San Elizario Independent School District

Josefa L. Sambrano Elementary

2026-2027 Campus Improvement Plan

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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.

Table of Contents

Comprehensive Needs Assessment 5
- Demographics 6
- Student Achievement 9
- School Culture and Climate 12
- Staff Quality, Recruitment, and Retention 15
- Curriculum, Instruction, and Assessment 18
- Family and Community Engagement 21
- School Organization 23
- Technology 26

Data Documentation for CNA 28
- Improvement Planning Data 29
- Accountability Data 29
- Student Data: Assessments 29
- Student Data: Student Groups 29
- Student Data: Behavior and Other Indicators 29

Goals 30
- Goal 1 : To promote student success by providing a supportive, inclusive, and emp... 31
- Goal 2 : To recruit, retain, support, and actively engage staff in fostering a positive... 44
- Goal 3 : To create and sustain meaningful community partnerships that support sh... 48
- Goal 4 : To ensure alignment of financial and operational systems that supports or... 51

State Compensatory Education 53
- Budget for Josefa L. Sambrano Elementary 54
- Personnel for Josefa L. Sambrano Elementary 54

Title I Summary 55
- Title I Personnel 56

Committees 57
- Site Based Decision Making Committee 58
  - Members 58

Funding Summary 59
- 199: General, Basic 60
- 199: General, Gifted & Talented 61
- 199: General, Special Education 61
- 199: General, Bilingual Education 62
- 199: General, State Compensatory Education 63
- 211: Title I, Part A Improving Basic Programs 64

263: Title III, Part A English Language Acq. 65

289:Title IV, Part A Subpart 1 65

Comprehensive Needs Assessment

Demographics

Summary

Josefa L. Sambrano Student Demographics:

The information below provides a snapshot of Josefa L. Sambrano's demographic makeup for the 2025-2026 school year. The campus is one of three elementary schools in the San Elizario Independent School District.

Count Percent Gender

Female 233; 48%

Male 251; 52%

Ethnicity

Hispanic-Latino 479; 98.97%

American Indian - Alaskan Native 1; 0.21%

Asian 0; 0.00%

Black - African American 0; 0.00%

Native Hawaiian - Pacific Islander 0; 0.00%

American Indian - Alaska Native - 1; 0.18%

White 3; .62%

Two-or-More 1; 0.21%

Attendance

Average daily attendance - 93%

Students by Programs

Student Count by Program

Bilingual 307; 63.43%

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 9; 1.86%

Special Education (SPED) 99; 20.45%

Title I Participation 484; 100.00%

Dyslexia 3; .0.50%

Economic Disadvantage Breakdown:

Economic Disadvantage Total 437; 90.29%

Homeless Status Total 18; 3.72%

At-Risk 379; 78.31%

Strengths

Josefa L. Sambrano Elementary continues to expand opportunities for advanced learners, as evidenced by an increase in the number of students identified as Gifted and Talented (GT). Identified GT students receive 60 minutes of weekly pull-out instruction provided by the campus GT Coordinator, where they engage in rigorous, inquiry-based learning experiences that promote critical thinking, problem-solving, and creativity.

The campus has also seen an increase in the identification of students requiring special education services, reflecting the effectiveness of ongoing evaluation and referral processes. The consistent use of dyslexia screeners has strengthened early identification efforts, ensuring students receive timely and appropriate interventions and support services to address their individual learning needs.

Sambrano Elementary is staffed with 28 certified classroom teachers, 12 instructional aides, and 6 administrative support staff who work collaboratively to support student success. Additional targeted support is provided by two Reading Interventionists (At-Risk teachers), who focus on addressing reading deficits and accelerating literacy development among struggling learners.

The Dual Language Program remains a key strength of the campus, implemented through a 50/50 model that promotes bilingualism, biliteracy, and academic achievement in both English and Spanish. Teachers are supported through ongoing professional development and coaching provided by campus Instructional Specialists and district P-12 Instructional Officers, ensuring effective implementation of dual language instructional practices.

The campus continues to recognize and celebrate student achievement every nine weeks through celebrations that honor academic excellence (A and A/B Honor Roll), attendance, and character (Star Students). These events serve as a motivating factor for students and foster strong connections with families.

In partnership with the district parent liaison, librarian, counselor, and instructional specialists, the campus offers monthly family engagement sessions focused on literacy and other key topics such as Dual Language education, mental health, and academic support strategies. These sessions often include guest speakers and provide families with valuable tools to support student learning at home, further strengthening the home-school connection.

Through these combined efforts, Josefa L. Sambrano Elementary continues to build a comprehensive system of support that addresses the academic, social, and emotional needs of all students while fostering a culture of excellence and continuous growth.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Over 60 % of our student population is coded Limited English Proficient.	We have been implementing the 50/50 Dual Language Program. The incoming kindergarten students transitioning from Loya Primary follow a 90/10 program model. Our community is low socio-economic with a high percentage of Limited English Proficient students (emergent bilingual).

★ = Priority

Student Achievement

Summary

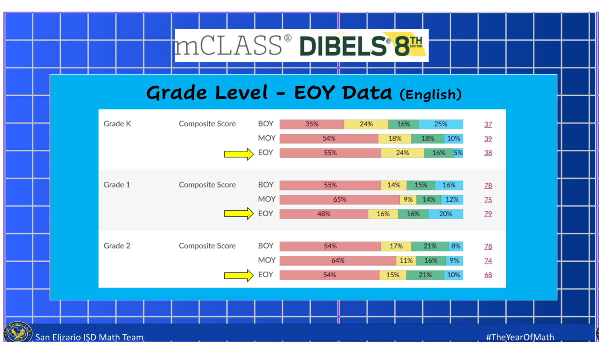
During the 2025–2026 academic year, teachers at Sambrano Elementary utilized the mCLASS assessment for Reading and the iReady diagnostic for Math to monitor student growth and identify instructional needs. Student participation remained at 100%, ensuring comprehensive data collection across all grade levels. Additionally, students were assessed using DRA/EDL to measure reading progress. Data indicate that a significant number of students are not yet meeting expected growth targets in reading, highlighting a continued need for targeted literacy support.

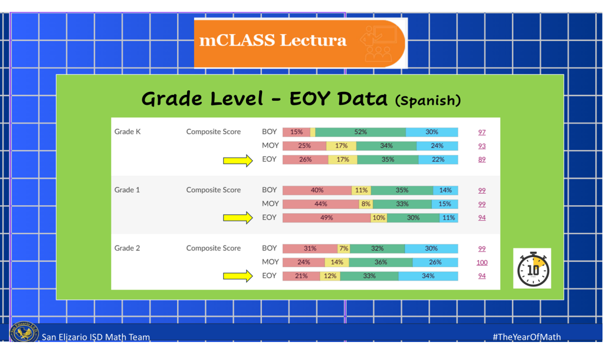
While students in Kindergarten through 2nd grade do not participate in STAAR assessments, Emergent Bilingual (EB) students were assessed using TELPAS. Kindergarten and 1st grade students were holistically rated in English language proficiency, while 2nd grade students completed the TELPAS online assessment in the domains of Listening, Speaking, Reading, and Writing. Participation for TELPAS remained at 100%, ensuring accurate measurement of language acquisition progress.

