

San Elizario Independent School District
Sambrano Elementary School
2019-2020 Campus Improvement Plan



Board Approval Date: July 10, 2019

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

Revised/Approved: July 10, 2019

Demographics

Demographics Summary

Josefa L. Sambrano is one of three elementary schools in the San Elizario Independent School District. Josefa L. Sambrano Elementary has approximately 487 students in first through sixth grade. At Josefa L. Sambrano, 92.90% of all students are economically disadvantaged, 72.82% are limited English proficient, 0.81% are immigrant, and 86% are classified as being at-risk. The average daily attendance is 95.52%

Demographics Strengths

Our student population is homogeneous in nature. Our school population averages around 75 students per grade level, with the exception of fifth grade that has 101 students. It is a manageable size that provides the opportunity to get to know all students and their unique academic and social/emotional needs.

Our attendance rate has remained at or above 95% throughout the school year with a few exceptions near holidays or inclement weather. We have implemented a friendly competition among the grade levels where the grade level with the highest attendance rate earns free dress the following Monday. It has proven to be quite successful.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 72.82% of the students enrolled at Josefa L. Sambrano Elementary are Limited English Proficient. **Root Cause:** The student's primary language is Spanish and there is limited support in acquiring the English language. There is a need to develop interventions to facilitate growth in all 4 domains - Reading, Writing, Speaking, and Listening.

Student Achievement

Student Achievement Summary

Josefa L. Sambrano received the state accountability rating of "Met Standard" for 2017-2018 school year.

The 2018 performance state accountability ratings are as follows:

Overall	Met Standard	Scaled Score 76
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Student Outcome Goal: 1

Students in 3rd grade Mathematics through Algebra I performing at Masters Level on STAAR/EOC will increase from 19% to 38% by June 2022.

For the 2017-2018 school year, the campus-wide percentage of students that met the Masters Level for Mathematics was at 13%.

For the 2018-2019 school year, the campus-wide percentage of students that met the Masters Level for Mathematics was at 21%.

Student Outcome Goal: 2

Students in 3rd grade Reading through English II performing at Masters Level on STAAR/EOC will increase from 10% to 30% by 2022.

For the 2017-2018 school year, the campus-wide percentage of students that met the Masters Level for Reading was at 13%.

For the 2018-2019 school year, the campus-wide percentage of students that met the Masters Level for Reading was at 21%.

Student Achievement Strengths

Josefa L. Sambrano received the following Distinction Designation - Academic Achievement in Science.

Our campus continues to work toward making gains in all content areas. Our STAAR scores are as follows:

STAAR Reading Scores

Grade	2018	2019	% Difference
3	61	77	16

4	40	60	20
5	83	81	-2
6	59	61	2

STAAR Math Scores			
Grade	2018	2019	% Difference
3	68	77	9
4	61	61	0
5	91	93	2
6	64	75	11

STAAR Writing Scores			
Grade	2018	2019	% Difference
4	37	63	26

STAAR Science Scores			
Grade	2018	2019	% Difference
5	82	75	-7

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students are not reading nor writing on grade level. Our STAAR passing rate in both areas continually falls below 80% passing rate.
Root Cause: The students struggle to close the gap in reading in both monolingual and bilingual classes. There is a lack of foundational skills in both areas.

School Culture and Climate

School Culture and Climate Summary

Josefa Sambrano Elementary has a positive campus culture where students strive to achieve and prepare for the future, 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. Our campus has weekly PLC meetings where teachers receive training to continue to build their self efficacy. Our campus strives to implement academic rigor and relationships.

We will continue to implement the Positive Behavior and Intervention Support model to support high expectations. The school culture at Josefa Sambrano Elementary has improved greatly as we continue to implement PBIS. We will continue to move to expand PBIS through inclusion of methods to celebrate successes. Students are able to participate in cheer-leading, Latin Dance, sports, robotics, STEM Dolls, and Wildcat TV.

School Culture and Climate Strengths

Josefa Sambrano Elementary recognizes students during our Transformer of the Month ceremony. This ceremony recognizes students that have worked hard to transform their academic or behavior difficulties. This has truly proven to be beneficial in recognizing and celebrating our students who are working hard to transform their behaviors to align to PBIS and to further assist them both at home and at school. Our "Terrific Kid" ceremony recognizes students for being exceptional in academics, behavior or growth. These are done on a monthly basis and are combined with a Parent Literacy session planned by our librarian and counselor. The session focuses on a "Book of the Month" that encompasses a theme or lesson for our families. A hands-on activity is done with parents and students who are learning and growing together. Sign in sheets and feedback surveys are kept to show the success of the turnout.

