Tomas, Mr. Yzaguirre, Ms. Zarazua, Ms. Palacios, Ms. Carr, Ms. Martinez, Ms. Dominguez</p>	<p>Teachers will incorporate Story Works in their daily activities.</p>				
<p>Funding Sources: Title I (211) - 2505.00</p>							
<p>6) TEA ACE after school program. Kinder-5th Grade</p>		<p>Maribel Moreno, Ace coordinator, Raul Torres, ACE Director</p>	<p>The 21st Century Community Learning Center's program, called Texas After school Centers on Education (ACE), is intended to improve the following outcomes for students:</p> <ul style="list-style-type: none"> - Academic Performance - School Day Attendance - Positive Behavior - Grade Promotion Rates - Graduation Rate 				
<p>7) Dell Corporation, Laptops</p>		<p>Principal Park, E. Estrada, C. Marquez, M.L. Garcia, M. Palacios, E. Chong, R. Martinez, S. Chong,</p>	<p>Teachers will have access to working laptops to instruct students. Teachers use laptops for instruction.</p>				
<p>Funding Sources: Title I (211) - 6615.00</p>							
<p>8) Purchase a new camera to replace broken camera that faces our drop off/pick area.</p>		<p>Principal Park, Donna ISD PD</p>	<p>We will insure student safety in our pick up/drop off area. Camera will be set up to record all students being dropped off or picked up.</p>				
<p>Funding Sources: Local (199) - 637.00</p>							

<p>9) Samsclub Warehouse</p>		<p>Principal Park, Secretary Cortez</p>	<p>Purchase items from Sams for staff functions, and parent meetings.</p>				
<p>Funding Sources: Local (199) - 206.50</p>							
<p>10) DISD Warehouse</p>		<p>Principal Park, Secretary Cortez, all teachers</p>	<p>Teacher supplies.</p>				
<p>Funding Sources: State Comp.(164) - 6281.00, Local (199) - 1703.00, Title I (211) - 3163.00</p>							
<p>11) Board Goals for 18-19 School Year</p> <p>BG1 The percentage of Kindergarten - Grade 2 students reading on or above grade level (as measured by I Station) will increase from 64% to 90% by the year 2023.</p> <p>BG2 The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 37% to 60% by 2023.</p> <p>BG3 The percentage of graduates demonstrating college/career/military readiness will increase from 43% to 90% by 2023.</p>		<p>Principal Park, CS Schmutz, Teachers in PK-5th Grade</p>	<p>The school system will pursue a System of Great Schools theory of action where central administration devolves autonomy to schools, empowers parents to make choices, creates performance contracts with campuses, annually evaluates performance of and demand for schools, and makes strategic decisions regarding growing access to high performing schools and addressing low performers.</p>				
<p>12) M&A Technology Headphones for classrooms and computer lab.</p> <p>M&A Technology Ink for printers.</p>		<p>Lab Manager Palacios, Principal Park, Librarian Ramirez, PK-5th Teachers</p> <p>Classroom teachers with color printers.</p>	<p>Students will have access to practice listening and speaking into the headset.</p> <p>Toner will be used for classroom use for printing of items to be sent out to parents.</p>				
<p>Funding Sources: State Comp.(164) - 1557.00, Local (199) - 2800.00</p>							
<p>13) Software House International #4267</p>		<p>Classroom Lead Teachers with color printers.</p>	<p>Teachers will be able to use color printers to print out student created assignments.</p>				
<p>Funding Sources: Local (199) - 465.00</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Bilingual Tutor Proposal. Hire a certified teacher to tutor our bilingual students 19 hours per week for the 18-19 school year.	2.5, 2.6	C. Park, Principal M. Schmutz, Curriculum Specialist	Bilingual students will be served in the area of reading and writing.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

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

Evaluation Data Source(s) 3:

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Lakeshore Learning Story		Pamela Stetler PPCD Teacher	Teacher will use materials/manipulatives in class during instruction.				
Funding Sources: 225 Idea B - 237.00							
2) Christmas Band Concert for Diverse Learners. (Free as per Special Education Department)		PPCD Teacher Ms. Stetler, Principal Park, Special Education department Dr. Villanueva	Students will attend an exclusive VIP Band Christmas Concert in their honor hosted by Donna North High School				
Funding Sources: Local (199) - 0.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

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

Evaluation Data Source(s) 4:

Summative Evaluation 4: Some progress made toward meeting Performance Objective

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

Performance Objective 5: CTE: The District will assist students to gain entry level employment in a high skill, high wage job and/ or continue their education. Student certifications and/ or college hours will increase by 2%.

