

San Elizario Independent School District
Josefa L. Sambrano Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Josefa L. Sambrano Elementary School will go beyond excellence by providing a nurturing learning environment that provides a solid foundation and instills a desire to be lifelong learners both academically and socially. In all that we do and all that we teach, we will provide education at an exemplary level.

Vision

Our students will be academically and socially developed citizens who are evolving in an innovative curriculum that meets the diverse needs of all students and equips them to be positive and contributing members of society.

Value Statement

At Josefa L. Sambrano students will be safe, respectful, and responsible.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

We need to fullfill two 3 teaching vacancies when candidates become availabe for possible interviews.

Demographics

Demographics Summary

Josefa L. Sambrano Student Demographics:

The information below provides a snapshot of the demographic makeup for Josefa L. Sambrano, from data provided for the 2022-2023 school year. In the 2023-2024 year, Josefa L. Sambrano will continue serving students in grades Kindergarten-2nd grade. The campus is one of three elementary schools in the San Elizario Independent School District.

Student Demographics (2022 - 2023 Preliminary Fall PEIMS file loaded 01/12/2023)

Count Percent Gender

Female 295; 46.60%

Male 338; 53.40%

Ethnicity

Hispanic-Latino 621; 98.10%

Race American Indian - Alaskan Native 0; 0.00%

Asian 0; 0.00%

Black - African American 0; 0.00%

Native Hawaiian - Pacific Islander 0; 0.00%

White 12; 1.90%

Two-or-More 0; 0.00%

The average daily attendance is 91.50%

(March 2022)

Kinder	1st	2nd	Total
209	212	212	633

We served a total of 633 students in 2022-2023 school year; grades kinder-2nd grade.

61.12% are in bilingual class setting, 89.98% are economically disadvantaged and 14.09% are identified special education. (2020 - 2021 Preliminary Fall PEIMS file loaded 01/12/2021)

Students by Program:

Student by Program (2021 - 2022 Preliminary Fall PEIMS file loaded 01/12/2022) Count Percent:

Bilingual 353; 55.77%

English as a Second Language (ESL) 0; 0.00%

Alternative Bilingual Language Program 0; 0.00%

Alternative ESL Language Program 0; 0.00%

Gifted and Talented 4; 0.63%

Special Education (SPED) 108; 17.06%

Title I Participation 589; 100.00%

Dyslexia 4; .0.63%

Economic Disadvantage Breakdown:

Economic Disadvantage Total 571; 90.21%

Free Meals 486; 76.78%

Reduced-Price Meals 20; 3.16%

Other Economic Disadvantage 65; 10.27%

Homeless Statuses Homeless Status Total 9; 1.42%

Shelter 0; 0.00%

Doubled Up 4; 0.63%

Unsheltered 5; 0.79%

At-Risk 525; 82.94%

Demographics Strengths

At Josefa L. Sambrano all classrooms are supported by a certified classroom teacher. The campus has two Reading Intervention (At-Risk teachers) who support the students who are struggling with reading skills and have fallen behind their classmates. The second Reading Interventionist Teacher came on board at the start of the 22-23 school year. Due to teacher shortages, both Reading Interventionists have been assigned to a classroom. We have had Long-Term Guest Teachers fill in classrooms due to being unable to hire certified teachers as there were no candidates available. The pool of teacher applicants is almost non-existent.

We are in the third year of implementation with the 50/50 Dual Language program. The students are being serviced in both English and Spanish, using a 50/50 model. The teachers were being supported by the campus instructional coaches, P & I instructional Officers and attended professional development in the area of Dual Language. All teachers were provided training for Foundations Reading Program. The staff was trained in Professional Development activities that they were able to use throughout the year with the entire faculty.

The students were acknowledged every 9 weeks with an Award Celebration for the A and A & B honor roll, definitely a highlight for our students and their parents. Star Students are selected as well in each classroom.

Our GT students were pulled out for 90 minutes every week by our librarian and then Instructional Specialist offering challenging academic activities that let them display their creativity. The students were also given kits to work at home to involve their parents in the challenges.

Our parent liaison in collaboration with our librarian, counselor and instructional specialists continue to offer parents monthly Literacy sessions that also incorporated special guest authors and presenters focusing on topics such as: Dual Language, Mental Health support, parent literacy sessions and other school presentations. We had 1 special Author presenter during the school year.

Tutoring was offered to all students during the 2022-2023 school year to assist in closing learning gaps due to the pandemic. We began tutoring in late September ending in early May. Tutoring was offered on Tuesdays and Thursdays. After-school activities were also put in place to support students providing them with a well rounded education supporting emotional well being. Reading Bingo Night, Major Sports Drills/Skills, Folklorico, Music Program and Robotics and 2nd Grade Student Council program. Two weeks of Intersession Intervention was provided to our students; one week in October and one week in March.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 61 % of our student population are coded Limited English Proficient. **Root Cause:** We have implemented the 50/50 Dual Language Program as we are going on our 4th year. The incoming kindergarten students transitioning From Loya Primary are under a 90/10 model. Our community is a low socio-economic with a high percentage of Limited English Proficient students.

Student Achievement

Student Achievement Summary

During the 2021-2022 academic year, teachers utilized IStation reading/math diagnostic instruments to assess reading and math skills of all students. The average percentage of students using IStation was 100% due to coming for face to face instruction. (Please see addendum for students report from March 2022)

Our students were also assessed with DRA/EDL to measure growth progress in reading. Due to the gaps presented from the 2020-2021 virtual school year, our students reading levels are not at the expected growth measures. Our students did gain in their learning and reading levels, but at a lower rate than expected due to having to catch up on instruction.

Students at this grade level are not assessed with STAAR, but are holistically rated with TELPAS in kinder and 1st grade. Grade 2 was tested in the following domains: Listening, speaking, reading and writing. The percentage of our bilingual students taking the online test was 100%.

All students continue to take district benchmarks, unit assessments (TRS) and teacher assessments in all subjects and weekly math assessments in 2nd grade following the Sharon Wells Math curriculum timelines.

This year we are in our second year of implementation of the Dual Language Program 50/50 model for kinder bilingual students. We will continue to focus on increasing English language acquisition and focusing on biliteracy for all our bilingual students. To aid in the endeavor of English language acquisition, Sambrano will continue with the implementation of Project GLAD (Guided Language Acquisition Design) in all bilingual classrooms and English classrooms serving EL students. Kinder bilingual teachers were trained and will continue training in the 50/50 Dual Language Model. The English Language Proficiency Standards (ELPS) will be targeted during daily instruction. Improving reading and listening comprehension skills will continue to be a focus for the 2022-2023 academic year, thus, Sambrano will focus on implementation of strategies that address the areas of listening, speaking, reading, writing, and comprehension following the TEKS state standards.

Student Achievement Strengths

The end-of-year results in IStation and DRA/EDL, and MAP Benchmarks are pending for the 2022-2023 EOY results to show areas of growth and needs.

DATA needed: MClass, DRA/EDL, MAP Reading and Math benchmarks, TELPAS and IStation Reports.

Teachers are provided the necessary instructional materials and support to effectively teach listening, speaking, reading, writing, and comprehension strategies. PLC meetings are utilized to desegregate data, create meaningful lesson plans that target the TEKS state standards and differentiate instruction to address the needs of individual students. Teachers scaffold instruction based on individual student needs. One-on-one and small group interventions continue to be an expectation in order to address individual student academic needs. An intervention block will continue for students to be serviced by teachers on a daily schedule to continue supporting growth. Staff development continues to be driven by student academic needs.

1st/2nd Grade IStation Results-See Addendum

1st/2nd Grade Lectura Temprana-See Addendum

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students at Sambrano Elementary were still closing learning gaps stemming from the pandemic especially in the area of reading. Our second grade students were heavily impacted by the pandemic as they began their kindergarten year, the foundational year, virtually not enabling them to establish a true and solid foundation especially in the are of reading. **Root Cause:** Our second grade students were heavily impacted by the pandemic as they began their kindergarten year, the foundational year, virtually not enabling them to establish a true and solid foundation especially in the are of reading.

School Culture and Climate

School Culture and Climate Summary

For the 2023-2024 school year, Josefa L. Sambrano Elementary will find ways to be creative in building our working relationships among all faculty and staff, where they will have the opportunity to get to know colleagues in other grade levels and departments. This will impact the culture in a positive way where we learn from one another and bring our Wildcats together to fulfill our mission and vision for our students and families.

The campus will strive to become a place where teachers collaborate to cultivate learning, where parents engage and participate in their child's learning, and where administrators provide teachers support and resources necessary to meet the needs of the students. Campus based committees will be in place to offer teachers the opportunity to take on leadership roles. Our campus will continue weekly PLC meetings where teachers will receive training to continue to build their self efficacy.

As a faculty and staff we will continue to create an environment conducive to meeting the needs of our students through face-to-face instruction. Our focus is to establish relationships with our families in order to provide the best instruction for their children, while supporting the parents with strategies they can use at home to support their child's learning and academics. At Josefa L. Sambrano we will continue to commit to excellence for our students which will systemically align to all campuses in which our students will move on to in their educational career.

Josefa L. Sambrano Elementary will implement the Positive Behavior and Intervention Support (PBIS) model to support students being respectful, responsible towards one another all while being safe on and off campus.

School Culture and Climate Strengths

Our campus recognized students' efforts in academics, every nine weeks, through Awards Ceremony where students received certificates that recognized the student along with the parent. Parents were invited to attend the ceremonies. A newsletter is emailed to all faculty and staff on a weekly basis to keep them abreast of events, timelines, safety information, and district information notices.

The parent literacy sessions focused on strategies parents can utilize at home to help support their child's literacy progress and grow their reading skills. Projects are sent home with students involving parents and their children to work together on certain projects. Communication between home and school was key in order to maintain the relationship with our parents. Through the Class Dojo app, personal phone calls, emails, monthly parent newsletter, campus and district websites and through social media outlets allowed for parents to be kept informed on what was happening on campus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Josefa L. Sambrano Elementary employs 34 teachers, 2 Instructional Specialists, 6 Instructional Aides and 4 Special Education Aides. We currently have a parent liaison on campus. We also have support service staff that are instrumental in the everyday operations of our campus. Many of our staff have been teaching at our campus for an average of 10 years. There are also several staff members that are from the San Elizario community. We continue to retain and provide professional growth opportunities to our highly qualified staff. We will continue to provide purposeful and relevant professional development opportunities based on student need, teacher feedback, best practices, and research-based initiatives.

District initiatives are followed and are aligned to content standards and grade level expectations. We also ensure agreed upon strategies have been modeled and implemented in each classroom to include Kagan, Lead4ward, small and large group instruction, and differentiated instruction. Formative assessments are aligned to the standards and grade level expectations. We will continue to implement MAP Reading and Math assessment benchmarks for BOY, MOY and EOY.