Communication between home and school is through Class Dojo, personal phone calls, home visits, emails, and agendas. We keep our Parent Information bulletin board in our main hallway. Our campus website is kept up to date to keep all stakeholders informed of scheduled events.

Parents are always welcome and are invited to attend our celebrations and information nights. Josefa Sambrano Elementary will continue to implement STEM initiatives. We offer our students Hour of Code, Genius Hour, Maker Space, STEM Dolls, Robotics, and an Engineering Lab.

The Spring 2019 Campus Climate Survey indicates areas of strength in the Parent, Student, and Faculty/Staff categories.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: There are still a large number of discipline referrals even with a check in and check out system through PBIS. **Root Cause:** PBIS

does not work for all students.

Problem Statement 2: The Spring 2019 Campus Climate Survey indicates 26% of students feel they are not treated with respect by their peers. **Root Cause:** Not all students are adhering to the campus PBIS core values.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Sambrano Elementary employs 32 teachers, 1 instructional coach, and 6 instructional aides. 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 attract, 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.

Our school has 2 teachers that have been in our district for 1 year. We have an additional 13 teachers that have been with our district 5 years or less. All new teachers are assigned a mentor and are also provided with many opportunities to see other teachers implement effective teaching strategies and classroom management.

District initiatives are followed and are aligned to content standards and grade level expectations. We also ensure that agreed upon strategies that have been modeled are 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.

There is 1 principal, 1 assistant principal, and one campus instructional specialist who provide instructional leadership and modeling for teachers throughout the campus. The need to close the achievement gap in reading lies at the forefront of our greatest instructional need that leads to the area that is more closely monitored.

Furthermore, our special education population is a priority due to a higher than average number of students receiving services, most in a general education setting with support.

Staff Quality, Recruitment, and Retention Strengths

Josefa Sambrano continues to maintain its 100% highly qualified status for teachers and paraprofessionals. We will continue our weekly PLC meetings to ensure that teachers continue to collaborate and plan together to meet the needs of all students.

We continue to build teacher self-efficacy through professional development and structured PLC's. We continue to make major strides in reading levels across the grade levels. 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. First and second grade students each have an iPad and third

through sixth grade students have access to a chrome-book. Teachers are moving past the novice level to more proficient with the integration of Nearpod, Kahoot, Quizlet and other technology apps in their daily lessons.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: A large number of our teachers have been with the district 5 years or less. **Root Cause:** A high turnover had resulted in the hiring of new teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Josefa Sambrano will continue to implement TRS as the curriculum guide. Various resources, such as Lead4Ward, STEMScopes, Alice Nine, Sharon Wells, and others will continue to be implemented. Continuous and focused data analysis is recognized as an essential process at Sambrano.

PLC meetings focus on data disaggregation and planning with the end in mind. Full implementation of the state curriculum is expected in every classroom and monitored. Teachers incorporate guiding reading as a means to work on increasing student's reading levels, fluency, and comprehension. Data binders are kept by each teacher and student data folders are kept for each student.

Curriculum, Instruction, and Assessment Strengths

Sambrano Elementary will continue to implement a weekly PLC block of time in which teachers discuss, plan, review data, and learn new strategies. The content and language objectives are evident and the students are well aware of the purpose for the daily lesson. The utilization of thinking maps, Kagan structures, interactive student notebooks, ELPS strategies, Sharon Wells, Alice Nine, guided reading, guided math, and Empowering Writers has proven to facilitate 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.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Continued gaps in reading levels, comprehension and writing skills **Root Cause:** Lack of alignment within the district. Students are not on level and require additional interventions.

Parent and Community Engagement

Parent and Community Engagement Summary

Josefa Sambrano Elementary continues to look for ways to encourage parents and the community to be active participants in the education of all students. Our parents have come to volunteer during Dr. Seuss Week, Scholastic Book fair, Veteran's Day festivities, and other occasions.

Josefa Sambrano Elementary will continue to implement Coffee with the Principal, Literacy, STAAR, and TELPAS information sessions.