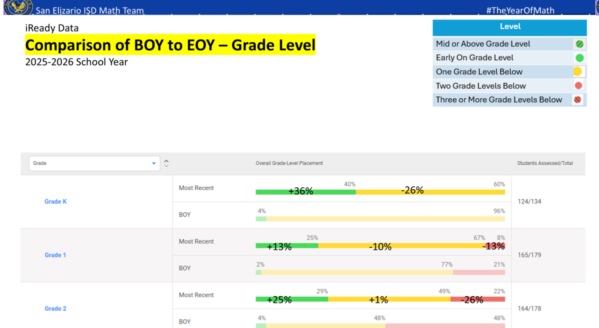
In addition to diagnostic and language proficiency assessments, all students participated in district benchmarks, unit assessments, and HQIM curriculum assessments. These multiple data points provided teachers with ongoing insight to inform instruction and interventions.

Sambrano Elementary continues to implement the Dual Language Program using a 50/50 model to support bilingual students in developing both English language proficiency and biliteracy. Instruction remains aligned to the English Language Proficiency Standards (ELPS), with a consistent focus on the use of the Summit K12 learning platform, which helps strengthen listening, speaking, reading, and writing skills. Emphasis has been placed on improving reading and listening comprehension through the implementation of research-based strategies aligned to the TEKS, ensuring students are supported in meeting grade-level expectations across all content areas.

Strengths







Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	Students at Sambrano Elementary continue to demonstrate gaps in reading proficiency, as evidenced by assessment data across grade levels. While targeted supports are in place, there remains a need to strengthen Tier I instruction and intervention practices to accelerate student progress, increase overall reading levels, and ensure all students are performing at or above grade-level expectations in	High rates of student absenteeism have limited consistent access to core instruction, resulting in gaps in foundational literacy skills. This lack of sustained instructional continuity hinders students' ability to build and retain essential reading skills, ultimately impacting their progress toward grade-level proficiency.

★ = Priority

School Culture and Climate

Summary

During the 2026-2027 school year, as Loya Primary and Josefa L. Sambrano Elementary unite as one campus, we will intentionally cultivate a positive, inclusive, and collaborative school culture that reflects our shared commitment to student success. Building strong relationships among faculty, staff, students, families, and the community will remain a central focus as we establish a unified identity and strengthen a sense of belonging for all Wildcats.

To support this transition, we will embed opportunities for collaboration and team building throughout the year, encouraging meaningful connections across grade levels, departments, and professional roles. By fostering trust, teamwork, and shared accountability, we will create a cohesive campus culture where all staff members work collectively toward a common mission, vision, and set of expectations that prioritize student achievement and well-being.

The campus is committed to creating a high-performing learning environment where educators engage in purposeful collaboration to continuously refine instructional practices, families are valued as essential partners in the educational process, and administrators provide ongoing support, coaching, and resources to promote excellence. Weekly Professional Learning Communities (PLCs) will continue to serve as a cornerstone of our improvement efforts, utilizing data-driven decision-making, reflective practices, and shared expertise to strengthen teacher efficacy and improve student outcomes.

Faculty and staff will implement engaging, rigorous, and student-centered learning experiences designed to meet the diverse academic, social, emotional, and linguistic needs of all students. Equally important is our commitment to strengthening family partnerships through consistent communication, meaningful engagement opportunities, and resources that empower parents to support learning at home. These collective efforts will foster a culture of continuous improvement, high expectations, and shared responsibility, ensuring alignment with district goals and preparing students for long-term academic success.

Additionally, Josefa L. Sambrano Elementary will continue to implement the Multi-Tiered System of Supports (MTSS) framework, formerly known as PBIS, to promote a safe, respectful, and supportive learning environment for all students. Through clearly defined expectations, proactive interventions, positive reinforcement, and targeted behavioral supports, students will develop the skills necessary to make responsible choices, build positive relationships, and contribute to a welcoming and inclusive school community. By addressing both academic and behavioral needs through a comprehensive support system, the campus will foster a positive school climate where every student feels valued, connected, and empowered to succeed.

Strengths

Josefa L. Sambrano Elementary is committed to fostering a positive, supportive, and student-centered school culture where achievement, growth, and engagement are celebrated. A key strength of the campus is its intentional focus on recognizing student success. Every nine weeks, students are honored for their academic achievement, growth, effort, attendance, and positive character. These celebrations not only motivate students to strive for excellence but also cultivate a sense of pride, belonging, and ownership in their learning. By welcoming parents and families to participate in these events, the campus strengthens the connection between home and school while celebrating the collective accomplishments of students.

Effective communication is another cornerstone of the campus's positive culture and climate. Faculty and staff receive a weekly newsletter that provides important information regarding campus events, instructional priorities, safety updates, district initiatives, and upcoming deadlines. This consistent communication promotes transparency, ensures alignment across all stakeholder groups, and supports a collaborative and informed professional learning environment.

Family engagement continues to be a significant strength at Josefa L. Sambrano Elementary. The campus actively creates opportunities for parents to become meaningful partners in their child's education through literacy-focused events, parent workshops, and interactive learning activities. Parent literacy sessions equip families with practical strategies and resources to support reading development at home, reinforcing classroom instruction and promoting student achievement. Additionally, family-centered projects encourage collaboration between students and caregivers, creating valuable learning experiences that extend beyond the classroom and strengthen family involvement.

The campus utilizes a variety of communication platforms to maintain strong and consistent connections with families. Through ClassDojo, phone calls, emails, monthly parent newsletters, campus and district websites, and social media channels, parents receive timely information and remain actively engaged in school activities and student learning. These multiple avenues of communication ensure that families feel informed, connected, and valued as essential partners in the educational process.

Collectively, these practices contribute to a welcoming, inclusive, and supportive school environment where students, staff, and families work together to promote academic success, positive relationships, and continuous growth. The strong sense of community and shared commitment to student achievement remain defining strengths of Josefa L. Sambrano Elementary's culture and climate.

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1	During the 2026-2027 school year, Josefa L. Sambrano Elementary will transition into a unified campus following the consolidation of Loya Primary and Sambrano Elementary. This change requires intentionally building a cohesive culture, aligning expectations and practices, and fostering a strong sense of belonging among students, staff, and families to support a school climate and student success.	Declining enrollment led to the consolidation of two campuses with different cultures, systems, and traditions. Building a unified school community will require intentional efforts to align expectations, strengthen relationships, and foster collaboration among staff, students, and families.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

Josefa L. Sambrano Elementary is supported by a dedicated and experienced team that includes 28 teachers, 2 Instructional Specialists, and 12 Instructional Aides, along with essential support staff who contribute to the daily operations of the campus. A significant number of staff members have served the campus for many years, with an average tenure of approximately 10 years. Many are also members of the San Elizario community, which strengthens relationships with students and families and enhances the overall school culture.