There is one Principal, one Assistant Principal, one Counselor, and a Parent Liaison. Two campus Instructional Specialists and two Reading Interventionists who provide instructional support and modeling for teachers throughout the campus. The need to close the achievement gap in reading, in all grade levels, lies at the forefront of our instructional focus. We will continue our efforts to bring in a Math Interventionist teacher. We had to utilize our reading interventionists in the classroom as there were no available candidates to possibly interview for teaching vacancies.

Staff Quality, Recruitment, and Retention Strengths

Josefa L. Sambrano continues to maintain its 100% highly qualified status for teachers and paraprofessionals. Weekly PLC meetings continue throughout the year to ensure teachers collaborate virtually and plan lessons to meet the needs of all students.

We continue to build teacher self-efficacy through professional development and structured PLC's. All students are monitored through graphs and fluency folders. It is important to note that students keep track of their progress as well. Administrators are present for PLC and data discussions.

We also continue to make strides in the area of technology. Each student has access to a device. Teachers are moving past the novice level to more proficiency in technology applications. All teachers have a smartboard in the classroom for added support in delivering instruction to our students. We will go on a 4-day work week for the upcoming 2023-2024 school year in the hopes of attracting qualified professional and support employees.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The campus was unable to consistently have certified teachers in two classrooms due to teacher shortage of applicants and one teacher retiring in December. We were unable to hire a certified teacher for the second half of the school year. **Root Cause:** There were no certified teacher applicants for the positions.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Josefa L. Sambrano will continue to implement TRS as the scope and sequence guide. Various resources, such as Lead4ward, STEMscopes, Sharon Wells, Guided Math, Estrellitas, Foundations, Lunita, IStation, HMH curriculum, AR reading, Google Classroom and other resources will continue to be implemented.

Continuous and focused data analysis is recognized as an essential process at Josefa L. Sambrano. Dual Language is being implemented in grades K-2. Teaching in the Dual Language classrooms is using a 50/50 model with instruction being given in English and Spanish. PLC meetings focus on data disaggregation and planning with the end in mind. Full implementation of the state TEKS is expected in every classroom and monitored. Teachers incorporate guided reading as a means to work on increasing student's reading levels, fluency, vocabulary and comprehension.

Curriculum, Instruction, and Assessment Strengths

Josefa L. Sambrano Elementary will continue to implement a weekly 90 minute PLC block of time in which teachers discuss, plan, review data, and learn new strategies. The content and language objectives are evident within classrooms for students to be prepared for the purpose of the daily lesson within every subject. The utilization of Thinking Maps, Lead4ward playlist, interactive student notebooks, ELPS strategies, Sharon Wells, guided reading, guided math, HMH, and STEMscopes, and IStation have proven effective in facilitating academic growth throughout the content areas.

We will continue to ensure that a powerful first teach is in place in all classrooms. In addition, a block of time is allotted each day for targeted intervention. Teachers are very positive in regards to the 50/50 Dual Language Model currently in place at the campus. It is evident they are following the protocols and schedules in place for the program.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Our students demonstrated growth in MAP testing in reading and math at MOY and they demonstrated growth at EOY, but their expected projected growth was less at EOY than MOY. **Root Cause:** It was the first year of students assessing under this testing format and MAP. As a campus, we are still learning the type of data the platform is providing as it an achievement test and provides data in a different manner. Also, our student population is comprised of kindergarten, first and second grade students. We, as a campus, are transitioning them to become computer literate in testing.

Parent and Community Engagement

Parent and Community Engagement Summary

Josefa L. Sambrano Elementary continues to look for ways to encourage parents and the community to be active participants in the education of our students. Our parent liaison is in her second year in the position. It provided the campus with opportunities to invite parents to different parents sessions on different topics. We did see an increase in parent involvement, but we are not where we would like to be with respect to parental involvement attendance. Our parent liaison makes phone calls and ensures we try to communicate with our parents in as many forms as possible to increase involvement.

Parents were invited to participate during open house, fall and spring teacher/parent conferences, Coffee with the Principal in the Spring, Scholastic Book fairs, Literacy distribution for students, GT Night, Star Students: Student of the Month, Award Celebrations, and literacy sessions combined with guest speakers. We also provide parents with sessions twice a month or more on campus sites.

We will continue seeking out for more opportunities for parent participation as we begin discussions on such prior to the 2023-2024 school year.

Parent and Community Engagement Strengths

Josefa L. Sambrano Elementary communicates with families through the use of Class Dojo, Google Classroom, automated calling, school website, marquee, and virtual conferences and phone calls. Parents have opportunities throughout the year to become involved with the school through virtual attendance and participation in our monthly literacy book-of-the-month sessions, recognition ceremonies, GT Family Night, STEM night, and virtual conferences. We did see a slight increase in parent volunteers.

School Context and Organization

School Context and Organization Summary

Josefa L. Sambrano Elementary School ensures academic success for all students. A structured master schedule that maximizes student learning is implemented. Our instructional day is from 7:30 AM - 2:50 PM with built-in intervention blocks to have small group intervention for our students needing the academic support. Weekly PLC's are conducted on Wednesdays to allow for lesson planning, data review, and professional development. The At-Risk Interventionist will work with K-2nd grade students in reading. Aides will support reading and math for K-2nd grade students. Fall and Spring intersession intervention was completed during the breaks to bring in students who were needing extra assistance and to comply with the state mandated hours for our Kindergarten students, 30 hours each semester, and 60 for the summer session (total 120 hours).

With the upcoming 4-Day Work Week 2023-2024 school year, adjustments to schedules, tutoring, after school programs will have to be made. The focus is to ensure instructional time is not compromised during the school day.

The campus leadership team conducted the Effective School Framework diagnostic self-assessment and determined the following focus areas for improvement:

- Essential Action 1.1 Develop campus instructional leaders (principal, assistant principal, counselor, teacher leaders) with clear roles and responsibilities.
- Essential Action 3.1 Compelling and aligned vision, mission, goals, values, focused on a safe environment and high expectations.
- Essential Action 5.3 Data- driven instruction

School Context and Organization Strengths

Josefa L. Sambrano Elementary School provided in-school intervention for students throughout the regular school schedule to meet the needs of the students for each grade level, this allowed additional learning time for students who are not mastering the content. Students who were needing the extra support and are at risk of failing were encouraged to attend the virtual intervention intersession during the fall and spring for one week. We currently have two Teacher Interventionists on campus, but were not able to place them in their respective roles. They were assigned a classroom for the majority of the school year due no candidates available for possible interviews throughout the school year.

Technology

Technology Summary

Josefa L. Sambrano School is equipped with wireless computers and Active Panels in all classrooms. Students are provided with educational opportunities through the use of updated technological equipment as well as trained classroom teachers who incorporate this equipment into their lessons. The Active Panels allow teachers to quickly access information for lesson presentations and to assess student learning.

Our campus continued to increase the opportunities for 1:1 devices for each student in all grade levels. We are at a 1:1 ratio as far as student devices. Students navigate through IStation reading, IStation math, GO Math, STEMscopes, Google Classroom and many other websites in order to supplement their instruction. Teachers continue to work towards building proficiency using available instructional applications and other technology applications to assist with their delivery of instruction.

We will continue to make strides in the area of technology. iPads were replaced with chromebooks for Kindergarten students. They still have a small set of iPads in the classroom for support and intervention. Currently, all students have chromebooks and utilize them. Some teachers are moving past the novice level to more proficient with the integration of Flipgrid, Pear Deck and other technology apps in their daily lessons. Two additional computer labs were built with up to date desktops, smartboard, etc. We currently have 3 computer labs on campus with 75 desktops (25 per computer lab) in place. We do have a computer lab aide onsite.

Technology Strengths

Josefa L. Sambrano ensures that we are at 1:1 with regard to student devices. All students had access to technology for face-to-face and virtual learning. In addition, Josefa L. Sambrano will continue to update all classrooms with the needed technology equipment to enhance learning and teaching. Teachers and students have become more efficient with virtual learning to include the use of Google Classroom, Google Meet, Class Dojo, and the implementation and navigation of online learning. The teachers have actively participated in technology training to support learning that features enhanced technology integration.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: To foster well-trained human capital in order to support student success and achievement.

Performance Objective 1: To provide professional development to 100% of faculty and staff and administration that is geared toward academic areas that have been determined to be a need at the campus.

Evaluation Data Sources: Agendas, sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development to include (Monthly PLC's): Amplify (mClass) New Teacher Orientation DRA/EDL assessment training (campus base) EduHero online PD Estrellita PD GT training Guided Reading La Cosecha Conference (Virtual or in Person) Learning Dynamics PBIS Conference Reading Renaissance (AR & MAYON) Sharon Wells Mathematics for 2nd grade Seidlitz Education TABE Conference TexQuest Wilson Language Region 19 : Autism Conference Mental Health Conference Border Conference Reading Academies for kindergarten teachers and administrators SuccessEd (RTI) Strategy's Expected Result/Impact: Overall increase in student achievement in all content areas through the implementation of skills and strategies acquired through training. Staff Responsible for Monitoring: Campus Administration Campus Instructional Specialists District Instructional Officers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers:	Formative			Summative
	Sept	Nov	Jan	Mar

Lever 5: Effective Instruction

Funding Sources: Campus Guest Teacher - 199: General, Basic - 199.11.6112.40.103.99 - \$10,000, Sharon Wells - 211: Title I, Part A Improving Basic Programs - 211.13.6299.00.103.30 - \$13,287, SuccessEd RTI - 199: General, Basic - 199.11.6396.00.103.30 - \$532, Professional Development - La Cosecha - 199: General, Bilingual Education - 199.13.6411.12.103.25 - \$4,000, EduHero - 199: General, Basic - 199.13.6396.00.103.99 - \$607, Professional Development - R19 - 199: General, Basic - 199.31.6239.00.103.99 - \$150, Professional Development - TABE and La Cosecha - 199: General, Basic - 199.23.6411.12.103.99 - \$1,500, In-District PD/Staff Development - Seidlitz - Best Practices - 199: General, Bilingual Education - 199.13.6411.13.103.25 - \$3,500, R19 ESC - 199: General, Special Education - 199.13.6239.00.103.23 - \$500, Unique Learning - Lesson PIX - 199: General, Special Education - 199.11.6396.00.1903.23 - \$976, PD - SPED - Region 19 - 199: General, Special Education - 199.13.6239.00.103.23 - \$250, Employee Travel - Admin - 199: General, Bilingual Education - 199.23.6411.12.103.25 - \$3,000, Software/Site Licenses - 199: General, State Compensatory Education - 199.11/6396.00.103.30 - \$48,000, mClass - 199: General, Basic - 199.13.6299.00.103.36 - \$5,000, Estrellita PD - 199: General, Bilingual Education - 199.13.6299.00.103.25 - \$3,200, PD - Dr. Jose Medina - Dual Language - 199: General, Bilingual Education - 199.13.6299.00.103.25 - \$5,000

Strategy 2 Details	Reviews			
Strategy 2: Campus Instructional Specialists will work with classroom teachers to support student learning through professional learning communities and modeling lessons utilizing best practices while implementing district initiatives in all content areas to include team building for faculty and staff (2 FTE's) (Daily). Strategy's Expected Result/Impact: Increase of student achievement in all content areas. Staff Responsible for Monitoring: Campus Administration District Instructional Officers Campus Instructional Specialists TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional Specialist - (2 FTE's) Estimated Salary & Benefits - 211: Title I, Part A Improving Basic Programs - 211.13.6119.00.103.30 - \$178,583.34	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: Professional Learning Communities will meet weekly for 60 minutes to align instruction and assessments, plan based on student data, reflect on teaching practices and strategies and plan for targeted and focused intervention based on the data. (Weekly) PLC Processes Strategy's Expected Result/Impact: An increase in student achievement in all content areas that is achieved through planning a powerful first teach, planning with the end in mind and monitoring student achievement through data review. Staff Responsible for Monitoring: Campus Administration Campus Instructional Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Sept	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 1: 70% of kinder grade students will be reading at a DRA/EDL Reading level of 4 by the end of the 2023-2024 school year.
 70% of first grade students will be reading at a DRA/EDL Reading level of 16 by the end of the 2023-2024 school year.
 70% of second grade students will be reading at a DRA/EDL Reading level of 28 by the end of the 2023-2024 school year.