There is a great need to bring in more volunteers. Contact information needs to be maintained and kept up to date.

Parent and Community Engagement Strengths

Sambrano Elementary communicates with families through the use of Class Dojo, automated calling, flyers, school website, marquee, and traditional conferences and phone calls. Parents have various opportunities throughout the year to become involved with the school through attendance and participation in our monthly literacy book of the month meetings, fitness Friday's, recognition ceremonies, GT Family Night, STEM night, and student-led conferences.

Josefa L. Sambrano also holds Father/Daughter and Mother/Son dances that allow for a strong home and school connection.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is a lower than desired number of parent volunteers. **Root Cause:** Parents lack a mode of transportation.

School Context and Organization

School Context and Organization Summary

Josefa Sambrano Elementary School ensures academic success for all students. A structured master schedule that maximizes student learning is consistently implemented. Our instructional day is from 7:30 AM - 3:20 PM with a built-in intervention block the last 45 minutes of each day. Weekly PLC's are conducted every Thursday to allow for lesson planning, data review, and professional development. After-school tutoring is offered on Mondays and Wednesdays from 3:30 PM - 4:30 PM to address students in need of additional intervention in small group settings.

Additionally, a few enrichment activities such as Library Club, Latin Dance, Robotics, STEM Dolls, and cheer-leading are also offered after school.

School Context and Organization Strengths

Josefa L. Sambrano Elementary School has a well defined scheduled intervention block for all grade levels to provide additional learning time for students who are not mastering the content. An after-school tutoring program is also offered for all grade levels who require additional intervention. Saturday School is also offered for students in third - sixth grade.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The Long term ELL population is not making sufficient progress to exit LEP status. **Root Cause:** There is a need to include language acquisition strategies during the intervention block.

Technology

Technology Summary

Josefa L. Sambrano School is equipped with wireless computers and Active Panels in most classrooms. Students are provided with educational opportunities through the use of updated technological equipment as well as highly trained instructors who incorporate this equipment into their lessons. The Active Panels allow teachers to quickly access information for lesson presentations and to assess student learning. Teachers are able to quickly assess students' understanding in a risk free setting through the use of various resources.

Josefa Sambrano Elementary continues to increase the opportunities for 1:1 devices for each student in all grade levels. Students navigate through iStation, Reflex Math, and many other websites in order to supplement their instruction. Teachers continue to work towards building proficiency with the use of Nearpod.

We also continue to make strides in the area of technology. Each student has access to a device. First and second grade students each have an iPad and third through sixth grade students have access to a chrome-book. Teachers are moving past the novice level to more proficient with the integration of a Nearpod, Kahoot, Quizlet and other technology apps in their daily lessons.

Technology Strengths

Josefa L. Sambrano ensures that we are at 1:1 with regard to student devices. Students in grades 1 and 2 work with ipads and students in grades 3 - 6 work with chrome-books. In addition, Josefa Sambrano continues to strive to update all classrooms with Active Panels.

Problem Statements Identifying Technology Needs

Problem Statement 1: Not all teachers are proficient with integrating technology within the content areas especially with using the new Active Panels. **Root Cause:** Additional professional development is needed to build the teachers' knowledge base.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8

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

Revised/Approved: May 30, 2019

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 that is geared toward academic areas that have been determined to be a need on the campus.





Evaluation Data Source(s) 1: STAAR and TELPAS Results, TPRI/Tejas Lee Results, T-TESS evaluations; Documentation of 10% increase in completed professional development offerings from previous school year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar

TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Provide professional development in the following areas:	2.4, 2.5	Campus Administration Campus Instructional Coaches District Instructional Officers	Overall increase in student achievement through the implementation of all district initiatives. Monitoring through walkthroughs, lesson plans and assessment data.				
	New Teacher Orientation Guided Reading Meta-cognition GT - Responsive Learning Sharon Wells - grades 2-5 Empowering Writers (new teachers) EduHero online PD iStation Kim Sutton (new teachers) Daily Five (new teachers) Alice Nine Region 19 Autism Conference Region 19 Mental Health Conference Region 19 Border Conference PBIS Conference Effective Border Schools Conference Leadership Conference - Texas Assoc Of School Administrators Jan 26-29, 2020						

Funding Sources: 199: General, Basic - 1300.00, 199: General, Gifted & Talented - 750.00

