

San Elizario Independent School District
Josefa L. Sambrano Elementary
2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

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

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Comprehensive Needs Assessment

Revised/Approved: May 9, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

Sambrano Elementary needs to work on increasing student reading levels. Additionally, replacing the second interventionist would help greatly with the high numbers on the campus (we are the largest elementary in the district).

Demographics

Demographics Summary

Josefa L. Sambrano Student Demographics:

The information below provides a snapshot of the demographic makeup for Josefa L. Sambrano, from data provided for the 2023-2024 school year. The campus is one of three elementary schools in the San Elizario Independent School District.

Student Demographics (2023 - 2024 Preliminary Fall PEIMS file loaded 1/12/2024)

Count Percent Gender

Female 285; 42.26%

Male 318; 52.74%

Ethnicity

Hispanic-Latino 592; 98.18%

Race American Indian - Alaskan Native 1; 0.17%

Asian 0; 0.00%

Black - African American 0; 0.00%

Native Hawaiian - Pacific Islander 0; 0.00%

White 10; 1.66%

Two-or-More 0; 0.00%

[The average daily attendance is 91.50%](#)

We served a total of 603 students in 2023-2024 school year (188 Kindergarteners, 203 1st graders, 231 2nd graders).

59.70% are in a bilingual class setting, 95.02% are economically disadvantaged and 18.08% are identified as being served in special education. (PEIMS file loaded 01/12/2024)

Students by Program:

Student count by Program (PEIMS file loaded 01/12/2024):

Bilingual 357; 59.20%

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 7; 1.16%

Special Education (SPED) 109;18.08%

Title I Participation 603; 100.00%

Dyslexia 3; .0.50%

Economic Disadvantage Breakdown:

Economic Disadvantage Total 573; 95.02%

Free Meals 443; 73.47%

Reduced-Price Meals 29; 4.81%

Other Economic Disadvantage 101; 16.75%

Homeless Statuses Homeless Status Total 15; 2.49%

Shelter 1; 0.17%

Doubled Up 6; 1.00%

Unsheltered 8; 1.33%

At-Risk 460; 76.29%

Demographics Strengths

At Josefa L. Sambrano, classrooms are supported by 34 fully certified classroom teachers, 11 educational aides, and 6 administrative support staff. The campus has one Reading Interventionist (At-Risk teacher) who supports students struggling with reading skills. We have had Long-Term Guest Teachers fill in classrooms due to being unable to hire certified teachers; the pool of teacher applicants is almost non-existent.

We continue the implementation of a Dual Language program. The students are being served in both English and Spanish, using a 50/50 model. The teachers were being supported by the campus instructional specialists, P & I Instructional Officers, and attend professional development in the area of Dual Language.

All teachers were provided training for the Foundations Reading Program. The staff was trained in several Professional Development activities which were available to use throughout the year.

Students were recognized for their efforts every 9 weeks with an Award Celebration for A and A & B honor roll, attendance, and Star Students; definitely a highlight for our students and their parents.

Our GT students are pulled out for 60 minutes weekly by the campus GT coordinator offering challenging academic activities that let them display their creativity.

The district parent liaison, in collaboration with the librarian, counselor, and instructional specialists continue to offer parents monthly literacy sessions that also incorporate special guests and presenters focusing on topics such as Dual Language, Mental Health support, literacy, and other school topics.

Tutoring was offered to all students during the 2023-2024 school year to assist in closing learning gaps due to the pandemic. We began tutoring in late September ending at the end of April; tutoring was offered on Wednesdays. After-school activities were also put in place to support students providing them with a well-rounded education supporting emotional well-being. Reading Bingo Night, Major Sports Drills/Skills, Folklorico, Music Program, Robotics, and 2nd Grade Student Council were just some of the programs/activities that were offered. Two weeks of intersession intervention were offered to our students; one week in October and one week in March.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 60 % of our student population is coded Limited English Proficient. **Root Cause:** We have implemented the 50/50 Dual Language Program as we are going on our 4th year. The incoming kindergarten students transitioning From Loya Primary follow a 90/10 program model. Our community is low socio-economic with a high percentage of Limited English Proficient students (emergent bilingual).