Evaluation Data Source(s) 5:

Summative Evaluation 5: Some progress made toward meeting Performance Objective

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

Performance Objective 6: Fine Arts: The District will assist students and teachers to achieve the highest level of excellence in academics, UIL contest, sanctioned competitions and to increase the overall percentage of high school students on track to obtaining Arts and Humanities endorsement by 10%

Evaluation Data Source(s) 6:

Summative Evaluation 6: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June

1) McAllen Performing Arts Center, The Nutcracker		Choir Teacher Cavazos, Fine Arts Director Mr. Ibarra.	Students will be experiencing a life musical performance. *Raul Tijerina Jr. Foundation will be paying for students to attend.				
Funding Sources: Local (199) - 150.00							
2) Melhart Music Center		Music Teacher Mark Cavazos	Guitars purchased through school funds need new strings. School will purchase strings for the guitars so that students can continue to use the instrument.				
Funding Sources: Local (199) - 100.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 7: Physical Education: The District will require the Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. or course substituting for p.e. (athletics, band, ROTC) unless a student qualifies for valid exemption as per Fitnessgram testing policies.

Evaluation Data Source(s) 7:

Summative Evaluation 7: Some progress made toward meeting Performance Objective

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

Performance Objective 8: Drop Out Prevention: The District will increase the attendance rate from 95.1 to 95.6 for all students.

Evaluation Data Source(s) 8:

Summative Evaluation 8: Some progress made toward meeting Performance Objective

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

Performance Objective 9: Advanced Academics: The District will ensure that 97% of all Gifted/Talented and students enrolled in a Pre-AP or AP courses will meet the state standards on all areas of STAAR/EOC.

Evaluation Data Source(s) 9:

Summative Evaluation 9: Some progress made toward meeting Performance Objective

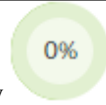
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Project Based Learning Overview (PBL 101) Free since we are a Megabyte district.		Librarian R. Ramirez	Librarian will get trained on Project Based Learning model, supporting research, case studies, and implications for growing a PBL community.				
Funding Sources: Local (199) - 0.00							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

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

Evaluation Data Source(s) 1:

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Bullying Presentation on 10-1-18 with PK-5th grade students.		Principal Park, Counselor Trevino	Principal Park and Counselor Trevino will be talking to students about bullying and what actions to take when students are being bullied or harassed.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

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

Evaluation Data Source(s) 2:

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Goal 2: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

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

Evaluation Data Source(s) 3:

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Home Depot, Aetna Grant		Teacher Lawson, Principal Park	Items will be purchased for the AETNA grant garden. Students will be allowed to participate in garden projects.				
Funding Sources: Aetna/Check Plus Grant (480) - 239.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

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

Evaluation Data Source(s) 4:

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Mobile Relays LLC.		Principal Park, Counselor Trevino, Secretary Cortez, Security Alonzo, Curriculum Schmutz, Librarian Ramirez	Staff will have access to properly working radios that can be used to communicate emergencies or calls for assistance.				
Funding Sources: Local (199) - 1434.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

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

Evaluation Data Source(s) 5: Insurance: The District will ensure that 95% of all employees and students have insurance coverage during the full contract period and ensure that 100% facilities have coverage.

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Goal 2: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

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

Evaluation Data Source(s) 6:

Summative Evaluation 6: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Donna ISD PD Bullying presentation		Principal Park, Counselor Trevino, Police Officer Gutierrez. Coach Silva, Coach Ortega	Donna ISD Police department will do a presentation on bullying, consequences, and actions. Officer will discuss with students on what to do in case of bullying. Who to report it to and what actions to take if it continues. Talk to students about coming to school everyday and not being absent.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 1: Business and Finance: The District will ensure fiscal responsibility by reviewing internal controls of at least 3 departments per year, maintain a financial transparency website that has a minimum 20 points awarded by the Texas Comptroller of Public accounts, and maintain proper allocation of resources to improve student achievement by ensuring 90 days of General Fund- Fund Balance remains in unassigned classification.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Some progress made toward meeting Performance Objective

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

Performance Objective 2: Testing & Evaluations Department: The Testing Department will ensure that all 3rd-12th grade students are tested with the required state assessments. The Testing Department will ensure that all Campus Testing Coordinators, Principals, and other staff involved with testing receive appropriate training yearly.

Evaluation Data Source(s) 2:

Summative Evaluation 2: Some progress made toward meeting Performance Objective

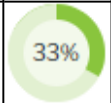
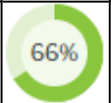




Goal 3: Donna I.S.D. will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 3: Federal Programs-The district will ensure that intent and purpose of each federal program will be met as well as all Initial Compliance Indicators on the NCLB compliance application.