TEA Priorities Recruit, support, retain teachers and principals 2) Campus Instructional Specialist 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. (1 FTE) (Daily)	2.5, 2.6	Campus Administration	Documentation of teacher interaction through Professional Learning Community meetings, learning walks and classroom modeling. Increase of student achievement in all content areas.				
	Funding Sources: 211: Title I, Part A Improving Basic Programs - 0.00						
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Professional Learning Communities will meet weekly for 90 minutes to align instruction and assessments to include data review. (Weekly)	2.5	Campus Administration Campus Instructional Specialist	An increase in student achievement that is achieved through planning a powerful first teach, planning with the end in mind and monitoring student achievement through data review.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							





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

Performance Objective 1: For the 2019-2020 school year, the campus-wide percentage of students that meet the approaches level for Reading will increase from 60% to 70%, the percentage at the "meets" level will increase from 29% to 40% and the percentage of passing at the "masters" level will increase from 13% to 23% meeting the student achievement domain overall score for reading from 34 (Scale Score or 59) to 44.3 (Scale Score of 72). ELs will meet the growth measure by at least one level in the Academic Growth Domain.

Evaluation Data Source(s) 1: 2019-2020 STAAR Grades 3-6 Reading Results: All Students

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
TEA Priorities Recruit, support, retain teachers and principals 1) Provide supplemental State Compensatory Education class reduction teacher positions to work with at-risk students. (Daily)	2.6	Campus Administration	Increase in student achievement through monitoring with the use of walkthroughs, lesson plans, and at-risk documentation.				

TEA Priorities Recruit, support, retain teachers and principals 2) Provide research-based instructional resources that are aligned to the TEKS through the use of the following (Daily): iStation Mentoring Minds Forde Ferrier Curriculum Associates ETS STAAR Ready Valley Speech Teacher Created Materials Heinemann Wilson Language Steps to Literacy Barnes and Noble Scholastic Lakeshore Learning Materials School Specialty Scholastic Benchmark Education Basic instructional supplies/Warehouse	2.4, 2.5, 2.6	Campus Administration Campus Instructional Coaches Teachers	Improvement in all core content areas with monitoring through the following means: Guided Reading binders TPRI - Tejas LEE DRA/EDL - running records TELPAS STAAR Walkthroughs / T-TESS Lesson Plans				
	Funding Sources: 199: General, State Compensatory Education - 12945.00, 211: Title I, Part A Improving Basic Programs - 9200.00						
TEA Priorities Build a foundation of reading and math 3) Update library resources for student and classroom use. (Monthly)	2.4, 2.5	Campus Administration Librarian	Increase in students' reading level to include comprehension and fluency that is monitored through library usage, AR tests, reading and fluency graphs.				
TEA Priorities Build a foundation of reading and math 4) Purchase books for read alouds for grades 1-6 from Barnes and Noble. (Monthly)	2.4, 2.5	Campus Administration Teacher Campus Instructional Specialist	Increase in reading comprehension and fluency as monitored by increase in reading levels.				
<div style="display: flex; align-items: center; justify-content: space-around;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = 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 2019-2020 school year, the campus-wide percentage of students that meet the approaches level for Writing will increase from 37% to 70%, the percentage at the "meets" level will increase from 17% to 27% and the percentage of passing at the "masters" level will increase from 5% to 15% meeting the student achievement domain overall score for writing from 20 (Scale Score 47) to 37 (Scale Score of 64). ELs will meet the growth measure by at least one level in the Academic Growth Domain.

Evaluation Data Source(s) 2: 2019-2020 STAAR Grade 4 Writing Results: All Students

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math 1) Incorporate Empowering Writers and Writer's Workshop for grades 1-6 to facilitate writing instruction to include the use of rubrics and graphic organizers through the use of the following: (Monthly) Empowering Writers Alice Nine Forde Ferrier STAAR Writing - grades 3-4 Curriculum Associates Mentoring Minds	2.4, 2.5	Campus Administration Campus Instructional Specialist Teachers	Application of the writing process to include revising and editing to produce a final product. Overall increase in the utilization of the skill-set taught as monitored through rubrics, campus and unit assessments and STAAR				
Funding Sources: 199: General, State Compensatory Education - 14140.00, 211: Title I, Part A Improving Basic Programs - 1650.00							

100%

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0%

✗

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

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





Performance Objective 3: For the 2019-2020 school year, the campus-wide percentage of students that meet the approaches level for Mathematics will increase from 71% to 81%, the percentage at the "meets" level will increase from 38% to 50%, and the percentage of passing at the "masters" level will increase from 13% to 23%, meeting the student achievement domain overall score for Mathematics from 40.45 (Scale Score 69) to 51 (Scale Score of 78). ELs will meet the growth measure by at least one level in the Academic Growth Domain.