Student Achievement

Student Achievement Summary

During the 2023-2024 academic year, teachers utilized IStation reading/math diagnostic instruments to assess the reading and math skills of all students. The average percentage of students using IStation was 100%. Our students were also assessed with DRA/EDL to measure growth progress in reading. Students' reading levels are not at the expected growth measures.

Students at this grade level are not assessed with STAAR, but EBs are holistically rated with TELPAS in kindergarten and 1st grades. Grade 2 is tested in the following domains: Listening, Speaking, Reading, and Writing. The percentage of bilingual students taking the TELPAS online test was 100%.

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

This year we continue the implementation of the Dual Language Program (50/50 model) for bilingual students. We will continue to focus on increasing English language acquisition and focusing on biliteracy for all our bilingual students. To aid in the endeavor of English language acquisition, Sambrano will continue with the implementation of Project GLAD (Guided Language Acquisition Design) strategies in all bilingual classrooms and English classrooms serving EB students. Bilingual teachers were trained and will continue training in the 50/50 Dual Language Model. The English Language Proficiency Standards (ELPS) will be targeted during daily instruction. Improving reading and listening comprehension skills will continue to be a focus for the 2024-2025 academic year, thus, Sambrano will focus on the implementation of strategies that address the areas of listening, speaking, reading, writing, and comprehension following the TEKS state standards.

Student Achievement Strengths

Based on the end-of-year results in MAP Benchmarks for the 2023-2024 EOY, results show the area of growth and need is in Reading.

Subject	Total Number Tested	EOY Growth Percentile	Percentage not Meeting Growth Targets	Percentage Meeting or Exceeding Growth Targets
Math	169	40th	51%	49%
Reading (English)	74	32nd	58%	42%
Reading (Spanish)	95	25th	73%	27%

Kindergarten MAP Academic Growth

Subject	Total Number Tested	EOY Growth Percentile	Percentage not Meeting Growth Targets	Percentage Meeting or Exceeding Growth Targets
Math	188	30th	62%	38%
Reading (English)	92	27th	67%	33%
Reading (Spanish)	95	25th	76%	24%

1st Grade MAP Academic Growth

Subject	Total Number Tested	EOY Growth Percentile	Percentage not Meeting Growth Targets	Percentage Meeting or Exceeding Growth Targets
Math	201	40th	50%	50%
Reading (English)	99	27th	63%	37%
Reading (Spanish)	103	26th	67%	33%

2nd Grade MAP Academic Growth

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

Problem Statements Identifying Student Achievement Needs

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

School Culture and Climate

School Culture and Climate Summary

For the 2024-2025 school year, Josefa L. Sambrano Elementary will find ways to be creative in building working relationships among all faculty and staff, where they will have the opportunity to get to know colleagues in other grade levels and departments. This will impact the culture in a positive way where we learn from one another and bring Wildcats together to fulfill our mission and vision for our students and families.

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

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

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

School Culture and Climate Strengths

Our campus recognizes students' efforts in academics, every nine weeks, through the Awards Ceremony where students receive certificates that recognize the student; parents are invited to attend the ceremonies. A newsletter is emailed to all faculty and staff weekly to keep them abreast of events, timelines, safety information, and district information notices.

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Josefa L. Sambrano Elementary employs 34 teachers, 2 Instructional Specialists, and 11 Instructional Aides. We currently do not have a parent liaison on campus but do utilize the district parent liaison. We also have support service staff that are instrumental in the everyday operations of our campus. Many of our staff have been teaching at our campus for an average of 10 years. There are also several staff members that are from the San Elizario community. We continue to retain and provide professional growth opportunities to our highly qualified staff. We will continue to provide purposeful and relevant professional development opportunities based on student need, teacher feedback, best practices, and research-based initiatives.

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

There is one Principal, one Assistant Principal, and one Counselor that serve this campus full-time. There is one additional Counselor who is shared between Loya and Sambrano. In addition, there are two campus Instructional Specialists and one Reading Interventionist that provide instructional support and modeling for teachers throughout the campus. The need to close the achievement gap in reading at all grade levels lies at the forefront of our instructional focus.