Evaluation Data Source(s) 3:

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June

1) Provide parents with clothing vouchers for students in at risk situations. Funded through Federal Programs.		Principal Park, Counselor Trevino	Parents will receive vouchers for clothing uniforms from federal programs.				
Funding Sources: Title I (211) - 1000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 4: Human Resources: The District will maintain a 100% highly qualified status for the staffing requirements of the ESSA. The District will ensure that the records retention requirements of the Local Government Records Act (LGRA) will be met at 100%. Human Resources: The District will comply with 100% of requirements under Title IX of the Education Amendments of 1972.

Evaluation Data Source(s) 4:



Summative Evaluation 4: Some progress made toward meeting Performance Objective














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

Performance Objective 5: Expenditures: The District will expect 100% of all allocated funds in all campuses and supporting departments to allocate their expenditures based on a Comprehensive Needs Assessment developed by its various leadership teams.

Evaluation Data Source(s) 5:

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Purchase 7 laptops for the 18-19 school year.		Principal Park, Librarian Ramirez, Teachers: L. Martinez, S. Galvan, E. Lomas, M. Palacios, J. Tomas, R. Martinez, M. Izquierdo	Teachers will use laptops for classroom instruction on a daily basis.				

<p>2) Singletery Elementary Field Trips:</p> <p>1. Kinder Mcallen Convention Center: RGV The Nutcracker</p> <p>2. 1st Grade McAllen Convention Center: RGV The Nutcracker</p> <p>3. 2nd Grade Rio Grande Valley Ballet: RGV The Nutcracker</p> <p>4. 3rd Grade Gladys's Porter Zoo and Dean Porter Park</p> <p>5. 4th Grade: Estero Llano Grande State Park</p> <p>6. 5th Grade: Movies 10 Weslaco</p>		<p>Principal Park, Secretary Cortez, G. Blanco, E. Lomas, M.L. Garcia, L. Zarazua, K. Lawson, E. Silva</p>	<p>Students will learn various educational Christmas traditions.</p> <p>Students will apply reading, math, science and social studies summarizing organisms and environments while at the zoo.</p> <p>Students will participate in centers focused on migration, predators, and prey around Texas geography.</p> <p>Students will follow up on second part of a book and movie they are studying. Allow students to develop a variety of reading skills such as characterization, and plot.</p>				
<p>Funding Sources: State Comp.(164) - 1845.00, Local (199) - 4458.00</p>							
<p>3) Software House International #4267</p>		<p>Lab Manager Palacios, Librarian Ramirez, Classroom Teachers.</p>	<p>Students will have access to working headphones while working on computer programs required by the district.</p>				
<p>Funding Sources: Title I (211) - 800.00</p>							
<p>4) Sherwin Williams Paint Company</p>		<p>Principal Park, Maintenance department.</p>	<p>Paint will be used to paint the library.</p>				
<p>Funding Sources: Local (199) - 400.00</p>							
<p>5) Office Depot RFP#042518-394</p>		<p>Principal Park, Secretary Cortez, Campus teachers PPCD,PK-5th Grade .</p>	<p>Teachers will have access to a working clock in their classroom. Teacher will have supplies available to use in their classrooms for student created projects.</p>				
<p>Funding Sources: Local (199) - 768.00</p>							
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 4: Donna I.S.D. will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

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

Evaluation Data Source(s) 1:

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Goal 4: Donna I.S.D. will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

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

Evaluation Data Source(s) 2:

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Family Literacy Night October 11, 2018		Principal Park, Librarian Ramirez, CS Schmutz, PK- 5th grade teachers	Students and families will be exposed to various educational activities that include hands on learning.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Christopher Park	Principal
Classroom Teacher	Lori Martinez	PK Teacher
Classroom Teacher	Gracie Blanco	Kinder Teacher
Classroom Teacher	Evangelina Lomas	First Teacher
Classroom Teacher	Maria L. Garcia	2nd Teacher
Classroom Teacher	Laura Zarazua	3rd Teacher
Classroom Teacher	Kent Lawson	4th Teacher
Classroom Teacher	Jason Garza	5th Teacher
Paraprofessional	Maria Chacon	Paraprofessional
Non-classroom Professional	Maria Valenzuela	Parent educator
Parent	Claudia Vasquez	Parent
Parent	Yesenia Valdez	Parent