High Priority

Evaluation Data Sources: Istation beginning, middle and end of the year assessments
 DRA / EDL Guided Reading Levels: Monthly levels to be checked by Instructional Coaches and Admin.
 Guided Reading Binders; to include guided reading lessons; Istation intervention lessons / Running Records
 Weekly test and data meetings
 Implement Accelerated Reading (AR) for student independent reading practice.

Strategy 1 Details	Reviews			
Strategy 1: Provide research-based instructional resources that are aligned to the TEKS through the use of the following (Daily): Amazon Barnes and Noble literacy purchases Basic instructional supplies/Warehouse Benchmark Education Capstone-Pebble Go Curriculum Associates - Math and Reading DRA/EDL Reading Kits Estrellita Follett School Solutions Istation Reading and Math Kami Notable Lakeshore Learning Materials Learning A-Z (RAZ and Vocabulary) Lunita Okapi Reading Renaissance (AR) Really Good Stuff Shi government Voyager Sopris Scholastic School Specialty Steps to Literacy Wilson Language (Foundations) TexQuest Valley Speech Strategy's Expected Result/Impact: Improvement in all core content areas with monitoring through the following	Formative			Summative
	Sept	Nov	Jan	Mar

means:

Guided Reading binders

Istation

DRA/EDL - running records

TELPAS

Walkthroughs /T-TESS

Coaching Cycle feedback/reflection

Lesson Plans

Kami Notable

Staff Responsible for Monitoring: Campus Administration

Campus Instructional Coaches

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 5: Effective Instruction

Funding Sources: Imagination Station (Istation) Learning - A-Z - 199: General, Basic - 199.71.6514.00.103.30 - \$37,024.92, Intervention kits/Supplies General - 199: General, State Compensatory Education - 199.11.6399.00.103.30 - \$53,000, Software - 199: General, Basic - 199.13.6396.00.103.99 - \$607, Reading materials - 199: General, Bilingual Education - 199.11.6329.00.103.25 - \$20,000, Reading Kits - 199: General, Basic - 199.11.6329.00.103.36, Technology Equipment - 211: Title I, Part A Improving Basic Programs - 211.11.6395.00.103.30, General Supplies - 199: General, Basic - 199.11.6399.00.103.11 - \$9,343, General Supplies Bilingual - 199: General, Bilingual Education - 199.11.6399.00.103.25 - \$23,050, General Supplies - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.103.30, General Supplies - 199: General, Special Education - 199.11.6399.00.103.23 - \$5,000, General Supplies - 289: Title IV, Part A Subpart 1 - 289.11.6399.00.103.30 - \$15,000, General Supplies - GT - 199: General, Gifted & Talented - 199.11.6339.00.103.21 - \$500, Bilingual Supplies - 263: Title III, Part A English Language Acq. - 263.11.6399.00.103.25, Supplies - 199: General, State Compensatory Education - 199.11.6399.00.103.36 - \$53,000, Reading materials - 289: Title IV, Part A Subpart 1 - 289.11.6329.00.103.30 - \$7,910

Strategy 2 Details	Reviews			
Strategy 2: Update library resources for student and classroom use. (Monthly) Strategy's Expected Result/Impact: Increase in students' reading level to include comprehension and fluency that is monitored through library usage, Accelerated Reading tests, reading and fluency graphs. Update the library to meet the needs of K-2nd Grade Level Readers. Staff Responsible for Monitoring: Campus Administration Librarian Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Library Resources - 199: General, Basic - 199.12.6329.00.103.99 - \$3,000, General Supplies - 199: General, Basic - 199.12.6399.00.103.99 - \$700, General Supplies - Toner - 199: General, Basic - 199.12.6399.53.103.99 - \$400, Reading Material - 289: Title IV, Part A Subpart 1 - 289.12.6329.00.103.30 - \$10,000	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: Purchase books for read-alouds for grades K-2nd, to include book titles that have bilingual counterparts for alignment for instructional alignment, MYON license for AR reading books, add digital books from EPIC and Capstone. Strategy's Expected Result/Impact: Increase in reading comprehension and fluency as monitored by increase in reading levels. Staff Responsible for Monitoring: Campus Administration Teacher Campus Instructional Specialist Librarian TEA Priorities: Build a foundation of reading and math - Funding Sources: Reading Material - 211: Title I, Part A Improving Basic Programs - 211.11.6329.00.103.30 - \$2,600, Reading Material - 199: General, Special Education - 199.11.6329.00.103.23 - \$600, Reading Material - 289: Title IV, Part A Subpart 1 - 289.11.6329.00.103.30 - \$9,073	Formative			Summative
	Sept	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 2: For the 2023-2024 school year, common benchmark assessments (MAP), Sharon Wells 6-week 2nd grade math assessment results reports will reflect increases in mathematics as per the following:

Grade: Kinder

Approaches- 3% increase in the EOY MAP mathematics assessment from the 2022-2023 EOY assessment results.

Meets- 3%

Masters- 1%

Grade: 1st

Approaches- 3%

Meets- 3%

Masters- 1%

Grade: 2nd

Approaches- 3%

Meets- 3%





Masters- 1%

MAP MOY smart goal is 1% overall percentage rise students meeting projected growth in Math and Reading.

High Priority

Evaluation Data Sources: MAP Math assessment scores, 6-week math assessment results, IStation Tier Reports





Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase/Provide research-based resources to support classroom instruction incorporating the following resources: (Monthly)</p> <p>Houghton Mifflin textbook resources Istation Math (K-2nd grade) STEMScopes for Math (K-2) Classroom Kits Sharon Wells Math Curriculum (2nd Grade) Curriculum Associates Math Manipulatives: Color tiles, pattern blocks, clocks, scales, etc. Lakeshore Learning Math Kits to focus on numeracy, shapes and number sense. STEMScopes Math/Accelerate Learning Kami Notable Accelerated Learning AR (MYON) Starfall OKAPI Materials</p> <p>Strategy's Expected Result/Impact: Increase in student achievement through the use of manipulatives, problem-solving methodologies, basic facts, and various strategies that will lead to an increase in student mastery in unit and campus assessments.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Instructional Specialist Teachers</p> <p>TEA Priorities: Build a foundation of reading and math -</p> <p>Funding Sources: ImagineNation (Istation) - Kami - Learning A-Z - 199: General, Basic - 199.11.6396.00.103.30 - \$48,000, Math and Reading Intervention kits and General Supplies - 199: General, State Compensatory Education - 199.11.6399.00.103.30 - \$25,000, Instructional Supplies - 199: General, Basic - 199.11.6399.00.103.36 - \$28,900</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 2 Details		Reviews			
Strategy 2: Continue with Guided Math in K-1st grade to include learning stations while also using Math STEMScopes. (Daily) Strategy's Expected Result/Impact: Increase in foundational knowledge and comprehension in regard to number sense and moving from the concrete to abstract way of thinking and problem solving. Staff Responsible for Monitoring: Campus Administration Campus Instructional Specialist District Instructional Officers Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Sept	Nov	Jan	Mar
		<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>			

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 3: For the 2023-2024 school year the campus will implement the use of a Science lab/Makerspace lab. The campus will continue with the Engineering Connection lab as well as utilizing STEMScopes.

Evaluation Data Sources: 2023-2024 STEMScopes Assessment Results

Strategy 1 Details	Reviews			
Strategy 1: A math/science instructional aide is on staff to support teacher with instruction in those content areas. (1 FTE) (Daily) Strategy's Expected Result/Impact: Increase in performance in content areas on unit and campus assessments. Increase in participation of activities and lessons in the Engineering labs. Staff Responsible for Monitoring: Campus Administration Teachers Funding Sources: Instructional Aide - (1 FTE) Estimated Salary & Benefits - 211: Title I, Part A Improving Basic Programs - 211.11.6129.00.103.30 - \$31,416.76, General Supplies - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.103.30 - \$13,183	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Provide (Daily) research-based resources and supplies to support classroom instruction such as: STEMScopes to support classroom instruction, replenishment of science lab materials and makerspace products relevant to the math, science and engineering component. Strategy's Expected Result/Impact: Increase mastery of content and performance as measured through unit and campus assessments. Staff Responsible for Monitoring: Campus Administration Campus Instructional Specialist Teachers District Instructional Officer TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Supplies - 289:Title IV, Part A Subpart 1 - 289.11.6399.00.103.30 - \$5,000	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 4: 2023-2024 performance for Special Populations to include English Language Learners (EL) , Gifted and Talented (GT), students receiving Special Education Services (SPED), and students identified as in Transition (Migrant and/or Homeless) will demonstrate growth in each assessed subject area, through the provision of appropriate differentiated curricula and instruction. English Language Learners will improve one proficiency level in 2023-2024.