Staff Quality, Recruitment, and Retention Strengths

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

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

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

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

Curriculum, Instruction, and Assessment Strengths

Josefa L. Sambrano Elementary will continue to implement a weekly 60 minute PLC block in which teachers discuss, plan, review data, and learn new strategies. The content and language objectives are evident within classrooms for students to be prepared for the purpose of the daily lesson within every subject. The utilization of Thinking Maps, Lead4ward playlist, interactive student notebooks, ELPS strategies, Sharon Wells, guided reading, guided math, HMH, new science-adopted materials have proven effective in facilitating academic growth throughout the content areas.

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Parent and Community Engagement

Parent and Community Engagement Summary

Josefa L. Sambrano Elementary continues to look for ways to encourage parents and the community to be active participants in the education of our students. The district parent liaison provides the campus with opportunities to invite parents to different sessions on different topics. We see an increase in parent involvement, but would like to see a bigger increase in this area, concerning parental involvement attendance.

Parents are invited to participate during the open house, fall, and spring teacher/parent conferences, Coffee with the Principal, Scholastic Book fairs, Literacy distribution for students, GT Night, Star Students: Student of the Month, Award Celebrations, and literacy sessions combined with guest speakers. We will continue to seek out more opportunities for parent participation.

Parent and Community Engagement Strengths

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

School Context and Organization

School Context and Organization Summary

Josefa L. Sambrano Elementary School ensures academic success for all students. A structured master schedule that maximizes student learning is implemented. Our instructional day is 7:20 AM - 4:05 PM with built-in intervention blocks to have small group intervention for our students needing academic support. Weekly PLCs are conducted to allow for lesson planning, data review, and professional development. The At-Risk Interventionist will work with K-2nd grade students in reading. Aides will support reading and math for K-2nd grade students. Fall and Spring intersession intervention is held during the breaks to bring in students who need extra assistance and to comply with the state-mandated hours for the EB early childhood students, 30 hours each semester, and 60 for the summer session (total 120 hours).

With the 4-day week school year, adjustments to schedules, tutoring, and school programs were made. The focus is to ensure instructional time is not compromised during the school day.

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

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

School Context and Organization Strengths

Josefa L. Sambrano Elementary School provides in-school intervention for students throughout the regular school schedule to meet the needs of the students for each grade level. This allows additional learning time for students who are not mastering the content. Students who need extra support and are at risk of failing were encouraged to attend the intersession during the fall and spring for one week.

Technology

Technology Summary

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

Our campus continues to be at a 1:1 ratio as far as student devices go in each grade level. Students navigate through IStation reading, IStation math, GO Math, STEMscopes, Google Classroom and many other websites in order to supplement their instruction. Teachers continue to work towards building proficiency using available instructional applications and other technology applications to assist with their delivery of instruction.

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

Technology Strengths

Josefa L. Sambrano ensures that we are at 1:1 concerning student devices. All students have access to technology for face-to-face learning. In addition, Josefa L. Sambrano will continue to update all classrooms with the needed technology equipment to enhance learning and teaching. Teachers and students have become more efficient with teaching/learning through technology. The teachers have actively participated in technology training to support learning that features enhanced technology integration.

Priority Problem Statements

Problem Statement 1: 60 % of our student population is coded Limited English Proficient.

Root Cause 1: We have implemented the 50/50 Dual Language Program as we are going on our 4th year. The incoming kindergarten students transitioning From Loya Primary follow a 90/10 program model. Our community is low socio-economic with a high percentage of Limited English Proficient students (emergent bilingual).