The campus remains committed to retaining highly qualified staff by providing meaningful and relevant professional development opportunities aligned to student needs, teacher feedback, and research-based instructional practices. Professional learning is guided by district initiatives and focuses on strengthening instructional delivery, increasing student engagement, and improving academic outcomes.

Teachers consistently implement district-aligned instructional strategies that support diverse learners, including cooperative learning structures, differentiated instruction, and a balance of small-group and whole-group instruction. Ongoing formative assessments and district benchmarks (BOY, MOY, and EOY) are utilized to monitor student progress and inform instructional decisions, ensuring alignment to TEKS and grade-level expectations.

The campus leadership team includes one Principal, one Assistant Principal, and a full-time Counselor, with additional support from a shared Counselor. Instructional support is further strengthened by two Instructional Specialists and two Reading Interventionists who provide coaching, modeling, and targeted support for teachers to enhance instructional effectiveness.

A continued priority for the campus is closing achievement gaps, particularly in reading across all grade levels. Through strategic staffing, targeted professional development, and ongoing instructional support, Sambrano Elementary remains focused on building teacher capacity and improving student outcomes while maintaining a stable and committed workforce.

Strengths

Josefa L. Sambrano Elementary continues to maintain a 100% highly qualified staff, including both teachers and paraprofessionals, demonstrating a strong commitment to instructional excellence and student success.

Weekly Professional Learning Communities (PLCs) remain an integral component of campus operations, providing structured opportunities for teachers to collaborate, analyze data, and design targeted instruction to meet the diverse needs of all learners. These PLCs, supported by active administrative participation, strengthen instructional planning and ensure alignment with campus and district goals.

The campus prioritizes the development of teacher capacity and self-efficacy through ongoing, research-based professional development and intentional coaching. Student progress is consistently monitored using data tools such as graphs and fluency folders, with students actively tracking their own growth, fostering ownership and accountability for their learning.

Sambrano Elementary has also made significant progress in the integration of technology to support instruction. All students have access to individual devices, and teachers are increasingly demonstrating proficiency in the effective use of instructional technology to enhance engagement and learning outcomes. Classrooms are equipped with interactive boards, allowing teachers to deliver dynamic, student-centered lessons that support a variety of learning styles.

These strengths reflect the campus's commitment to maintaining a highly effective staff, supporting continuous professional growth, and leveraging resources to improve instruction and student achievement.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1	The campus must continue strengthening teacher capacity to address persistent achievement gaps in reading, ensuring that all staff members feel supported, valued, and committed to the success of the newly unified campus. Strategic efforts in staff retention, professional growth, and team building will be essential to maintaining a positive work environment and sustaining high achievement levels.	Due to declining enrollment, two campuses with distinct cultures, practices, and staff have been consolidated into one school community. This transition requires intentional collaboration, alignment of expectations, and professional learning to build a unified team, strengthen instructional practices, address academic needs, and support staff retention.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Josefa L. Sambrano Elementary will continue to implement the TCMPC as the primary guide for scope and sequence in all core content areas, along with the newly adopted reading and math curriculum, to ensure alignment with state standards and district expectations. Teachers utilize a variety of research-based instructional resources, including Estrellitas, Fundations, HMH curriculum, Accelerated Reader (AR), and Google Classroom, to support differentiated instruction and meet the diverse needs of all learners.

A strong emphasis is placed on continuous and intentional data analysis as a driving force for instructional decision-making. Through weekly Professional Learning Community (PLC) meetings, teachers engage in data disaggregation, progress monitoring, and lesson planning with a focus on achieving targeted student outcomes. Instruction across all classrooms is aligned to the Texas Essential Knowledge and Skills (TEKS) and is regularly monitored to ensure fidelity and rigor.

The Dual Language Program is fully implemented in grades Kindergarten through 2nd grade using a 50/50 instructional model, providing students with balanced literacy development in both English and Spanish. Teachers strategically integrate the English Language Proficiency Standards (ELPS) to support language acquisition and academic achievement for emergent bilingual students.

Guided reading and small-group instruction remain key instructional practices, allowing teachers to target reading levels, improve fluency, expand vocabulary, and strengthen comprehension skills. Through the integration of high-quality instruction, ongoing assessment, and collaborative planning, the campus continues to focus on improving student achievement and closing academic gaps.

Strengths

Josefa L. Sambrano Elementary will continue to implement a dedicated weekly 60-minute Professional Learning Community (PLC) block, providing structured time for teachers to collaborate, analyze student data, plan high-quality instruction, and engage in ongoing professional learning. PLCs will remain focused on data-driven decision-making, targeted instructional strategies, and planning with clear student outcomes in mind.

Content and language objectives will be clearly defined and consistently displayed in all classrooms to ensure students understand the purpose and expectations of daily instruction across all subject areas. Teachers will continue to implement research-based instructional practices, including the use of graphic organizers, interactive student notebooks, ELPS-aligned strategies, guided reading, HMH curriculum resources, and newly adopted science materials. These practices support student engagement and promote academic growth across all content areas.

The campus remains committed to ensuring a strong Tier I instructional foundation in every classroom through the implementation of a “powerful first teach,” emphasizing rigorous, standards-aligned instruction for all students. In addition, a designated daily intervention block is utilized to provide targeted, data-driven support for students requiring additional assistance or enrichment.

The Dual Language Program, implemented through a 50/50 model, continues to be a key component of instruction at Sambrano Elementary. Teachers consistently follow program expectations, including language allocation protocols and instructional schedules, to support both English language acquisition and biliteracy. Staff feedback reflects strong support for the program, as it continues to enhance student outcomes and promote bilingualism and biliteracy across grade levels.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1	Although Josefa L. Sambrano Elementary has implemented high-quality instructional resources, a standards-aligned curriculum, and structured collaboration through weekly PLCs, student performance data indicate a continued need to strengthen the consistent implementation of rigorous, data-driven instruction to accelerate learning, improve reading and math achievement, and close academic gaps.	Inconsistencies in the implementation of data-driven instructional practices, targeted small-group instruction, and differentiation have limited the campus's ability to fully address individual student needs. Continued support in leveraging student data to inform planning, instruction, and intervention is necessary to improve academic outcomes and accelerate student growth.

★ = Priority

Family and Community Engagement

Summary

Josefa L. Sambrano Elementary remains committed to strengthening partnerships with parents and the community by creating meaningful opportunities for active involvement in students' education. The campus, in collaboration with the district parent liaison, continues to provide a variety of parent engagement sessions focused on relevant topics that support student success. While parent participation has increased, the campus will continue to target and expand efforts to improve engagement, particularly in promoting the importance of consistent student attendance.

Parents are encouraged to participate in numerous campus events designed to foster connection and collaboration, including Open House, fall and spring parent-teacher conferences, Coffee with the Principal, Scholastic Book Fairs, literacy distribution events, GT Night, Student of the Month celebrations, and family literacy sessions that often include guest speakers.