Evaluation Data Sources: 2023-2024 TELPAS Results

Strategy 1 Details	Reviews			
Strategy 1: Purchase GT testing materials and scoring services for GT nominated students. (Yearly) Purchase materials for GT student projects face-to-face or virtual learning (Monthly) Purchase materials and snacks for GT Family Night/Virtual learning (Yearly) Provide opportunities for our GT students to participate in Adventures in Learning field trips and additional field trips, face-to-face or virtually. (Yearly) Extra Duty Pay for GT Family Night Strategy's Expected Result/Impact: Differentiated instruction for GT student population as measured by projects and increased academic achievement. Staff Responsible for Monitoring: Campus Administration Teacher GT Coordinator Funding Sources: Testing Material - 199: General, Gifted & Talented - 199.11.6339.00.103.21 - \$200, General Supplies - 199: General, Gifted & Talented - 199.11.6399.00.103.21 - \$300, Food - 199: General, Gifted & Talented - 199.11.6497.00.103.21 - \$100, Extra Duty Pay - 199: General, Gifted & Talented - 199.11.6117.01.103.21 - \$200	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to implement Dual Language Model for K-2 with fidelity (Daily). Attend Professional Development for Dual Language to include PD with Dr. Jose Medina grade 1st-2nd grade. Attend Seidlitz PD for classroom strategies supporting EL students. Use of Estrellita to support phonics and reading K-2 in bilingual classrooms., to include Lunita for 2nd grade. (Daily) Identification and placement of students in the bilingual program through state-approved assessments. (As needed) Testing Materials - LAS Purchase of Reading Material in conjunction with Seidlitz Supplies need for Dual Language Instruction in the classroom PD - Dr. Jose Medina</p> <p>Strategy's Expected Result/Impact: Increase in vocabulary development and reading levels, comprehension, and fluency across all content areas. Measured through walkthroughs, unit and campus assessments, and TELPAS.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers Campus Instructional Specialists Reading Interventionist Teacher District Instructional Officers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Testing Materials - 199: General, Bilingual Education - 199.11.6339.00.103.25, Reading Material - 199: General, Bilingual Education - 199.13.6329.00.103.25 - \$2,000, General Supplies - 199: General, Bilingual Education - 199.11.6399.00.103.25 - \$23,050, In-District PD/Staff Development - 199: General, Bilingual Education - 199.13.6411.13.103.25 - \$3,500, Supplies - 263: Title III, Part A English Language Acq. - 263.11.6399.00.103.25 - \$7,000, Reading Material - 263: Title III, Part A English Language Acq. - 263.11.6329.00.103.25 - \$6,939</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
Strategy 3: Special Education students will be provided accommodations/modifications as per their Individual Education Plans. Tutoring will be offered to Special Education Students. License for RTI Success Ed Strategy's Expected Result/Impact: Differentiated instruction and support will result in an increase of meets in all core content areas. Staff Responsible for Monitoring: Campus Administration Teachers Special Education Teachers Special Education Instructional Aides (5) ESF Levers: Lever 5: Effective Instruction Funding Sources: Site Licenses - Unique Learning and Learning PIX - 199: General, Special Education - 199.11.6396.00.103.23 - \$1,100, RTI Success Ed - 199: General, Special Education - \$500	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
Strategy 4: All students that are at risk of failing will be provided with remediation and instructional materials during Fall and Spring intersession and after-school tutoring sessions as needed. (Daily/Weekly) Fall (2023) and Spring (2024) Intersession(s) will be offered to students needing the extra support. Bilingual kinder students will continue to have a Fall and Spring intersession to meet the state requirement for the summer. Each intersession will consists of 30 hours each semester and 30 in the summer. Intervention blocks will be implemented for all K-2 students. Targeted interventions will be determined from our data analysis. Transportation will be provided for students that attend tutorials. Special Education students will be provided tutoring to assist in areas of need. Strategy's Expected Result/Impact: Improvement in all core content areas with monitoring through lesson plans, walkthroughs, tutoring logs, Unit and campus-based assessments, TELPAS, and reading levels. Staff Responsible for Monitoring: Campus Administration Special Education Teachers Funding Sources: Reclassified Transp-Exp - Tutoring - 199: General, State Compensatory Education - 199.11.6494.05.103.30 - \$10,000	Formative			Summative
	Sept	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 5: Participation by parents and community members in school-based activities will increase from the 2022-2023 school year to the 2023-2024 school year.





Evaluation Data Sources: Documentation of Participation in Activities (Agendas, sign-in sheets kept by counselor, librarian, administration)

Strategy 1 Details	Reviews			
Strategy 1: Provide campus activities that promote family relationships and build self-esteem such as Honor Roll Assemblies, Grandparent's Day Celebration, Coffee with the Principal, 2nd grade farewell activities, Holiday celebration performances. Provide campus activities that increase parental involvement and support student achievement done virtually or in person if safety /health guidelines permit, such as: Academic Awards for students Barnes & Noble Book-of-the-Month to support literacy Bullying Prevention presentation Coffee with the Principal Student Safety COVID-19 safety health guidelines presentations Dual Language Information night EL strategies for language acquisition GT Family Night Literacy: Red Across America Celebration week Mental Health Awareness for social/emotional needs presentations Music Performance by students Practical Parent Education (parental engagement curriculum) STEM Expo TELPAS information, Open House, Title I, Title III, Math and Reading, information sessions. Parent Literacy Sessions to include 2 weekly sessions on various topics. (Monthly) Strategy's Expected Result/Impact: Increase in students' social/emotional well-being. Increase home/school connection to inform parents on various strategies to help their children achieve success. Staff Responsible for Monitoring: Campus Administration Teachers Counselor Librarian Music Teacher Campus Instructional Coach District Instructional Officers	Formative			Summative
	Sept	Nov	Jan	Mar

Parent Liaison

Funding Sources: Parent refreshments - 211: Title I, Part A Improving Basic Programs - 211.61.6497.01.103.30 - \$1,000, Reading materials - 211: Title I, Part A Improving Basic Programs - 211.11.6329.01.103.30 - \$500, Supplies - 211: Title I, Part A Improving Basic Programs - 211.61.6399.01.103.30 - \$1,206, Travel Employee - 211: Title I, Part A Improving Basic Programs - 211.61.6411.01.103.30 - \$200, Travel Non-Employee - 211: Title I, Part A Improving Basic Programs - 211.61.6419.01.103.30 - \$250, ESC-Region 19 - 211: Title I, Part A Improving Basic Programs - 211.61.6239.01.103.30 - \$250, Reading Materials - 211: Title I, Part A Improving Basic Programs - 211.61.6329.01.103.30 - \$500, Misc. Operating Expenses - 199: General, Basic - 199.31.6499.00.103.99 - \$700





Strategy 2 Details	Reviews			
Strategy 2: Increase in parent involvement through recognizing student achievements such as perfect attendance, honor roll, student-of-the-month, end-of-year awards for grades K-2nd Grade. (Every 9 weeks) Strategy's Expected Result/Impact: Increase in student achievement. Staff Responsible for Monitoring: Campus Administration Teachers Counselor Parent Liaison Funding Sources: Awards - 199: General, Basic - 199.11.6499.19.103.11 - \$4,500	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: Enhance home and school connection through the use of Class Dojo, Google Classroom, Zoom platform, Monthly Newsletters, Communicate through campus social media outlet, campus and district websites and Parent Attendance of the Annual Parent Conference at Region 19. (Monthly) Strategy's Expected Result/Impact: Increased communication with parents regarding campus and classroom activities. Continue to communicate through Dojo app to facilitate homework and will serve as a means for home and school communication. Staff Responsible for Monitoring: Campus Administration Teachers Parent Liaison Campus Secretary Librarian Funding Sources: Region 19 Parental Conference - 211: Title I, Part A Improving Basic Programs - 211.61.6239.01.103.30 - \$360, Employee Travel - Parent Liaison - 211: Title I, Part A Improving Basic Programs - 211.61.6411.01.103.30 - \$200, Software/Site License - 211: Title I, Part A Improving Basic Programs - 211.61.6396.01.103.30 - \$59	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 4 Details	Reviews			
Strategy 4: Involve parents in the development/revision of the district policy and parent compact by conducting annual meetings to inform parents of their child's participation in Title I Part A program requirements and their right to be involved. Have parents serve on the following committee: DAT, SHAC, LPAC and SBDM. (Monthly) Strategy's Expected Result/Impact: Provide parent and family engagement programs that provide materials and training to help parents work with educators as partners to monitor and improve their child's achievement. Staff Responsible for Monitoring: Principal Counselor Parent Engagement Representative State and Federal Programs Coordinator	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 6: The campus will support professionals and/or paraprofessionals working under IDEA B Formula or IDEA B Preschool.

Evaluation Data Sources: Financial reports

Strategy 1 Details	Reviews			
Strategy 1: The special education professional and/or paraprofessional will provide additional academic support to students. Strategy's Expected Result/Impact: To assist the struggling student in all academic areas. Staff Responsible for Monitoring: Campus Administration SPED Teachers SPED aides	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 7: The CARE Act ESSER Grant will be used to support the following expenditures: Base pay, misc. contracted services, technology hotspots and devices, software and site licenses, general supplies (nursing, cleaning, maintenance, operations), and utilities for campuses.

Evaluation Data Sources: Data reports and grant deliverables

Strategy 1 Details	Reviews			
Strategy 1: Sambrano Elementary School will utilize the CARE Act ESSER grant funds to help K-2 grade students during these difficult times access education and make learning more accessible to all students and students with disabilities, at-risk populations, language needs, and other challenges. Strategy's Expected Result/Impact: Close learning gaps attributed to the COVID19 pandemic. Staff Responsible for Monitoring: School administration Teachers Instructional Specialists TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.





Performance Objective 8: The CRRSA Act of 2021 is intended to prevent, prepare for, and respond to the COVID-19 pandemic, to include any impacts on the social, emotional, mental health, and academic needs of students. The ESSER II Grant will be used to support the following expenditures: Loss of learning, technology integration, safe in-person return, continuity of services, mental health and behavioral supports, and grant administration.