Campus Funding Summary

State Comp.(164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10		164.11.6399.00.116.30.0.00	\$4,738.00
1	1	10		164.11.6399.00.116.30.0.00	\$1,543.00
1	1	12		164.11.6399.00.116.30.0.00	\$1,557.00
3	5	2		164.11.6494.00.116.30.0.00	\$180.00
3	5	2		164.11.6494.00.116.30.0.00	\$374.00
3	5	2		164.11.6494.00.116.30.0.00	\$180.00
3	5	2		164.11.6494.00.116.30.0.00	\$757.00
3	5	2		164.11.6494.00.116.30.0.00	\$354.00
Sub-Total					\$9,683.00
Budgeted Fund Source Amount					\$18,720.00
+/- Difference					\$9,037.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4		199.13.6239.00.116.99.0.00	\$300.00
1	1	8		199.23.6499.00.116.99.0.00	\$637.00
1	1	9		199.13.6499.00.116.99.0.00	\$206.50
1	1	10		199.11.6399.00.116.11.0.00	\$740.00
1	1	10		199.11.6399.00.116.11.0.00	\$963.00
1	1	12		199.11.6399.00.116.11.0.00	\$2,800.00
1	1	13		199.6399.00.116.11.0.00	\$465.00
1	3	2		Free for PPCD students and staff	\$0.00
1	6	1		199.11.6494.00.116.11.0.00	\$150.00
1	6	2		199.11.6399.00.116.11.0.00	\$100.00
1	9	1		Free for Megabyte Districts	\$0.00

2	4	1		199.23.6399.116.99.0.00	\$1,434.00
3	5	2		199.11.6411.00.116.11.0.00	\$97.00
3	5	2		199.11.6412.00.116.11.0.00	\$441.00
3	5	2		199.11.6411.00.116.11.0.00	\$79.00
3	5	2		199.11.6412.00.116.0.00	\$660.00
3	5	2		199.11.6411.00.116.11.0.00	\$100.00
3	5	2		199.11.6412.00.116.11.0.00	\$660.00
3	5	2		199.11.6411.00.116.11.0.00	\$12.00
3	5	2		199.11.6412.00.116.11.0.00	\$594.00
3	5	2		199.11.6411.00.116.11.0.00	\$91.00
3	5	2		199.11.6412.00.116.11.0.00	\$360.00
3	5	2		199.11.6494.00.116.11.0.00	\$244.00
3	5	2		199.11.6411.00.116.11.0.00	\$95.00
3	5	2		199.11.6412.00.116.11.0.00	\$1,025.00
3	5	4		199.51.6319.00.116.99.0.00	\$400.00
3	5	5		199.11.6399.00.116.11.0.00	\$768.00
Sub-Total					\$13,421.50
Budgeted Fund Source Amount					\$50,500.00
+/- Difference					\$37,078.50
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		211.13.6239.00.116.24.0.00	\$125.00
1	1	5		211.11.6399.00.116.24.0.00	\$2,505.00
1	1	7		211.11.6395.00.116.0	\$6,615.00
1	1	10		211.11.6399.00.116.24.0.00	\$3,163.00
3	3	1		211	\$1,000.00
3	5	3		211.11.6399.00.116.24.0.00	\$800.00
Sub-Total					\$14,208.00

Budgeted Fund Source Amount					\$18,756.00
+/- Difference					\$4,548.00

Teacher/Principal (255)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		255.13.6239.00.116.24.0.00	\$525.00
1	1	3		255.13.6239.00.116.24.0.00	\$150.00
1	1	3		255.13.6239.00.116.24.0.00	\$125.00
1	1	3		255.13.6239.00.116.24.0.00	\$250.00
1	1	4		255.13.6239.00.116.24.0.00	\$300.00
1	1	4		255.13.6239.00.116.24.0.00	\$550.00
1	1	4		255.13.6239.00.116.24.0.00	\$250.00
Sub-Total					\$2,150.00
Budgeted Fund Source Amount					\$6,687.00
+/- Difference					\$4,537.00

Title III (263)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,244.00
+/- Difference					\$2,244.00

Aetna/Check Plus Grant (480)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1		480.11.6399.00.116.11.0.00	\$239.00
Sub-Total					\$239.00
Budgeted Fund Source Amount					\$239.00
+/- Difference					\$0

Title IV 289

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,210.00
+/- Difference					\$5,210.00
225 Idea B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1		225.11.6399.00.116.23.00	\$237.00
Sub-Total					\$237.00
Budgeted Fund Source Amount					\$240.00
+/- Difference					\$3.00
Grand Total					\$39,938.50