Moving forward, the campus will continue to seek innovative and inclusive opportunities to engage families, strengthen communication, and build capacity among parents to support both the academic success and overall well-being of their children.

Strengths

Josefa L. Sambrano Elementary maintains consistent and effective communication with families through multiple platforms, including ClassDojo, Google Classroom, automated calling systems, the campus website, Smore parent newsletters, the school marquee, and direct phone communication. These varied communication methods ensure that families remain informed, connected, and engaged in campus activities and student learning.

The campus provides numerous opportunities throughout the year for parent and family involvement, including monthly literacy-focused "Book of the Month" sessions, recognition and awards ceremonies, GT Family Night, STEM Night, Math Bee events, and parent-teacher conferences. These events are designed to strengthen the home-school connection and support student achievement across all content areas.

The campus has noted a gradual increase in parent volunteerism and participation; however, efforts will continue to expand engagement opportunities, remove barriers to participation, and encourage greater involvement from all families. Through intentional communication and inclusive events, Sambrano Elementary remains committed to fostering strong partnerships that support student success.

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1	We are experiencing high rates of student absenteeism, which significantly impacts student learning and academic progress. Frequent absences limit students' access to quality instruction, interrupt continuity of learning, and contribute to gaps in foundational skills. This pattern of inconsistent attendance is hindering the campus's ability to ensure all students achieve grade-level proficiency.	Limited parent and student awareness of the importance of consistent school attendance, including its direct impact on academic achievement, has contributed to higher rates of absenteeism. Additionally, there is a need to strengthen parent engagement and communication regarding attendance expectations and the benefits of regular school participation.

★ = Priority

School Organization

Summary

Josefa L. Sambrano Elementary is committed to ensuring academic success for all students through the implementation of a structured and purposeful master schedule designed to maximize instructional time. The instructional day, from 7:20 a.m. to 4:05 p.m., prioritizes high-quality Tier I instruction while incorporating a dedicated daily intervention block to provide targeted, small-group support for students requiring additional academic assistance.

Weekly Professional Learning Communities (PLCs) are embedded into the schedule to support collaborative planning, data analysis, and ongoing professional development. These PLCs allow teachers to monitor student progress, adjust instruction based on data, and implement effective, research-based strategies to meet the diverse needs of all learners.

Additional academic supports are provided through At-Risk Interventionists and instructional aides, who work closely with Kindergarten through 2nd-grade students to strengthen foundational literacy and math skills. The campus also provides extended learning opportunities through fall and spring intersession programs, as well as summer programming. These sessions support students in need of acceleration and ensure compliance with state requirements for Emergent Bilingual (EB) early childhood students, including 30 hours of instruction per semester and 60 hours during the summer (totaling 120 hours annually).

A key campus priority is the protection of instructional time to ensure that learning is not compromised throughout the school day. Systems and structures are in place to minimize disruptions and maximize opportunities for student engagement and achievement.

Through the Effective Schools Framework (ESF) diagnostic self-assessment, the campus leadership team identified the following priority areas for continuous improvement:

- **Essential Action 1.1:** Strengthen the development of campus instructional leaders (principal, assistant principal, counselor, and teacher leaders) by clearly defining roles, responsibilities, and leadership actions.
- **Essential Action 3.1:** Establish and sustain a compelling, aligned vision, mission, goals, and values focused on maintaining a safe environment and promoting high expectations for all students.
- **Essential Action 5.3:** Enhance data-driven instruction through consistent use of student data to inform teaching practices, interventions, and progress monitoring.

Through these focused efforts, Josefa L. Sambrano Elementary continues to build a strong instructional framework that supports student achievement, closes learning gaps, and promotes continuous improvement across the campus.

Strengths

Josefa L. Sambrano Elementary provides structured, in-school intervention throughout the instructional day to address the diverse academic needs of all students. Targeted intervention is embedded within the daily schedule, allowing students who have not yet mastered grade-level content to receive additional, focused support through small-group instruction aligned to their specific learning gaps.

To further support student success, the campus offers extended learning opportunities through fall and spring intersession programs. Students identified as at-risk of not meeting academic expectations are strongly encouraged to attend these sessions, where they receive additional time and targeted instruction to reinforce essential skills and accelerate learning.

Through the combination of daily intervention and intersession support, the campus remains committed to providing timely, data-driven interventions to ensure all students make meaningful academic progress and move toward grade-level proficiency.

Problem Statements Identifying School Organization Needs

	Problem Statement	Root Cause
1	To accelerate student learning and close academic gaps, particularly in foundational literacy and mathematics, the campus must continue to build leadership capacity, strengthen collective accountability, and ensure that instructional decisions are consistently informed by timely student data and progress monitoring.	Growth is needed in leadership development, vision and goal alignment, and data-driven instruction. Addressing these areas will ensure a more cohesive instructional program, increased staff effectiveness, and improved academic outcomes for all students.

★ = Priority

Technology

Summary

Josefa L. Sambrano Elementary is equipped with a robust technology infrastructure that supports effective teaching and learning in all classrooms. Each classroom is outfitted with wireless connectivity and interactive panels, enabling teachers to deliver engaging, multimedia-rich instruction and quickly access digital resources to enhance lesson delivery and assess student understanding in real time.

The campus maintains a 1:1 student-to-device ratio, ensuring that all students have consistent access to technology to support their learning. Students regularly utilize Chromebooks and a variety of instructional platforms and digital resources to reinforce academic skills, promote collaboration, and extend learning beyond the classroom. Kindergarten students have transitioned to Chromebooks while still maintaining access to a limited number of iPads for targeted intervention and support.

Teachers continue to build their capacity in technology integration through ongoing professional development, moving beyond basic usage toward more purposeful and effective implementation of digital tools and applications to enhance instruction and increase student engagement.

In addition to classroom technology, the campus is supported by three fully equipped computer labs, each with 25 updated desktop computers, for a total of 75 student stations. A dedicated computer lab aide provides support to both teachers and students, assisting with technology-based lessons and ensuring the effective use of digital resources.

Josefa L. Sambrano Elementary remains committed to expanding and refining its use of technology to support high-quality instruction, promote digital literacy, and prepare students with the 21st-century skills necessary for future success.

Strengths

Josefa L. Sambrano Elementary ensures equitable access to technology by maintaining a 1:1 student-to-device ratio, allowing all students to engage in daily digital learning experiences that support and enhance instruction across content areas. Classrooms are equipped with the necessary technology tools to facilitate interactive, student-centered learning environments.

The campus remains committed to continuously updating and maintaining classroom technology to meet the evolving needs of both students and staff. These resources support effective lesson delivery, real-time assessment, and increased student engagement.

Both teachers and students have demonstrated increased proficiency and efficiency in utilizing technology as part of the teaching and learning process. Teachers have actively participated in ongoing, targeted professional development focused on technology integration, enabling them to incorporate digital tools and instructional applications more effectively into daily instruction.

Through these efforts, Josefa L. Sambrano Elementary continues to strengthen its use of technology to enhance instructional practices, promote digital literacy, and support improved student outcomes.