Evaluation Data Sources: Data reports and grant deliverables

Strategy 1 Details	Reviews			
Strategy 1: Loss of Learning - Supplies, manipulatives, intervention kits needed to support loss of learning. Tutoring and intersession intervention will also be provided and implemented for student learning support throughout the school year. Strategy's Expected Result/Impact: Close learning gaps attributed to COVID-19. Staff Responsible for Monitoring: Administration Teachers Instructional Specialists Reading Intervention Teacher Funding Sources: Supplies - 281 ESSER II - 281.11.6399.01.103.30 - \$10,905.40	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Technology Integration - Purchase of equipment, material, supplies, instructional resources to support learning. Strategy's Expected Result/Impact: Close learning gaps due to COVID-19 through the integration of technology and purchasing applicable resources and general supplies. Monitor student data through PLC meetings to meet needs of individual students. Staff Responsible for Monitoring: Administration Teachers Instructional Specialist Computer Lab Aide Funding Sources: supplies - 281 ESSER II - 281.11.6399.11.103.11 - \$17,500	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: Provide faculty and staff with strategic staff development targeting our programs and initiatives. Strategy's Expected Result/Impact: Provide teachers with strategies and tools they can implement and utilize in the classroom to support student learning and help close gaps in learning attributed to the pandemic. Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 4 Details	Reviews			
Strategy 4: Family Community and Engagement - provide parents with sessions such as literacy sessions, mental awareness sessions, socio-emotional activities. Purchase supplies, reading material misc. expenditures to attract parental engagement. Strategy's Expected Result/Impact: Provide parents with strategies and materials to support them in assisting their children at home in their academics. Close gaps in learning from strategies learned and provide students with the home and school connection. Staff Responsible for Monitoring: Campus Administration Parent Liaison	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
Strategy 5: Safe to return in person and continuity of services. Strategy's Expected Result/Impact: No monies budgeted. Funding Sources: supplies - 281 ESSER II - 281.33.6399.05.103.99 - \$1,638.32	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6 Details	Reviews			
Strategy 6: Mental Health and Behavior Supports - Purchase general supplies, reading material, furniture that will provide socio-emotional support. Strategy's Expected Result/Impact: For teachers to improve the overall quality of instruction Staff Responsible for Monitoring: Administration Counselor Parent Liaison Nurse TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: furniture - 281 ESSER II - 281.11.6398.06.103.11 - \$3,331.65	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7 Details	Reviews			
Strategy 7: Grant Administration Strategy's Expected Result/Impact: No monies allocated	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 8 Details	Reviews			
Strategy 8: Student Enrichment and After School Programs - Continue with the after school programs in place to possible add another program. Strategy's Expected Result/Impact: Students will have better access to intervention opportunities and the educational interaction between students and teachers. Provide students with an environment where they can socialize, compete, learn and help with their over-all socio-emotional status. Staff Responsible for Monitoring: Administration Teachers willing to work the special programs Teacher aides Monitors Funding Sources: General Supplies - 281 ESSER II - 282.36.6399.08.103.99 - \$5,072, Extra Duty Pay - Professional - 281 ESSER II - 282.36.6117.08.103.99 - \$12,000, Extra Duty Pay - Hourly - 281 ESSER II - 282.36.6127.08.103.99 - \$9,700	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9 Details	Reviews			
Strategy 9: Resources to address needs of individual schools. Grade level reconvene to order general supplies needed to ensure alignment of the curriculum across the board. Purchase letters for the marquee. Purchase Smart Boards if needed. (Currently being used for Monitor Pay). Strategy's Expected Result/Impact: Students will have better access to intervention opportunities and the educational interaction between students and teachers. And with the incorporation of an all-inclusive software license students will have better educational opportunities. Staff Responsible for Monitoring: Technology Director Campus Administrator Network Administrator IT Field Specialist Funding Sources: Equipment - 281 ESSER II - 281.11.6398.09.103.11 - \$3,000	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10 Details	Reviews			
Strategy 10: Retention of Employees - not campus based. Strategy's Expected Result/Impact: No monies allocated.	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 11 Details		Reviews			
Strategy 11: Teacher supply fund - teacher allowance to purchase supplies needed for projects. Strategy's Expected Result/Impact: Close learning gaps through students creating projects as per the curriculum to motivate and engage. Staff Responsible for Monitoring: Administration Teachers Reading Interventionist TEA Priorities: Build a foundation of reading and math - Funding Sources: General Supplies - 282 ESSER III - 282.11.6399.11.103.11 - \$8,750		Formative			Summative
		Sept	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.





Performance Objective 9: The ARP Act of 2021 is intended to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students. The ESSER III Grant will be used to support the following expenditures: loss of learning, technology integration, professional development, Family/Community Engagement, safe return to work, continuity of services, mental health and behavioral supports, and grant administration.

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1 Loss of Learning - Supplies, manipulatives, intervention kits needed to support loss of learning. Tutoring and intersession intervention will also be provided and implemented for student learning support throughout the school year. Strategy's Expected Result/Impact: Close learning gaps attributed to COVID-19 in all content areas by providing intervention material. Staff Responsible for Monitoring: Administration Teachers Instructional Specialist Reading Intervention Teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: General Supplies - 282 ESSER III - 282.11.6399.01.103.30 - \$31,660, Extra Duty - Professional - 282 ESSER III - 282.11.6117.01.103.30 - \$25,000, Extra Duty - Hourly - 282 ESSER III - 282.11.6127.01.103.30 - \$5,000	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 2 Details		Reviews			
Strategy 2: Technology Integration - Purchase of equipment, material, supplies, instructional resources to support learning. Funding Not Applicable Strategy's Expected Result/Impact: Close learning gaps due to COVID-19 through the integration of technology and purchasing applicable resources and general supplies. Monitor student data through PLC meetings to meet needs of individual students. Staff Responsible for Monitoring: Administration Teachers Instructional Specialist Computer Lab Aide TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Sept	Nov	Jan	Mar
Strategy 3 Details		Reviews			
Strategy 3: Provide faculty and staff with strategic staff development targeting our programs and initiatives and pay stipend if applicable under the approved miscellaneous pay. Strategy's Expected Result/Impact: Provide teachers with strategies and tools they can implement and utilize in the classroom to support student learning and help close gaps in learning attributed to the pandemic. Staff Responsible for Monitoring: Campus Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: R19 ESC - 282 ESSER III - 282.13.6239.03.103.99 - \$2,000, Employee Travel - 282 ESSER III - 282.13.6411.03.103.99 - \$2,500, Reading Material Book Study - 282 ESSER III - 282.13.6329.03.103.99 - \$1,500, Employee Travel - Admin - 282 ESSER III - 282.23.6411.03.103.99 - \$550		Formative			Summative
		Sept	Nov	Jan	Mar

Strategy 4 Details		Reviews			
Strategy 4: Family Community and Engagement - provide parents with sessions such as literacy sessions, mental awareness sessions, socio-emotional activities. Purchase supplies, reading material misc., snacks expenditures to attract parental engagement. Provide parent liaison opportunity to attend professional development to further enhance our parent participation Strategy's Expected Result/Impact: Provide parents with strategies and materials to support them in assisting their children at home in their academics. Close gaps in learning from strategies learned and provide students with the home and school connection. Staff Responsible for Monitoring: Campus Administration Parent Liaison TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Reading Materials - 282 ESSER III - 282.61.6329.04.103.30 - \$1,000, Misc. Operating Expense - 282 ESSER III - 282.61.6499.04.103.30 - \$2,500, General Supplies - 282 ESSER III - 282.61.6399.04.103.30 - \$2,500 , Employee Travel - Parent Liaison - 282 ESSER III - 282.61.6411.03.103.30 - \$550, Food purchases - 282 ESSER III - 282.61.6497.04.103.30 - \$758		Formative			Summative
		Sept	Nov	Jan	Mar
Strategy 5 Details		Reviews			
Strategy 5: Safe to return to in person school and continuity of services. Strategy's Expected Result/Impact: For teachers to improve the overall quality of instruction. Staff Responsible for Monitoring: Administration Counselor Parent Liaison Nurse		Formative			Summative
		Sept	Nov	Jan	Mar





Strategy 6 Details	Reviews			
Strategy 6: Mental Health and Behavior Supports. Social emotional work centers, books, supplies for classroom sessions and furniture. Strategy's Expected Result/Impact: To enhance the emotional and social aspect of our students and ensure academic success. Staff Responsible for Monitoring: Administration, Counselor, Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Furniture and Equipment - 282 ESSER III - 282.11.6398.06.103.11 - \$6,000, General Supplies - 282 ESSER III - 282.11.6399.06.103.11 - \$4,000, Reading Materials - 282 ESSER III - 282.31.6329.06.103.99 - \$1,000, General Supplies - 282 ESSER III - 282.31.6399.06.103.99 - \$4,875, Miscellaneous Operating Costs - 282 ESSER III - 282.31.6499.06.103.99 - \$500	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7 Details	Reviews			
Strategy 7: Grant Administration	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8 Details	Reviews			
Strategy 8: Student enrichment and after school programs. Strategy's Expected Result/Impact: Students will have better access to intervention opportunities and the educational interaction between students and teachers. And with the incorporation of an all-inclusive software license students' will have better educational opportunities. Staff Responsible for Monitoring: Technology Director Campus Administrator Network Administrator IT Field Specialist TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 9 Details	Reviews			
Strategy 9: Resources to address needs of individual schools. Teachers will order supplies needed to ensure alignment across the grade levels and the purchase of smart boards. Strategy's Expected Result/Impact: To ensure student academic success. Staff Responsible for Monitoring: Administration, Instructional Specialists, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: General Supplies - 282 ESSER III - 282.11.6399.09.103.11 - \$23,750, Technology - 282 ESSER III - 282.11.6395.09.103.11 - \$9,000	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10 Details	Reviews			
Strategy 10: Retention of Employees. Strategy's Expected Result/Impact: Close learning gaps through students creating projects as per the curriculum to motivate and engage. Staff Responsible for Monitoring: Administration Teachers Reading Interventionist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11 Details	Reviews			
Strategy 11: Teacher supplies. Strategy's Expected Result/Impact: To ensure students success and a positive culture for teachers. Staff Responsible for Monitoring: Administration, Instructional Specialists, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 10: ARP Homeless I - TEHCY Supplemental grant is to increase capacity to address the unique needs of homeless children and youth due to the impact of the COVI-19 pandemic.





Evaluation Data Sources: Students progress reports, 9 week reports and Istation reading results.

Strategy 1 Details	Reviews			
Strategy 1: To close the gaps in student learning in reading and mathematics a school tutor will work in small groups of students or one-to-one targeting the areas of need. Supplemental supplies and materials will be provide for the instruction. Strategy's Expected Result/Impact: The expected results will be to increase scores on reading and math by 1% to 2% Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, classroom teacher and student's tutor Title I: 2.5, 2.6 Funding Sources: Tutor Salary &Benefits - 278 ARP I - Homeless Supplemental Grant - 278.11.6127.00.103.24 - \$3,252, Supplies & Materials - 278 ARP I - Homeless Supplemental Grant - 278.11.6399.00.103.24 - \$500	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 11: ARP II - Homeless Grant Funding is to increase local education agencies (LEAs) and education service centers (ESCs) capacity to identify, enroll, and provide wraparound services to address the unique needs of homeless children and youth due to the impact of COVID-19 pandemic.

Evaluation Data Sources: Student's progress reports, 9 week reports, and Istation reading results.





Strategy 1 Details	Reviews			
Strategy 1: Sambrano Elementary will provide intervention to transition students with extra support in closing the gaps due to COVID-19 by hiring a part-time tutor. Also, supplies and materials will be provided for additional instructional support to include one educational field trip. Strategy's Expected Result/Impact: The expected result will be to increase students academic support and improve reading by 1% Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist and part-time tutor Title I: 2.5, 2.6 Funding Sources: Salary & Benefits Part-Time Tutor - 280 ARP II Homeless Grant - 280.11.6127.00.03.24 - \$8,639, Reading Materials - 280 ARP II Homeless Grant - 280.11.6329.00.103.24 - \$310, General Supplies - 280 ARP II Homeless Grant - 280.11.6399.00.103.30 - \$2,000	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 12: For the 2023-2024 school year, the campus will begin a school-wide writing baseline to gauge student success with letter formation, penmanship and basic simple sentence structure. A campus-wide monthly writing sample collection will be implemented to address the writing process and determine growth per grade level expectations.