Evaluation Data Source(s) 3: 2019-2020 STAAR Grades 3-6 Mathematics Results: All Students

Summative Evaluation 3:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math 1) Provide research-based resources to support classroom instruction incorporating the following resources: (Monthly) Houghton Mifflin and McGraw Hill textbook adoptions IStation Math (1st grade) Sharon Wells (grades 2-5) Explore Learning - Reflex Math (grades 2-5) IXL (6th grade) Mentoring Minds Curriculum Associates STAAR Master Math Manipulatives Creative Mathematics (Kim Sutton)	2.4, 2.5	Campus Administration Campus Instructional Specialist Teachers	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 and STAAR.				
Funding Sources: 199: General, State Compensatory Education - 45952.80, 211: Title I, Part A Improving Basic Programs - 11650.00							

TEA Priorities Build a foundation of reading and math 2) Implement Guided Math in first grade to include learning stations. (Daily)	2.4, 2.5	Campus Administration Campus Instructional Specialist District Instructional Officers Teachers	Increase in foundational knowledge and comprehension in regard to number sense and moving from the concrete to abstract way of thinking and problem solving. Monitoring through Reflex Math and unit assessments.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

Performance Objective 4: For the 2019-2020 school year, the campus-wide percentage of students that meet the approaches level for Science will increase from 82% to 90%, the percentage at the "meets" level will increase from 41% to 50% and the percentage of passing at the "masters" level will increase from 18% to 28% meeting the student achievement domain overall score for Science from 46.84 (Scale Score 75) to 56 (Scale Score of 85). ELs will meet the growth measure by at least one level in the Academic Growth Domain.

Evaluation Data Source(s) 4: 2019-2020 STAAR Grade 5 Science Results: All Students

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
1) A math/science instructional aide is on staff to support teacher with instruction in those content areas. (1 FTE) (Daily)	2.4, 2.5, 2.6	Campus Administration Teachers	Increase in performance in content areas on unit and campus assessments and STAAR. Increase in participation of activities and lessons in the Engineering labs.				
Funding Sources: 211: Title I, Part A Improving Basic Programs - 0.00							
2) Provide (Daily) research-based resources to support classroom instruction such as: STEMScopes to support classroom instruction, replenishment of science lab materials, Forde Ferrier, Curriculum Associates, Mentoring Minds, STAAR Master, etc.	2.4, 2.5, 2.6	Campus Administration Campus Instructional Specialist Teachers District Instructional Officer	Increase mastery of content and performance as measured through unit and campus assessments and STAAR.				
Funding Sources: 199: General, State Compensatory Education - 6075.00, 211: Title I, Part A Improving Basic Programs - 1260.00							
<div><div><div>100%</div></div><div>= Accomplished</div></div> <div><div></div><div>= Continue/Modify</div></div> <div><div>0%</div></div> <div>= No Progress</div> <div><div></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: 2019-2020 STAAR performance for Special Populations to include English Language Learners (EL) (System Safeguards), Gifted and Talented (GT), students receiving Special Education Services (SPED), and students identified as in Transition (Migrant and/or Homeless) will meet the student growth measure by at least one level in each assessed subject area, through the provision of appropriate differentiated curricula and instruction. English Language Learners will improve one proficiency level in 2019-2020. TELPAS Composite Score will increase from __% to __%. (Information pending TELPAS results)

Evaluation Data Source(s) 5: 2019-2020 STAAR Results, Grades 3-6; 2019-2020 TELPAS Results

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
1) Purchase GT testing materials and scoring services for GT nominated students. (Yearly)	2.5, 2.5	Campus Administration Teacher GT Coordinator	Differentiated instruction for GT student population as measured by projects and increased academic achievement.				
Purchase materials for GT student projects. (Monthly)	Funding Sources: 199: General, Gifted & Talented - 1450.00						
Purchase materials for GT Family Night. (Yearly)							
Purchase materials for student GT competition recognition. (Yearly)							
Provide opportunities for our GT students to participate in TEAM Quest at Adventures in Learning and additional field trips. (Monthly)							