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1	With a 1:1 student-to-device ratio and access to multiple digital learning resources, opportunities exist to increase the consistent and purposeful integration of technology to enhance student engagement, personalize learning, and improve academic achievement across all grade levels.	Varying levels of proficiency and confidence in technology integration have resulted in inconsistent implementation of digital tools to support instruction. As a result, continued professional learning and instructional support are needed to maximize the effectiveness of technology as a tool for teaching, learning, and student success.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**

Student Data: Assessments

- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Local diagnostic reading assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**

Goals

Goal 1 To promote student success by providing a supportive, inclusive, and empowering educational environment.

Performance Objective 1

Increase the percentage of all students making academic growth in Mathematics using evidence based strategies and resources.

Evaluation Data Source: District and program assessment results

Strategy 1

High-quality instructional Materials in Mathematics Pre-K-12, meeting state standards, will be used with fidelity

Strategy's Expected Result/Impact: Assessment results will reflect a 1% increase in mathematics assessment results per Bluebonnet Assessments.

Staff Responsible for Monitoring: Campus Instructional Specialists

Funding Sources: supplies 199: General, Bilingual Education, 199.11.6399.00.103.25, $4,500

Formative Reviews

September	November	January	March

Strategy 2

Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports

Strategy's Expected Result/Impact: Increase in student achievement in all content areas.

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: Lever 5: Effective Instruction

Formative Reviews

September	November	January	March

Strategy 3

Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.

Strategy's Expected Result/Impact: An increase in student achievement in all content areas 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, Instructional Specialists, teachers

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 Reviews

September	November	January	March

Strategy 4

Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices

Strategy's Expected Result/Impact: Increase student achievement in all content areas.

Staff Responsible for Monitoring: Campus administration, Instructional Specialists

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	November	January	March

Strategy 5

Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.

Strategy's Expected Result/Impact: Increase in vocabulary development, reading levels, comprehension, and fluency across all content areas.

Staff Responsible for Monitoring: Campus administration, Instructional Specialists, District (bilingual) Instructional Officer

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

September	November	January	March

Performance Objective 2 ☑ High Priority

Increase the percentage of all students making academic growth in Reading and Writing using evidence based strategies and resources

Evaluation Data Source: HMH assessment data, DRA/EDL reading assessment levels, guided reading binders,

Strategy 1

High-quality instructional materials in Reading and writing Pre-K-12, meeting state standards, should be used with fidelity

Strategy's Expected Result/Impact: Increase in student achievement through the use of high-quality instructional materials, such as HMH, that will lead to student mastery in unit and campus assessments.

Staff Responsible for Monitoring: Campus administration, Instructional Specialists, District C & I staff, teachers

Funding Sources: Supplies 199: General, Basic, 199.11.6399.00.103.11, $4,000, Toner 199: General, Basic, 199.11.6399.53.103.11, $760, Reading materials 199: General, Special Education, 199.11.6329.00.103.23, $1,500, Reading Academy 199: General, State Compensatory Education, 199.13.6239.00.103.30, $3,000, Contracted Services - Training 199: General, State Compensatory Education, 199.13.6299.103.30, $2,400, AVID 199: General, State Compensatory Education, 199.23.6495.00.103.30, $3,837.5, Carpet 199: General, Special Education, 199.11.6398.00.103.23, $626

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

September	November	January	March

Strategy 2

Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports

Strategy's Expected Result/Impact: Increase in student achievement in all content areas.

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: Lever 5: Effective Instruction

Formative Reviews

September	November	January	March

Strategy 3

Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.

Strategy's Expected Result/Impact: An increase in student achievement in all content areas 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, Instructional Specialists, teachers

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 Reviews

September	November	January	March

Strategy 4

Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices

Strategy's Expected Result/Impact: Increase student achievement in all content areas.

Staff Responsible for Monitoring: Campus administration, Instructional Specialists

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	November	January	March

Strategy 5

Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.

Strategy's Expected Result/Impact: Increase in vocabulary development, reading levels, comprehension, and fluency across all content areas.

Staff Responsible for Monitoring: Campus administration, Instructional Specialists, District (bilingual) Instructional Officer

Funding Sources: Supplies 263: Title III, Part A English Language Acq., 263.11.6399.01.103.25, $29,387

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

September	November	January	March

Performance Objective 3

Increase the percentage of all students making academic growth in Science and Social studies using evidence based strategies and resources

Evaluation Data Source: HQIM, such as the McGraw-Hill curriculum

Strategy 1

High-quality instructional materials to be used in Science and Social Studies classes Pre-K-12, meeting state standards, should be used with fidelity

Strategy's Expected Result/Impact: HQIM, such as the McGraw-Hill curriculum, will help increase performance in content areas on unit and campus assessments.

Staff Responsible for Monitoring: Campus administration, Instructional Specialists, teachers, District Instructional Officers

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	November	January	March

Strategy 2

Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports

Strategy's Expected Result/Impact: Increase in student achievement in all content areas.

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: Lever 5: Effective Instruction

Formative Reviews

September	November	January	March

Strategy 3

Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.

Strategy's Expected Result/Impact: An increase in student achievement in all content areas 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, Instructional Specialists, teachers

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 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

September	November	January	March

Strategy 4

Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices

Strategy's Expected Result/Impact: Increase student achievement in all content areas.

Staff Responsible for Monitoring: Campus administration, Instructional Specialists

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	November	January	March

Strategy 5

Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.

Strategy's Expected Result/Impact: Increase in vocabulary development, reading levels, comprehension, and fluency across all content areas.

Staff Responsible for Monitoring: Campus administration, Instructional Specialists, District (bilingual) Instructional Officer

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

September	November	January	March

Performance Objective 4

Increase the percentage of student participation in Post-secondary opportunities

Strategy 1

Provide college-level courses opportunities for students when applicable, Strengthen College Prep Courses, Recruit and retain students in the San Elizario Early College High School

Formative Reviews

September	November	January	March

Strategy 2

Align endorsements, CTE between Middle School and High School, introduce these options in the PK3-6 grade levels

Strategy's Expected Result/Impact: Students will be exposed to career options that may align with CTE endorsements at GEMS or SEHS.

Staff Responsible for Monitoring: Campus counselors, teachers

TEA Priorities: Connect high school to career and college

Formative Reviews

September	November	January	March

Strategy 3

CCMR Data Monitoring - Establish dedicated teams at each campus to track and support student progress towards meeting CCMR indicators to include SLO Check-Ins

Formative Reviews

September	November	January	March

Strategy 4

Collaborate with local employers to provide real-world experiences that align with career pathways

Strategy's Expected Result/Impact: Students will be exposed to real-world careers.

Staff Responsible for Monitoring: Campus counselors, teachers

Formative Reviews

September	November	January	March

Strategy 5

Continue to offer opportunities for ROTC programs, military or other services opportunities

Formative Reviews

September	November	January	March

Performance Objective 5

Ensure students are well rounded and 21st century ready

Evaluation Data Source: Walk-through data and information, librarian input, Fitness Gram data, program participation rosters

Strategy 1

Provide students with opportunities to learn and develop new skills in the library with the support of our librarians

Strategy's Expected Result/Impact: Improvement in academic areas in reading and writing.