The writing wall classroom display will be aligned to grade level TEKS based on the book of the month.

Evaluation Data Sources: Writing samples progression.

Strategy 1 Details		Reviews			
Strategy 1: Kindergarten, First Grade and Second Grade will collect monthly writing samples and post on classroom wall to show writing development and progress throughout the school year. Strategy's Expected Result/Impact: Student writing will show a progression of progress through writing portfolio samples Staff Responsible for Monitoring: Teachers IS's Administration Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Sept	Nov	Jan	Mar
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 13: Title I, Part A, provides supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the challenging state academic standards. The plan is to ensure all SEISD students are provided opportunities to meet the State Academic Standards.

Evaluation Data Sources: Announcements, invitations, meeting evaluations, Sing-in-sheets, agendas, powerpoint presentations, progress reports, nine-weeks results, STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Sambrano Elementary will provide scientific research-based supplemental resources to support students academically in any core academic area. (Reading/English Language Art, Writing, Mathematics, Social Studies, Science, Foreign Language, Computer Aide Instruction, Extended Learning Opportunities, and Instructional Equipment). (Daily) Strategy's Expected Result/Impact: To impact students' academic instruction Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors, and Instructional Aides Title I: 2.4, 2.5, 2.6 Funding Sources: General Supplies - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.103.30 - \$27,623	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Sambrano Elementary will provide supplemental library resources and media to support instruction during the school year. (Library Books, E-Books, Technology Equipment). (Daily) Strategy's Expected Result/Impact: To encourage students more reading, work with students to read at grade level and improve reading scores. Staff Responsible for Monitoring: Campus Administrator, Administrator Specialist, Teachers, Librarian, Library Aide. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Nov	Jan	Mar





Strategy 3 Details	Reviews			
Strategy 3: Campus support staff, instructional specialists, counselors, coordinators, office staff members, para-educators, and instructional aides will participate in professional development. Campus staff will have professional development opportunities and participate in training sessions via virtual platforms, on-site PLCs, online thru EduHero, or with Region 19 ESC to effectively implement best practices. (In-District, Regional, or State) (Monthly) Strategy's Expected Result/Impact: Practical instruction will result in higher rates of learning, which in turn produce increased scores with EOC, AP, and other assessments. Staff Responsible for Monitoring: Administrators, Instructional Specialists, Teachers, Department Chairs Title I: 2.4, 2.5, 2.6 Funding Sources: Sharon Wells - 211: Title I, Part A Improving Basic Programs - 211.13.6299.00.103.30 - \$13,287	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
Strategy 4: The campus will provide opportunities for administrators to attend professional development training.(In-District, Regional or in-state) (Monthly/Yearly) Strategy's Expected Result/Impact: Staff Development is predominantly campus-based, related to achieving campus performance objectives and students having better learning outcomes. Staff Responsible for Monitoring: Campus Administrators Title I: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
Strategy 5: Counselors will provide professional support to students with their social and emotional needs and assist students with their professional and educational goals. The campus will provide supplemental supplies, materials, and counselors' equipment to support students. (Daily) Strategy's Expected Result/Impact: To positively impact student behavior and implement PBIS Staff Responsible for Monitoring: Administrators, campus counselor Title I: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 6 Details	Reviews			
Strategy 6: Sambrano Elementary will continue supporting parent and family engagement programs to increase parent participation in the following: Meetings, training, committees, Region 19 workshops, FACES conference, Parent-Teacher Conference, and Progressing Together Meetings. (Supplies & Materials, equipment, parent refreshments) (Monthly/Yearly) Strategy's Expected Result/Impact: Increase Parent Participation and parent engagement. Staff Responsible for Monitoring: Campus Administrator. Teachers, Counselors, Parent Liaison Title I: 4.2 Funding Sources: Reading Materials - 211: Title I, Part A Improving Basic Programs - 211.61.6329.01.103.30 - \$1,500, General Supplies - 211: Title I, Part A Improving Basic Programs - 211.61.6399.01.103.30 - \$951, Employee Travel - 211: Title I, Part A Improving Basic Programs - 211.61.6411.01.103.30 - \$100, Non-Employee Travel - 211: Title I, Part A Improving Basic Programs - 211.61.6419.01.103.30 - \$500, Food Purchases - 211: Title I, Part A Improving Basic Programs - 211.61.6497.01.103.30 - \$500	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7 Details	Reviews			
Strategy 7: The written Parent and Family Engagement Policy, Compact, Title I Annual Meeting, and Title I Evaluation will be developed, reviewed, distributed, and revised jointly with, agreed on with, and distributed to parents and family members of participating children. (Yearly) Strategy's Expected Result/Impact: Our district and campus must have a written parent and family engagement policy in place. Staff Responsible for Monitoring: Campus Administrator, Teachers, and Parent Liaison Title I: 4.1	Formative			Summative
	Sept	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 14: Title III, Part A, provides supplemental resources to districts to help ensure that children who are English learners, including immigrant children and youth, attain English proficiency at high levels in academic subjects and can meet the same challenging State academic standards that all children are expected to meet.

Evaluation Data Sources: Sing-in-sheets, attendance rosters, progress reports





Strategy 1 Details	Reviews			
Strategy 1: Providing reading materials and supplies to students to achieve high levels in academic subjects for all English learners can help meet the same challenging State academic standards that all children are expected to meet. Strategy's Expected Result/Impact: Opportunity for English learners to meet the same challenging academic standards that all children are expected to meet. Staff Responsible for Monitoring: Administration, Teachers, Bilingual Instructional Officer, Instructional Specialist, and Bilingual Director. Title I: 2.4, 2.5, 2.6 Funding Sources: Reading Materials - Classroom Library Dual - 263: Title III, Part A English Language Acq. - 263.11.6329.00.103.25 - \$10,000, General Supplies - Frescas - 263: Title III, Part A English Language Acq. - 263.11.6399.00.103.25 - \$4,466	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Assist teachers and principals in establishing, implementing, and sustaining effective language instruction programs by providing additional professional support. Strategy's Expected Result/Impact: To develop and enhance their capacity to provide effective instruction Staff Responsible for Monitoring: Campus Administration, Teachers, Instructional Officer, Instructional Specialist, Bilingual Director Title I: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 15: Title IV, Part A, Subpart 1, Student Support and Academic Enrichment (SSAE) grants are designed to improve the academic achievement of all students by increasing the capacity of LEAs, schools, and communities to (1) provide all students with access to a well-rounded education, (2) improve school conditions for student learning, and (3) improve the use of technology in order to enhance academic outcomes and digital literacy of students.

Evaluation Data Sources: Attendance rosters, sing-in-sheets, progress reports, PBIS reports,





Strategy 1 Details	Reviews			
Strategy 1: Provide and implement Well-Rounded Education by incorporating STEMS, Robotics, Maker Space, Social and Emotional Learning, and Music and Art. Strategy's Expected Result/Impact: To improve students' academic performance Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists, Teachers, and Counselors Title I: 2.4, 2.5, 2.6 Funding Sources: General Supplies - After School Program Supplies - 289:Title IV, Part A Subpart 1 - 289.11.6399.01.103.30 - \$10,140, Reading Materials - Library Books - 289:Title IV, Part A Subpart 1 - 289.12.6329.01.103.30 - \$7,910	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Support Safe and Healthy Students by promoting programs to educate students on mental health and group counseling services--school Positive Behavior Intervention and Support. Strategy's Expected Result/Impact: Provide early intervention mentoring documentation and discipline behavior reports. Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors, and Social Workers. Title I: 2.4, 2.5, 2.6 Funding Sources: General Supplies - PBIS materials - Jinga, Connect 4, etc. - 289:Title IV, Part A Subpart 1 - 289.11.6399.02.103.30 - \$4,930	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
Strategy 3: Provide educators and administrators with the tools, devices, and resources for Effective Use of Technology in the classroom. (Esports- electronic sport is a form of competition using video games and Virtual Reality Science) Strategy's Expected Result/Impact: To equip the classroom with the additional technology equipment for better classroom instruction. Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors, and Social Workers Title I: 2.4, 2.5, 2.6 Funding Sources: Technology Equipment - Ponce - 289:Title IV, Part A Subpart 1 - 289.11.6395.03.103.30 - \$4,401	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 16: State Compensatory Education is defined as programs and services designed to supplement the regular education program for students at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students. The SCE program provides a challenging and meaningful instructional program to close the achievement gap between students at risk of dropping out of school and their peers. (Supplemental Intervention Materials, Software/License, Extra-Duty Pay)

Evaluation Data Sources: Student Rosters, Student Attendance, Progress Reports, 9-week report cards.





Strategy 1 Details	Reviews			
Strategy 1: Sambrano Elementary will provide all students with supplemental instruction on core academic subjects materials, intervention materials, and extended days. And professional development designed to provide instructors the knowledge and skills to deliver accelerated instruction to At-Risk students. Strategy's Expected Result/Impact: To assist students in meeting the State academic standards. Staff Responsible for Monitoring: Campus Administration, Teachers, Instructional Specialist and other instructional support. Title I: 2.4, 2.6 Funding Sources: Software/License - subscriptions - 199: General, State Compensatory Education - 199.71.6415.00.103.30 - \$37,024.92, Reading Materials- Opal - 199: General, State Compensatory Education - 199.11.6329.00.103.30 - \$7,288.42	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 17: Early Childhood Allotment is defined as programs and services designed to supplement early childhood education for students in grade pk-3rd grade. The purpose is to increase academic achievement to students at an early age to reduce the risk of dropping out. The program provides funding to students who are economically disadvantaged and are at risk of dropping out to provide added support and establish continued success up to high school.

Evaluation Data Sources: Student Rosters, Student Attendance, Progress Reports, Report Cards.