TEA Priorities Build a foundation of reading and math 2) Continue to implement Guided Language Acquisition Design (GLAD) and ELPS to support our EL student population. Use of Esperanza Phonics to support reading in grades 1-2 in bilingual classrooms. Identification and placement of students in the bilingual program through state-approved assessments. (Daily)	2.6	Campus Administration Teacher Campus Instructional Coaches District Instructional Officers	Increase in vocabulary development and reading levels, comprehension, and fluency across all content areas. Measured through walkthroughs, unit and campus assessments, STAAR and TELPAS				
3) Special Education students will be provided accommodations/modifications as per their Individual Education Plans School Specialty Lakeshore		Campus Administration Teachers Special Education Teachers	Differentiated instruction and support will result in an increase of mastery in all core content areas.	0%	0%		
4) All students that are at risk of failing will be provided with remediation and instructional materials during after-school tutoring sessions and Saturday School. Targeted interventions will be determined from our data analysis. Transportation will be provided for students that attend tutorials. (Daily)	2.6	Campus Administration Special Education Teachers	Improvement in all core content areas with monitoring through lesson plans, walkthroughs, tutoring logs, STAAR, Unit and campus-based assessments, TELPAS, and reading levels.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

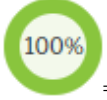



Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 6: Participation by parents and community members in school-based activities will increase by 10% from the 2018-2019 school year to the 2019-2020 school year.

Evaluation Data Source(s) 6: Documentation of Participation in Activities (Agendas, sign-in sheets kept by parent liaison, counselor, administration)

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Sept	Nov	Jan	Mar
<p>1) Provide campus activities that promote family relationships and build self-esteem such as Grandparents Day Celebration 6th grade farewell luncheon, Mother/Son dance Father/Daughter dance.</p> <p>Provide campus activities that increase parental involvement and support student achievement such as Book of the Month to support literacy ELL strategies for language acquisition Coffee with the Principal Student Safety Bullying STEM Expo GT Family Night STAAR and TELPAS information, Open House, Title I, Title III, Math, Reading, Writing, and Science information sessions.</p> <p>(Daily)</p>	2.5, 2.6	<p>Campus Administration Teachers Counselor Campus Instructional Coach District Instructional Officers</p>	<p>Increase in student's social emotional well being</p> <p>Increase home/school connection to inform parents on various strategies to help their children achieve success.</p>				
<p>2) Increase of parent involvement through recognizing student achievements such as perfect attendance, honor roll, terrific kids and transformer of the month, end of year awards for grades 1st - 6th</p> <p>(Weekly)</p>	3.2	<p>Campus Administration Teachers Counselor</p>	Increase in student achievements				





3) Enhance home and school connection through the use of Class Dojo, student planners, Monthly Newsletters, and Parent Attendance of the Annual Parent Conference at Region 19. (Monthly)	2.6, 3.2	Campus Administration Teachers	Increased communication with parents regarding campus and classroom activities. Student planners will facilitate homework and will serve as a means for home and school communication.				
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. (Monthly)	3.1	Principal Parent Engagement Representative State and Federal Programs Coordinator	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.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

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

Evaluation Data Source(s) 1: Acquisition and usage of new technology hardware and software applications, Administrative Walkthroughs and Usage Reports of technology applications

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
1) Purchase additional technology to replace current resources that have become obsolete or have been discarded. Purchase additional technology resources to facilitate state assessments. Utilize technology applications to integrate technology with all core content areas. Purchase toner for printers. (Weekly)	2.4, 2.5	Campus Administrator Teachers Computer Teacher Campus Instructional Coach District Instructional Officers Music Teacher	Increase in performance and mastery across all core content areas as measured by unit and campus assessments, STAAR and TELPAS state assessments.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							







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

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

Evaluation Data Source(s) 2: Increase STEM and College and Career Readiness opportunities to include all grade levels.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
1) Campus counselor will provide a variety of college and career readiness activities for students such as career day, college week, and college fair. Provide students with opportunities through field trips to further enhance their learning. (Weekly)	2.4, 2.6	Campus Administration Campus Counselor Teachers	Increase student awareness of post-secondary opportunities, financial aid information and course work.				