Staff Responsible for Monitoring: Campus librarian, teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	November	January	March

Strategy 2

Students will have access to computer technology, library resources, TexQuest digital resources, classroom libraries as it relates to reading enhancement as set by TEKS objectives, to include e-books, paper reading materials, workbooks, online diagnostic tests such as through LPAC, i-Ready, No Red Ink, Curriculum Associates programs for reading comprehension, and intervention kits needed to improve literacy and writing skill of all students to include sub-populations such as Emergent Bilingual and Special Education. (Daily)

Strategy's Expected Result/Impact: Improvement in all academic areas.

Staff Responsible for Monitoring: Campus administration, Instructional Specialists, Librarian, teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	November	January	March

Strategy 3

Provide opportunities for students to excel in Fine Arts programs as well as educate student in the world or physical education

Strategy's Expected Result/Impact: Increase physical movement and activity.

Staff Responsible for Monitoring: Physical education campus staff

Formative Reviews

September	November	January	March

Strategy 4

Provide additional opportunities to refine their academic standing to include, AVID (Advancement via Individual Determination), after hours instructional time, intersessions and summer school

Strategy's Expected Result/Impact: Acquisition of skills, targeted interventions, and an increase in academic achievement.

Staff Responsible for Monitoring: Teachers, Instructional Specialists, Campus Administration

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	November	January	March

Strategy 5

GT students will be provided with out-of-school opportunities through educational field trips, participation in Team Quest. GT students will have access to technology to enhance differentiated Instruction for GT students through content, process and products, to include the STEM Expo. Materials will include iPads, cameras, Chromebooks, etc. (Monthly through June).

Staff Responsible for Monitoring: Principal
GT Coordinator

Funding Sources: Contracted services 199: General, Gifted & Talented, 199.11.6299.00.103.21, $725, supplies 199: General, Gifted & Talented, 199.11.6399.00.103.21, $300, Region xix 199: General, Gifted & Talented, 199.13.6239.00.103.21, $75, Student travel 199: General, Gifted & Talented, 199.11.6412.00.103.21, $325, Testing 199: General, Gifted & Talented, 199.31.6339.00.103.21, $519.5, Transportation 199: General, Gifted & Talented, 199.11.6494.00.103.21, $880.5, Testing 199: General, Gifted & Talented, 199.11.633900.103.21, $550

Formative Reviews

September	November	January	March

Performance Objective 6

Provide a safe and supportive environment for all

Evaluation Data Source: Discipline referral data, threat assessment data, and attendance data

Strategy 1

Continue with activities that promote students to attend school every day, not limited to, but to also include basic necessities for sub-populations such as migrant, homeless, foster care and transition students.

Strategy's Expected Result/Impact: Increase in attendance percentage at each grade level.

Staff Responsible for Monitoring: Campus administration, attendance clerk, teachers

Funding Sources: awards 199: General, Basic, 199.11.6499.19.103.11, $2,795, Misc 199: General, Basic, 199.31.6499.00.103.99, $700, Supplies 199: General, Basic, 199.31.6399.00.103.99, $1,250

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	November	January	March

Strategy 2

Services that help promote PBIS, SEL and activities in which counselors are involved in campus wide

Strategy's Expected Result/Impact: Decrease in discipline referrals, access to student interventions and services.

Staff Responsible for Monitoring: Campus counselors, Campus Administration, teachers, PBIS committee

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	November	January	March

Strategy 3

Ensure custodians and staff have all of the necessary supplies to keep the building clean and sanitized.

Strategy's Expected Result/Impact: Safe, clean, and healthy school atmosphere.

Staff Responsible for Monitoring: Campus custodians, Campus Administration

Funding Sources: supplies 199: General, Basic, 199.33.6399.00.103.99, $76.5

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	November	January	March

Performance Objective 7

State Compensatory Education provides additional funding for supplemental programs and services to support students identified as being at risk of dropping out of school or who are economically disadvantaged.

Strategy 1

SCE funds must supplement, not replace, the regular education program and are used to offer focused support such as tutoring, mentoring, and accelerated instruction, to include resources and equipment, to help these students achieve grade-level proficiency, reduce the dropout rate, and ultimately close the academic gap with their peers.

Staff Responsible for Monitoring: Campus Principal

Funding Sources: Licenses (SBITA) 199: General, State Compensatory Education, 199.11.6396.00.103.30, $3,874, software licenses 199: General, State Compensatory Education, 199.11.6268.00.103.30, $7,498, Technology 199: General, State Compensatory Education, 199.11.6395.00.103.30, $14,407.6, Intersession 199: General, State Compensatory Education, 199.10.6117.00.103.30, $5,000, AVID Membership 199: General, State Compensatory Education, 199.11.6495.00.103.30, $7,462.5

Formative Reviews

September	November	January	March

Goal 2 To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment

Performance Objective 1

Create systems that will help with Staff recruitment and retention. Ensure district/campus communication continues so that high quality staff are in our classrooms

Evaluation Data Source: Employee EOY climate survey, weekly employee newsletter

Strategy 1

Refine employee appreciation events in meaningful ways utilizing district approved funds, create a tracking system to review retention rates for each job family which helps Maintain a competitive salary and stipend schedule with 4A districts within the region(19).

Strategy's Expected Result/Impact: Employees will be recognized and celebrated throughout the year to help build a positive school culture.

Staff Responsible for Monitoring: Campus administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	November	January	March

Strategy 2

Improve employee safety and well being which also includes the support and develop effective relationships with IHE's place student teachers and to mentor and recruit highly qualified teachers which can include but is not limited to Early Childhood Ed. Training & SPED (AU) training. Highly Qualified and Certified Staff Assurance monitoring process to ensure ongoing staff certification requirements.

Strategy's Expected Result/Impact: Strong relationships will help foster safety and well-being, encouraging staff to stay, avoiding a high turnover rate while keeping staff well-informed and knowledgeable.

Staff Responsible for Monitoring: Campus administration, Instructional Specialists

Funding Sources: Region XIX 199: General, Special Education, 199.13.6239.00.103.23,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	November	January	March

Strategy 3

Create district/campus marketing and communication for recruitment of highly qualified employees during strategically planned job fairs

Formative Reviews

September	November	January	March

Performance Objective 2

Maintain high levels of productivity and service quality by leveraging continued staff support to ensure team members have the resources, guidance, and encouragement needed to meet or exceed goals.

Evaluation Data Source: Increase in student achievement per state assessments and decrease in teacher turnover per yearly PEIMS employee data.

Strategy 1

Improved efficiency and effectiveness of district and campus operations by ensuring job descriptions accurately reflect current roles and responsibilities. This alignment will help maximize staff performance, clarify expectations, and optimize the use of resources across positions such as

Strategy's Expected Result/Impact: Employees will collaborate with teachers and administrators to ensure alignment in lesson delivery, resulting in employee output efficacy and student achievement.