Strategy 1 Details		Reviews			
Strategy 1: Providing reading materials, general supplies licenses or subscriptions for any core subject in order for students to achieve high levels in academic subjects for all Early Childhood students in grade K-2nd Grade that can help meet the same challenging State academic standards. Strategy's Expected Result/Impact: Students meeting projected growth in MAP Moy Reading results. Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Reading Materials - 199: General, Pre-Kinder State Compensatory Educ. - \$10,000, General Supplies - 199: General, Pre-Kinder State Compensatory Educ. - 199.11.6399.00.103.36 - \$16,180, Misc. Contracted Services - 199: General, Pre-Kinder State Compensatory Educ. - 199.13.6299.00.103.36 - \$5,000, Subscription - 199: General, Pre-Kinder State Compensatory Educ. - 199.71.6514.00.103.36 - \$4,000		Formative			Summative
		Sept	Nov	Jan	Mar
Strategy 2 Details		Reviews			
Strategy 2: Provide Professional Development to teachers and/or teacher aides in early childhood development. Strategy's Expected Result/Impact: Progress reports, reports cards, assessments. Staff Responsible for Monitoring: Administration, Instructional Specialists, Teachers		Formative			Summative
		Sept	Nov	Jan	Mar





<p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: 199.13.6239.00.103.36 - 199: General, Pre-Kinder State Compensatory Educ. - 199.13.6239.00.103.36 - \$2,000</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 1: Faculty and staff will increase the use of technology through use of technology equipment and applications to support instruction, and students will demonstrate an increase in technology application proficiency in all content areas.

Evaluation Data Sources: Acquisition and usage of new technology hardware and software applications, administrative walkthroughs and usage reports of technology applications. The purchase of new desktops for computer lab to replace outdated machines.

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase additional technology to replace current resources that have become obsolete or have been discarded. Purchase additional technology resources/licenses to facilitate local and state assessments. Utilize technology applications to integrate technology with all core content areas. Purchase to replace technology equipment for student use in Computer Labs. Desktops for office staff Support tech assistance for teachers Office Depot ProComputing AGiProtect SEISD Warehouse Materials & Supplies Google Management Site License CDW-G Purchase toner for printers Dell HB electronics (Weekly)</p> <p>Strategy's Expected Result/Impact: Increase in performance and mastery across all core content areas as measured by unit and campus assessments and TELPAS state assessment.</p> <p>Staff Responsible for Monitoring: Campus Administrator Teachers Computer Instructional Aide Campus Instructional Coaches District Instructional Officers</p> <p>Funding Sources: Technology Equipment - 199: General, State Compensatory Education - 199.11.6395.00.103.30 - \$30,000, General Supplies - Toner - 199: General, Basic - 199.11.6399.53.103.11 - \$4,000, General Supplies Toner - 199: General, Basic - 199.12.6399.53.103.99 - \$5,400, Supplies - 199: General, Basic - 199.13.6395.00.103.30 - \$400 , Technology - 199: General, Basic - 199.13.6395.00.103.30 - \$4,665.50, Technology - 211: Title I, Part A Improving Basic Programs - 211.11.6395.00.103.30 - \$23,310, Technology equipment - 199: General, Bilingual Education - 199.11.6395.00.103.25 - \$22,015</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 2 Details		Reviews			
Strategy 2: Provide students support with online assessment by purchasing materials needed such as headphones, etc. Strategy's Expected Result/Impact: Improvement in academic areas in reading and math by providing students with supplies needed. Staff Responsible for Monitoring: Sandra Rico, Assistant Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: Technology equipment (Headsets) - 199: General, Basic - 199.11.6395.00.103.30 - \$1,354, Supplies - 199: General, Basic - 199.11.6399.00.103.36 - \$1,750		Formative			Summative
		Sept	Nov	Jan	Mar
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>					

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their post-secondary goals.

Performance Objective 2: Students will be involved in a variety of activities that promote STEM and College and Career readiness.

Evaluation Data Sources: Increase STEM and College and Career Readiness opportunities to include all grade levels. STEM challenges throughout the school year and allotting time to visit makerspace classroom to promote study in the areas of science, math and engineering.

Strategy 1 Details	Reviews			
Strategy 1: Campus counselor will provide a variety of college and career readiness activities for students such as career day, college week activities to promote secondary education. Wear your College Shirt on Mondays (Weekly) Strategy's Expected Result/Impact: Increase student awareness of post-secondary opportunities, financial aid information and coursework. Staff Responsible for Monitoring: Campus Administration Campus Counselor Campus Counselor Teachers	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 2 Details	Reviews			
Strategy 2: Continue to develop E-STEM campus for all grades K-2nd Grade to include: Engineering Labs - K-2nd Grade Maker Space - K-2nd Grade Genius Hour - GT Students grades 1st-2nd STEM Expo - K-2nd New Goal: K-2nd grade - Develop a 21st Century Skills Classroom that focuses on core content, learning and innovation skills, information media and technology skills, life and career skills, and Project-Based Learning. (Weekly) Strategy's Expected Result/Impact: Increase in participation of hands-on learning in the areas of math, science, and STEM-related activities that will lead to an increase in preparation of STEM and related careers. Increase in participation of STEM Expo. Staff Responsible for Monitoring: Campus Administration Campus Instructional Coaches Teacher Librarian Math/Science Instructional Aide District Instructional Officer	Formative			Summative
	Sept	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 1: For the 2023-2024 school year, Sambrano Elementary will implement a plan of action to promote our PBIS Framework core values of being respectful, being responsible and being safe which will lead to an overall decrease of discipline referrals from the previous school year.

Evaluation Data Sources: 2023-2024 Safety Reports, Discipline Referral Reports, Student Access to Interventions/Services, PBIS Implementation

Strategy 1 Details	Reviews			
Strategy 1: Continue to implement Positive Behavior Intervention and Support (PBIS) throughout the campus. All stakeholders will receive training through student made videos and review of reflection and referral forms. Continue to recognize students for achieving behavior goals through free dress and semester PBIS celebrations. (Daily) Strategy's Expected Result/Impact: Decrease in discipline referrals. Staff Responsible for Monitoring: Campus Administration Campus Counselor PBIS Committee	Formative			Summative
	Sept	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 2: Provide campus activities to promote social and emotional well-being for all students.

Evaluation Data Sources: Counselor logs and records of all activities.

Strategy 1 Details		Reviews			
Strategy 1: Provide our military families who have moved into SEISD to offer them a tour and information of our campus, explain district expectation goals and introduce them to the state curriculum through the resources from Texas Education Agency. Provide opportunities and activities to engage all our students with awareness of the Armed forces. Strategy's Expected Result/Impact: Offering our students and families with academic and emotional support during each of their transition phases. Monthly check-in's will be conducted offering extra instructional support for their children and themselves. Staff Responsible for Monitoring: Military Liaison Campus Administrators District Home Liaison Counselor Teachers Nurse Parent Liaison		Formative			Summative
		Sept	Nov	Jan	Mar
Strategy 2 Details		Reviews			
Strategy 2: Campus Safety Management Team will work to identify issues pertaining to safety and responses to crisis situations to include informing teachers and staff of the plan. (Quarterly) Strategy's Expected Result/Impact: Improved response to crisis situations. Staff Responsible for Monitoring: Campus Administrators Counselor Teachers Nurse Custodial Staff Support Staff		Formative			Summative
		Sept	Nov	Jan	Mar





Strategy 3 Details	Reviews			
Strategy 3: Campus counselor will conduct classroom presentations on bullying, safety, random acts of kindness, self respect, character counts, Celebrate Red Ribbon Week, Career Awareness, positive choices and consequences and other topics as the need arises. (Weekly) Strategy's Expected Result/Impact: Increase in student achievement and decrease in discipline referrals. Staff Responsible for Monitoring: Campus Administration Campus Counselor	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
Strategy 4: Provide opportunities for the PBIS campus team to attend professional development and conferences, including but not limited to: Circle-Up Positive and Restorative Practices to Relationship Building and Conflict Resolutions to support PBIS - Region 19 (Monthly) Strategy's Expected Result/Impact: Implementation of best practices to support PBIS and social/emotional student needs. Staff Responsible for Monitoring: Campus Administration Counselor PBIS committee	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
Strategy 5: Provide music class for Kindergarten, 1st and 2nd grade students on a weekly basis following an A/B/C schedule. Students will learn about the foundation of music and famous musicians, sound and rhythm patterns using various instruments. Musical instruments will be purchased from vendor Woodwind Brasswind. Curriculum used for program is Spotlight on Music publisher McGraw-Hill. Strategy's Expected Result/Impact: Through exposing students to fine arts our goal is to develop well-rounded students. Staff Responsible for Monitoring: Administration Music Teacher	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 6 Details		Reviews			
Strategy 6: Provide nurse with materials needed to provide adequate care to all students, including during any emergency (Daily). Strategy's Expected Result/Impact: All students will receive the necessary medical care during daily visits and emergency situations. Staff Responsible for Monitoring: Nursing Staff Teachers		Formative			Summative
		Sept	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 3: Provide activities to increase student attendance rate from 91.50% in 2022-2023 to 95% in 2023-2024 school year

Evaluation Data Sources: Record of activities relevant to objective.

Strategy 1 Details	Reviews			
Strategy 1: Assistant Principal will lead attendance committee to meet monthly to review incentives and students with 3 or more absences. 9-week recognition at awards assembly and acknowledgement to parents. Monthly grade level winner to be announced. Strategy's Expected Result/Impact: Increased attendance rate and increased student motivation to be at school everyday. Staff Responsible for Monitoring: Attendance Committee Attendance Clerk Campus Administrators Campus Teachers	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alyssa Padilla	Campus Instructional Specialist	Title I, Part A	100%
Cesar Duran	Campus Instructional Specialist	Title I, Part A	100%
Patricia Cortez	Aide-Classroom	Title I, Part A	100%

Campus Funding Summary

199: General, Basic					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Campus Guest Teacher	199.11.6112.40.103.99	\$10,000.00
1	1	1	SuccessEd RTI	199.11.6396.00.103.30	\$532.00
1	1	1	Professional Development - R19	199.31.6239.00.103.99	\$150.00
1	1	1	mClass	199.13.6299.00.103.36	\$5,000.00
1	1	1	Professional Development - TABE and La Cosecha	199.23.6411.12.103.99	\$1,500.00
1	1	1	EduHero	199.13.6396.00.103.99	\$607.00
2	1	1	Reading Kits	199.11.6329.00.103.36	\$0.00
2	1	1	General Supplies	199.11.6399.00.103.11	\$9,343.00
2	1	1	Imagination Station (Istation) Learning - A-Z	199.71.6514.00.103.30	\$37,024.92
2	1	1	Software	199.13.6396.00.103.99	\$607.00
2	1	2	Library Resources	199.12.6329.00.103.99	\$3,000.00
2	1	2	General Supplies - Toner	199.12.6399.53.103.99	\$400.00
2	1	2	General Supplies	199.12.6399.00.103.99	\$700.00
2	2	1	ImagineNation (Istation) - Kami - Learning A-Z	199.11.6396.00.103.30	\$48,000.00
2	2	1	Instructional Supplies	199.11.6399.00.103.36	\$28,900.00
2	5	1	Misc. Operating Expenses	199.31.6499.00.103.99	\$700.00
2	5	2	Awards	199.11.6499.19.103.11	\$4,500.00
3	1	1	General Supplies - Toner	199.11.6399.53.103.11	\$4,000.00
3	1	1	Supplies	199.13.6395.00.103.30	\$400.00
3	1	1	General Supplies Toner	199.12.6399.53.103.99	\$5,400.00
3	1	1	Technology	199.13.6395.00.103.30	\$4,665.50
3	1	2	Technology equipment (Headsets)	199.11.6395.00.103.30	\$1,354.00
3	1	2	Supplies	199.11.6399.00.103.36	\$1,750.00
Sub-Total					\$168,533.42
199: General, Gifted & Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	General Supplies - GT	199.11.6339.00.103.21	\$500.00