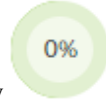

<p>2) Continue to develop E-STEM campus for all grades 1st - 6th to include:</p> <p>Engineering Labs - grades 1-4</p> <p>Maker Space - grades 1-6</p> <p>Genius Hour - GT Students grades 1-6</p> <p>Robotics - grades 5-6</p> <p>STEM Dolls - grades 5-6</p> <p>STEM Expo - grades 1-6</p> <p>New Goal: 5th - 6th 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.</p> <p>(Weekly)</p>	2.5	<p>Campus Administration</p> <p>Campus Instructional Coaches</p> <p>Teacher Math/Science Instructional Aide</p> <p>District Instructional Officer</p>	<p>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.</p> <p>Increase in participation of STEM Expo.</p>			
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>						

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

Performance Objective 1: For the 2019-2020 school year, Sambrano will implement a plan of action to promote our PBIS core values of being respectful, being responsible and being safe which will lead to a decrease of discipline referrals of 10% from the previous school year.

Evaluation Data Source(s) 1: 2019-2020 Safety Reports, Discipline Referral Reports, Student Access to Interventions/Services, PBIS Implementation

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
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)	2.5, 2.6	Campus Administration Campus Counselor Teachers	Decrease of discipline referrals.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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 Source(s) 2: Counselor logs and records of all activities.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
1) Campus counselor will produce classroom presentations on test anxiety, bullying, safety, random acts of kindness, self respect, character counts, positive choices and consequences and other topics as the need arises. (Weekly)	2.5, 2.6	Campus Administration Campus Counselor Teachers	Increase in student achievement and decrease in discipline referrals				
2) 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)	2.5, 2.6	Campus Administration Counselor Teachers	Implementation of best practices to support PBIS and social/emotional student needs.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Patricia Cortez	Aide- Classroom- Math & Science	Title I, Part A	1
Rosario Rodriguez	Instructional Specialist		1

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	George Augustain	Principal
Administrator	Norma Flores	Assistant Principal
Counselor	Michelle Villa	Counselor
Classroom Teacher	Blanca Jara	Teacher
Classroom Teacher	Yvette Pacheco	Classroom Teacher
Classroom Teacher	Diana Nunez	Classroom Teacher
Classroom Teacher	Angelica Fernandez	Classroom Teacher
Classroom Teacher	Gerardo Valle	Classroom Teacher
Classroom Teacher	Cynthia Meza	Classroom Teacher
Classroom Teacher	Sandra Tinajero	Classroom Teacher
Parent	Gregoria Olvera	Parent
Paraprofessional	Diana Morales	Paraprofessional

Campus Funding Summary

199: General, Basic					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	EduHero	199.13.6299.00.103.99	\$600.00
1	1	1	TestHound	199.13.6299.00.103.99	\$700.00
Sub-Total					\$1,300.00
199: General, Gifted & Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Responsive Learning - GT core courses		\$750.00
2	5	1	GT Testing Materials		\$1,200.00
2	5	1	GT Family Night Catering		\$250.00
Sub-Total					\$2,200.00
199: General, State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Mentoring Minds		\$8,330.00
2	1	2	Curriculum Associates		\$4,615.00
2	2	1	Mentoring Minds		\$4,275.00
2	2	1	Forde Ferrier		\$8,695.00
2	2	1	Curriculum Associates		\$1,170.00
2	3	1	IXL 6th Grade Math		\$1,595.00
2	3	1	Explore Learning - Reflex Math Grades 2-5		\$3,295.00
2	3	1	IStation		\$17,132.80
2	3	1	Mentoring Minds		\$10,720.00
2	3	1	Forde Ferrier		\$10,350.00
2	3	1	Curriculum Associates		\$2,860.00
2	4	2	Curriculum Associates		\$260.00
2	4	2	Mentoring Minds		\$2,020.00

2	4	2	Forde Ferrier		\$3,795.00
Sub-Total					\$79,112.80
211: Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Specialist 1 FTE		\$0.00
2	1	2	STAAR Master		\$9,200.00
2	2	1	STAAR Master		\$1,650.00
2	3	1	STAAR Master		\$11,650.00
2	4	1	Instructional Aide - 1 FTE	211.11.6129.00.103.30	\$0.00
2	4	2	STAAR Master		\$1,260.00
Sub-Total					\$23,760.00
Grand Total					\$106,372.80