Staff Responsible for Monitoring: Campus Administration, Human Resources Dept.

Funding Sources: Campus Instructional Specialist-Elementary 211: Title I, Part A Improving Basic Programs, 211.13.6119.00.103.24, $91,450, Short Term SBITAs - Software lic expire w/in 12 months 199: General, State Compensatory Education, 199.11.6268.00.103.24, $8,000, Library Aide 211: Title I, Part A Improving Basic Programs, 211.12.6129.00.103.24, $22,750, Librarian 211: Title I, Part A Improving Basic Programs, 211.12.6119.00.103.24, $62,025, Parent Liaison 211: Title I, Part A Improving Basic Programs, 211.61.6129.00.103.24, $24,250, Aide-Title I 211: Title I, Part A Improving Basic Programs, 211.11.6129.00.103.24, $56,750, Social Worker 211: Title I, Part A Improving Basic Programs, 211.32.6119.00.103.24, $16,963, Perpetual and Non-SBITA Licences 199: General, State Compensatory Education, 199.11.6396.00.103.24, $3,800

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

September	November	January	March

Strategy 2

Refine the current coaching for success manual and training processes to include detailed approaches to coaching, expectations, and documentation

Strategy's Expected Result/Impact: Teacher support and effectiveness, student achievement

Staff Responsible for Monitoring: Campus administration, Instructional Specialists, Instructional Officers

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

September	November	January	March

Strategy 3

Provide employees with ongoing coaching and professional development to continuously improve positive responsiveness, job-aligned knowledge, and SEISD culturally-centered service which include Early Childhood Education & SPED (AU) Professional Development/Training

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, Instructional Specialists, C&I staff

Funding Sources: Food 199: General, Basic, 199.13.6497.00.103.99, $1,125.64, Region XIX 199: General, Special Education, 199.13.6239.00.103.23, $650

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	November	January	March

Strategy 4

Provide professional development opportunities for librarians that can directly support instruction and student achievement. Allow for additional support systems or training for our nurses district-wide.

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, Instructional Specialists, C&I staff, District Nurse, District Librarian, Administrators

Formative Reviews

September	November	January	March

Strategy 5

Administrator office(s) main office, PLC rooms, PBIS room, counselor's offices and library will maintain general supplies, computers, radios, and any other equipment, furniture, printers with ink/toner and supplies necessary to conduct safe and effective transactions on a daily basis. (Daily)

Strategy's Expected Result/Impact: All staff will receive the necessary materials to establish effective communication and remain safe at all times.

Staff Responsible for Monitoring: Campus administration, campus secretary, SRO, ISs, counselor, librarian

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	November	January	March

Strategy 6

Classrooms will have the necessary supplies, furniture, and technology tools to carry out day-to-day instructional activities

Strategy's Expected Result/Impact: An effective teaching setting that is conducive to learning for all students.

Staff Responsible for Monitoring: Campus administration, head custodian, campus secretary

Funding Sources: Technology 199: General, Bilingual Education, 199.11.6395.00.103.25, $16,999, Technology 289:Title IV, Part A Subpart 1, 289.11.6395.02.103.30, $22,243

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	November	January	March

Goal 3 To create and sustain meaningful community partnerships that support shared goals and enhance student success

Performance Objective 1

Increase parent and/or legal guardian satisfaction and engagement, which also involves community engagement, as stakeholder engagement is important for student/parental success

Evaluation Data Source: Parent session sign-in sheets, survey data

Strategy 1

Design & standardize learning opportunities for parents/guardians at each school. Continue monthly family sessions & MTTS. Encourage participation and offer interactive communication methods, training, and workshops to teach parents different methods of accessing district information. Identify different ways to engage with the community (ie, health fairs, movie nights, collaboration with influential community/city/state representatives, etc), parent committees (i.e., SBDM, SHAC, LPAC). Provide post-secondary information for parents.

Strategy's Expected Result/Impact:
Increase in students' social/emotional well-being, increase home/school connection to inform parents on strategies to support students at home for academic achievement.

Staff Responsible for Monitoring: Campus administration, school counselors, campus parent liaison

Funding Sources: Region XIX 211: Title I, Part A Improving Basic Programs, 211.61.6239.04.103.24, $225, Reading Materials 211: Title I, Part A Improving Basic Programs, 211.61.6329.04.103.24, $500, snacks 211: Title I, Part A Improving Basic Programs, 211.61.6497.04.103.24, $500, Supplies 211: Title I, Part A Improving Basic Programs, 211.61.6399.04.103.24, $1,480, Training 211: Title I, Part A Improving Basic Programs, 211.61.6411.01.103.24, $300, Training 211: Title I, Part A Improving Basic Programs, 211.61.6419.04.103.24, $315

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	November	January	March

Strategy 2

Develop and conduct a climate survey to assess effectiveness. Connect with the community through digital and media marketing strategies, which encourage a strong volunteer program.

Strategy's Expected Result/Impact: Create a positive school culture and build a strong volunteer program.

Staff Responsible for Monitoring: Campus administration, parent liaison

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	November	January	March

Performance Objective 2

Strengthen relationships with external organizations and/or businesses to expand home/school connection

Evaluation Data Source: Meeting sign-in sheets, parent session sign-in sheets

Strategy 1

Expand Partners in Education program to support the mission/vision of the Distric and campus. Examine ways to reduce district expenses through business partnerships, grants, and financial support

Strategy's Expected Result/Impact: Meet the diverse needs of all students and empower them to become successful members of a global community.

Staff Responsible for Monitoring: District staff, campus administrators, school counselors, parent liaison

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	November	January	March

Strategy 2

Develop and implement a community-based student mentor program for high-risk students, not limited to, but to also include services for sub-populations such as migrant, homeless, foster care and transition students.

Strategy's Expected Result/Impact: Support student mentees navigate academic, social, and personal challenges, fostering a sense of belonging and promoting success in their educational journey.

Staff Responsible for Monitoring: School counselors, campus administration, district staff

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	November	January	March

Goal 4 To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

Performance Objective 1

Ensure solvency, sustainability, and transparency with district/campus finances

Evaluation Data Source: Budget spending recap, budget spending data

Strategy 1

Review cash flow projections and needs for district/campus needs, to include technology devices for student and staff use.

Strategy's Expected Result/Impact: Increase in performance by teachers and students through mastery across all content areas as measured by district/state assessments.

Staff Responsible for Monitoring: Campus administration, district staff

Funding Sources: Student & Teacher Devices 211: Title I, Part A Improving Basic Programs, 211.11.6395.02.103.30, $3,612, Student & Teacher Devices 289:Title IV, Part A Subpart 1, 289.11.6395.02.103.30, $22,243

Formative Reviews

September	November	January	March

Strategy 2

Review changes in enrollment, staffing, and legislative funding formulas and/or mandates. Present information and/or data and revise budget accordingly through Board action

Strategy's Expected Result/Impact: Promote fiscal responsibility.