199: General, Gifted & Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1	Testing Material	199.11.6339.00.103.21	\$200.00
2	4	1	Food	199.11.6497.00.103.21	\$100.00
2	4	1	General Supplies	199.11.6399.00.103.21	\$300.00
2	4	1	Extra Duty Pay	199.11.6117.01.103.21	\$200.00
Sub-Total					\$1,300.00
199: General, Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	R19 ESC	199.13.6239.00.103.23	\$500.00
1	1	1	Unique Learning - Lesson PIX	199.11.6396.00.1903.23	\$976.00
1	1	1	PD - SPED - Region 19	199.13.6239.00.103.23	\$250.00
2	1	1	General Supplies	199.11.6399.00.103.23	\$5,000.00
2	1	3	Reading Material	199.11.6329.00.103.23	\$600.00
2	4	3	Site Licenses - Unique Learning and Learning PIX	199.11.6396.00.103.23	\$1,100.00
2	4	3	RTI Success Ed		\$500.00
Sub-Total					\$8,926.00
199: General, Bilingual Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development - La Cosecha	199.13.6411.12.103.25	\$4,000.00
1	1	1	Estrellita PD	199.13.6299.00.103.25	\$3,200.00
1	1	1	PD - Dr. Jose Medina - Dual Language	199.13.6299.00.103.25	\$5,000.00
1	1	1	In-District PD/Staff Development - Seidlitz - Best Practices	199.13.6411.13.103.25	\$3,500.00
1	1	1	Employee Travel - Admin	199.23.6411.12.103.25	\$3,000.00
2	1	1	Reading materials	199.11.6329.00.103.25	\$20,000.00
2	1	1	General Supplies Bilingual	199.11.6399.00.103.25	\$23,050.00
2	4	2	Testing Materials	199.11.6339.00.103.25	\$0.00
2	4	2	In-District PD/Staff Development	199.13.6411.13.103.25	\$3,500.00
2	4	2	General Supplies	199.11.6399.00.103.25	\$23,050.00
2	4	2	Reading Material	199.13.6329.00.103.25	\$2,000.00
3	1	1	Technology equipment	199.11.6395.00.103.25	\$22,015.00
Sub-Total					\$112,315.00

199: General, State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Software/Site Licenses	199.11/6396.00.103.30	\$48,000.00
2	1	1	Supplies	199.11.6399.00.103.36	\$53,000.00
2	1	1	Intervention kits/Supplies General	199.11.6399.00.103.30	\$53,000.00
2	2	1	Math and Reading Intervention kits and General Supplies	199.11.6399.00.103.30	\$25,000.00
2	4	4	Reclassified Transp-Exp - Tutoring	199.11.6494.05.103.30	\$10,000.00
2	16	1	Software/License - subscriptions	199.71.6415.00.103.30	\$37,024.92
2	16	1	Reading Materials- Opal	199.11.6329.00.103.30	\$7,288.42
3	1	1	Technology Equipment	199.11.6395.00.103.30	\$30,000.00
Sub-Total					\$263,313.34
199: General, Pre-Kinder State Compensatory Educ.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	17	1	Subscription	199.71.6514.00.103.36	\$4,000.00
2	17	1	Reading Materials		\$10,000.00
2	17	1	Misc. Contracted Services	199.13.6299.00.103.36	\$5,000.00
2	17	1	General Supplies	199.11.6399.00.103.36	\$16,180.00
2	17	2	199.13.6239.00.103.36	199.13.6239.00.103.36	\$2,000.00
Sub-Total					\$37,180.00
211: Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Sharon Wells	211.13.6299.00.103.30	\$13,287.00
1	1	2	Instructional Specialist - (2 FTE's) Estimated Salary & Benefits	211.13.6119.00.103.30	\$178,583.34
2	1	1	Technology Equipment	211.11.6395.00.103.30	\$0.00
2	1	1	General Supplies	211.11.6399.00.103.30	\$0.00
2	1	3	Reading Material	211.11.6329.00.103.30	\$2,600.00
2	3	1	General Supplies	211.11.6399,00.103.30	\$13,183.00
2	3	1	Instructional Aide - (1 FTE) Estimated Salary & Benefits	211.11.6129.00.103.30	\$31,416.76
2	5	1	Reading Materials	211.61.6329.01.103.30	\$500.00
2	5	1	Travel Employee	211.61.6411.01.103.30	\$200.00
2	5	1	Travel Non-Employee	211.61.6419.01.103.30	\$250.00
2	5	1	Reading materials	211.11.6329.01.103.30	\$500.00

211: Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	1	Parent refreshments	211.61.6497.01.103.30	\$1,000.00
2	5	1	Supplies	211.61.6399.01.103.30	\$1,206.00
2	5	1	ESC-Region 19	211.61.6239.01.103.30	\$250.00
2	5	3	Employee Travel - Parent Liaison	211.61.6411.01.103.30	\$200.00
2	5	3	Region 19 Parental Conference	211.61.6239.01.103.30	\$360.00
2	5	3	Software/Site License	211.61.6396.01.103.30	\$59.00
2	13	1	General Supplies	211.11.6399.00.103.30	\$27,623.00
2	13	3	Sharon Wells	211.13.6299.00.103.30	\$13,287.00
2	13	6	Employee Travel	211.61.6411.01.103.30	\$100.00
2	13	6	General Supplies	211.61.6399.01.103.30	\$951.00
2	13	6	Reading Materials	211.61.6329.01.103.30	\$1,500.00
2	13	6	Non-Employee Travel	211.61.6419.01.103.30	\$500.00
2	13	6	Food Purchases	211.61.6497.01.103.30	\$500.00
3	1	1	Technology	211.11.6395.00.103.30	\$23,310.00
Sub-Total					\$311,366.10
263: Title III, Part A English Language Acq.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Bilingual Supplies	263.11.6399.00.103.25	\$0.00
2	4	2	Reading Material	263.11.6329.00.103.25	\$6,939.00
2	4	2	Supplies	263.11.6399.00.103.25	\$7,000.00
2	14	1	General Supplies - Frescas	263.11.6399.00.103.25	\$4,466.00
2	14	1	Reading Materials - Classroom Library Dual	263.11.6329.00.103.25	\$10,000.00
Sub-Total					\$28,405.00
289: Title IV, Part A Subpart 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Reading materials	289.11.6329.00.103.30	\$7,910.00
2	1	1	General Supplies	289.11.6399.00.103.30	\$15,000.00
2	1	2	Reading Material	289.12.6329.00.103.30	\$10,000.00
2	1	3	Reading Material	289.11.6329.00.103.30	\$9,073.00
2	3	2	Supplies	289.11.6399.00.103.30	\$5,000.00

289:Title IV, Part A Subpart 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	15	1	General Supplies - After School Program Supplies	289.11.6399.01.103.30	\$10,140.00
2	15	1	Reading Materials - Library Books	289.12.6329.01.103.30	\$7,910.00
2	15	2	General Supplies - PBIS materials - Jinga, Connect 4, etc.	289.11.6399.02.103.30	\$4,930.00
2	15	3	Technology Equipment - Ponce	289.11.6395.03.103.30	\$4,401.00
Sub-Total					\$74,364.00
280 ARP II Homeless Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	11	1	Salary & Benefits Part-Time Tutor	280.11.6127.00.03.24	\$8,639.00
2	11	1	General Supplies	280.11.6399.00.103.30	\$2,000.00
2	11	1	Reading Materials	280.11.6329.00.103.24	\$310.00
Sub-Total					\$10,949.00
281 ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	8	1	Supplies	281.11.6399.01.103.30	\$10,905.40
2	8	2	supplies	281.11.6399.11.103.11	\$17,500.00
2	8	5	supplies	281.33.6399.05.103.99	\$1,638.32
2	8	6	furniture	281.11.6398.06.103.11	\$3,331.65
2	8	8	Extra Duty Pay - Hourly	282.36.6127.08.103.99	\$9,700.00
2	8	8	General Supplies	282.36.6399.08.103.99	\$5,072.00
2	8	8	Extra Duty Pay - Professional	282.36.6117.08.103.99	\$12,000.00
2	8	9	Equipment	281.11.6398.09.103.11	\$3,000.00
Sub-Total					\$63,147.37
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	8	11	General Supplies	282.11.6399.11.103.11	\$8,750.00
2	9	1	Extra Duty - Professional	282.11.6117.01.103.30	\$25,000.00
2	9	1	Extra Duty - Hourly	282.11.6127.01.103.30	\$5,000.00
2	9	1	General Supplies	282.11.6399.01.103.30	\$31,660.00
2	9	3	Reading Material Book Study	282.13.6329.03.103.99	\$1,500.00
2	9	3	Employee Travel	282.13.6411.03.103.99	\$2,500.00

282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	9	3	R19 ESC	282.13.6239.03.103.99	\$2,000.00
2	9	3	Employee Travel - Admin	282.23.6411.03.103.99	\$550.00
2	9	4	Employee Travel - Parent Liaison	282.61.6411.03.103.30	\$550.00
2	9	4	Reading Materials	282.61.6329.04.103.30	\$1,000.00
2	9	4	Food purchases	282.61.6497.04.103.30	\$758.00
2	9	4	Misc. Operating Expense	282.61.6499.04.103.30	\$2,500.00
2	9	4	General Supplies	282.61.6399.04.103.30	\$2,500.00
2	9	6	General Supplies	282.31.6399.06.103.99	\$4,875.00
2	9	6	General Suplies	282.11.6399.06.103.11	\$4,000.00
2	9	6	Furniture and Equipment	282.11.6398.06.103.11	\$6,000.00
2	9	6	Reading Materials	282.31.6329.06.103.99	\$1,000.00
2	9	6	Miscellaneous Operating Costs	282.31.6499.06.103.99	\$500.00
2	9	9	General Supplies	282.11.6399.09.103.11	\$23,750.00
2	9	9	Technology	282.11.6395.09.103.11	\$9,000.00
Sub-Total					\$133,393.00
278 ARP I - Homeless Supplemental Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	10	1	Tutor Salary &Benefits	278.11.6127.00.103.24	\$3,252.00
2	10	1	Supplies & Materials	278.11.6399.00.103.24	\$500.00
Sub-Total					\$3,752.00