Staff Responsible for Monitoring: District staff, campus administration

Formative Reviews

September	November	January	March

Performance Objective 2

Guarantee the optimization of financial resources

Evaluation Data Source: Budget spending recap, budget spending data

Strategy 1

Alignment of budget sources with campus & department needs/instruction, development of an equipment replacement plan (ERP), development of a long-range facilities & maintenance needs plan

Strategy's Expected Result/Impact: Promote fiscal responsibility and a safe facility

Staff Responsible for Monitoring: District staff, campus administration

Formative Reviews

September	November	January	March

Performance Objective 3

Focus on the implementation of operational efficiencies

Evaluation Data Source: HR data and campus staff information

Strategy 1

Benchmark of staffing ratios, Review of pay structures, Conduct an efficiency audit

Strategy's Expected Result/Impact: To promote long-term fiscal responsibility for the campus and district.

Staff Responsible for Monitoring: District staff, campus administration

Formative Reviews

September	November	January	March

State Compensatory Education

State Compensatory

Budget for Josefa L. Sambrano Elementary

Total SCE Funds: $190,640.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

Personnel for Josefa L. Sambrano Elementary

Name	Position	FTE
Garcia, Corina	Teacher At Risk Services	1
Padilla, Alyssa	Instructional Specialist	1
Tapia, Miguel	Aide-Computer Lab	1
Vallejo, Maribel	Campus Instructional Specialist	1

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Baca, Rita	Aide-Title I*	Title I, Part A	1
Cortez, Patricia	Aide-Title I	Title I, Part A	1
Duran, Cesar	Campus Instructional Specialist	Title I, Part A	1
Graves, Sylvia	Social Worker	Title I, Part A	0.23
Jasso, Mercedes	Librarian	Title I, Part A	0.75
Jauregui, Rebecca	Parent Liaison	Title I, Part A	1
Montoya, Erika	Aide-Library Elementary*	Title I, Part A	1

Committees

Committees

Site Based Decision Making Committee

Members

First Name	Last Name	Position	Committee Role
Ashley	Garcia	Liaison	Parent
Susana	Frescas	P	Member
Lydia	Sandate	AP	Member
Leticia	Rodarte	Para	Community Member
Nanette	Raulston	Teacher- SPED	Member
Alyssa	Padilla	Other School Leader	Member
Cesar	Duran	Other School Leader	Member
Samantha	Delgado	Teacher- 2	Member
Isela	Maldonado	Teacher- 2	Member
Krystle	Reyes	Teacher- 1	Member
Denise	Mendoza	Teacher- 1	Member
Maribel	Rodriguz	Teacher- K	Member
Evelyn	Castañeda	Teacher- K	Member

Funding Summary

Funding Summary

199: General, Basic

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplies	199.11.6399.00.103.11	$4,000.00
1	2	1	Toner	199.11.6399.53.103.11	$760.00
1	6	1	awards	199.11.6499.19.103.11	$2,795.00
1	6	1	Misc	199.31.6499.00.103.99	$700.00
1	6	1	Supplies	199.31.6399.00.103.99	$1,250.00
1	6	3	supplies	199.33.6399.00.103.99	$76.50
2	2	3	Food	199.13.6497.00.103.99	$1,125.64
				Sub-Total	$10,707.14

199: General, Gifted & Talented

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	5	Contracted services	199.11.62 99.00.10 3.21	$725.00
1	5	5	supplies	199.11.63 99.00.10 3.21	$300.00
1	5	5	Region xix	199.13.62 39.00.10 3.21	$75.00
1	5	5	Student travel	199.11.64 12.00.10 3.21	$325.00
1	5	5	Testing	199.31.63 39.00.10 3.21	$519.50
1	5	5	Transportation	199.11.64 94.00.10 3.21	$880.50
1	5	5	Testing	199.11.63 3900.10 3.21	$550.00
				Sub-Total	$3,375.00

199: General, Special Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Reading materials	199.11.63 29.00.10 3.23	$1,500.00
1	2	1	Carpet	199.11.63 98.00.10 3.23	$626.00
2	1	2	Region XIX	199.13.62 39.00.10 3.23	$0.00
2	2	3	Region XIX	199.13.62 39.00.10 3.23	$650.00
				Sub-Total	$2,776.00

199: General, Bilingual Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	supplies	199.11.6399.00.103.25	$4,500.00
2	2	6	Technology	199.11.6395.00.103.25	$16,999.00
				Sub-Total	$21,499.00

199: General, State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Reading Academy	199.13.6239.00.103.30	$3,000.00
1	2	1	Contracted Services - Training	199.13.6299.103.30	$2,400.00
1	2	1	AVID	199.23.6495.00.103.30	$3,837.50
1	7	1	Licenses (SBITA)	199.11.6396.00.103.30	$3,874.00
1	7	1	software licenses	199.11.6268.00.103.30	$7,498.00
1	7	1	Technology	199.11.6395.00.103.30	$14,407.60
1	7	1	Intersession	199.10.6117.00.103.30	$5,000.00
1	7	1	AVID Membership	199.11.6495.00.103.30	$7,462.50
2	2	1	Short Term SBITAs - Software lic expire w/in 12 months	199.11.6268.00.103.24	$8,000.00
2	2	1	Perpetual and Non-SBITA Licences	199.11.6396.00.103.24	$3,800.00
				Sub-Total	$59,279.60

211: Title I, Part A Improving Basic Programs

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Campus Instructional Specialist-Elementary	211.13.61 19.00.10 3.24	$91,450.00
2	2	1	Library Aide	211.12.61 29.00.10 3.24	$22,750.00
2	2	1	Librarian	211.12.61 19.00.10 3.24	$62,025.00
2	2	1	Parent Liaison	211.61.61 29.00.10 3.24	$24,250.00
2	2	1	Aide-Title I	211.11.61 29.00.10 3.24	$56,750.00
2	2	1	Social Worker	211.32.61 19.00.10 3.24	$16,963.00
3	1	1	Region XIX	211.61.62 39.04.10 3.24	$225.00
3	1	1	Reading Materials	211.61.63 29.04.10 3.24	$500.00
3	1	1	snacks	211.61.64 97.04.10 3.24	$500.00
3	1	1	Supplies	211.61.63 99.04.10 3.24	$1,480.00
3	1	1	Training	211.61.64 11.01.10 3.24	$300.00
3	1	1	Training	211.61.64 19.04.10 3.24	$315.00
4	1	1	Student & Teacher Devices	211.11.63 95.02.10 3.30	$3,612.00
				Sub-Total	$281,120.00

263: Title III, Part A English Language Acq.

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Supplies	263.11.6399.01.103.25	$29,387.00
				Sub-Total	$29,387.00

289:Title IV, Part A Subpart 1

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	6	Technology	289.11.6395.02.103.30	$22,243.00
4	1	1	Student & Teacher Devices	289.11.6395.02.103.30	$22,243.00
				Sub-Total	$44,486.00