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data

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 9, 2024

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

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

Evaluation Data Sources: Agendas, sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development to include (Monthly PLC's):</p> <p>Amplify (mCLASS) New Teacher Orientation DRA/EDL assessment training (campus base) EduHero online PD Estrellita PD GT training Guided Reading Learning Dynamics PBIS Conference Reading Renaissance (AR & MAYON) Sharon Wells Mathematics for 2nd grade Region 19 Sembrando el futuro TABE Conference TexQuest Wilson Language Mental Health Conference Border Conference Reading Academies for teachers and administrators SuccessEd (RTI)</p> <p>Strategy's Expected Result/Impact: Overall increase in student achievement in all content areas through the implementation of skills and strategies acquired through training.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Instructional Specialists District Instructional Officers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: HB3 Region Training - 199: General, State Compensatory Education - 199.13.6239.00.103.30 - \$3,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus Instructional Specialists will work with classroom teachers to support student learning through professional learning communities and modeling lessons utilizing best practices while implementing district initiatives in all content areas to include team building for faculty and staff (2 FTE's) (Daily).</p> <p>Strategy's Expected Result/Impact: Increase of student achievement in all content areas.</p> <p>Staff Responsible for Monitoring: Campus Administration District Instructional Officers Campus Instructional Specialists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: Professional Learning Communities will meet weekly for 60 minutes to align instruction and assessments, plan based on student data, reflect on teaching practices and strategies and plan for targeted and focused intervention based on the data. (Weekly)</p> <p>Strategy's Expected Result/Impact: An increase in student achievement in all content areas that is achieved through planning a powerful first teach, planning with the end in mind and monitoring student achievement through data review.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Instructional Specialists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </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 1: 70% of kinder grade students will be reading at a DRA/EDL Reading level of 4 by the end of the 2024-2025 school year.
 70% of first grade students will be reading at a DRA/EDL Reading level of 16 by the end of the 2024-2025 school year.
 70% of second grade students will be reading at a DRA/EDL Reading level of 28 by the end of the 2024-2025 school year.

High Priority

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

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

means:

Guided Reading binders

Istation

DRA/EDL - running records

TELPAS

Walkthroughs /T-TESS

Coaching Cycle feedback/reflection

Lesson Plans

Kami Notable

Staff Responsible for Monitoring: Campus Administration

Campus Instructional Coaches

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:





Lever 5: Effective Instruction

Funding Sources: FUN Hub site license for students - 199: General, State Compensatory Education -

199.11.6268.00.103.30 - \$1,890, Raz Plus Annual Subscription - 199: General, State Compensatory Education -

199.11.6268.00.103.30 - \$8,454, Subscription-Capstone - 199: General, Basic - 199.11.6268.00.103.30 - \$3,149

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Strategy 2 Details	Reviews			
<p>Strategy 2: Update library resources for student and classroom use. (Monthly)</p> <p>Strategy's Expected Result/Impact: Increase in students' reading level to include comprehension and fluency that is monitored through library usage, Accelerated Reading tests, reading and fluency graphs. Update the library to meet the needs of K-2nd Grade Level Readers.</p> <p>Staff Responsible for Monitoring: Campus Administration Librarian Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase books for read-alouds for grades K-2nd, to include book titles that have bilingual counterparts for alignment for instructional alignment, MYON license for AR reading books, add digital books from EPIC and Capstone.</p> <p>Strategy's Expected Result/Impact: Increase in reading comprehension and fluency as monitored by increase in reading levels.</p> <p>Staff Responsible for Monitoring: Campus Administration Teacher Campus Instructional Specialist Librarian</p> <p>TEA Priorities: Build a foundation of reading and math -</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </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 2024-2025 school year, common benchmark assessments (MAP), Sharon Wells 6-week 2nd grade math assessment results reports will reflect increases in mathematics as per the following:

Grade: Kinder

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

Meets- 3%

Masters- 1%

Grade: 1st

Approaches- 3%

Meets- 3%

Masters- 1%

Grade: 2nd

Approaches- 3%

Meets- 3%

Masters- 1%


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


High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase/Provide research-based resources to support classroom instruction incorporating the following resources: (Monthly)</p> <p>Houghton Mifflin textbook resources STEMScopes for Math (K-2) Classroom Kits Sharon Wells Math Curriculum (2nd Grade) Curriculum Associates Math Manipulatives: Color tiles, pattern blocks, clocks, scales, etc. Lakeshore Learning Math Kits focusing on numeracy, shapes, and number sense. STEMScopes Math/Accelerate Learning Kami Notable Accelerated Learning AR (MYON) Starfall OKAPI Materials</p> <p>Strategy's Expected Result/Impact: Increase in student achievement through the use of manipulatives, problem-solving methodologies, basic facts, and various strategies that will lead to an increase in student mastery in unit and campus assessments.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Instructional Specialist Teachers</p> <p>TEA Priorities: Build a foundation of reading and math -</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue with Guided Math in K-1st grade to include learning stations while also using Math STEMScopes. (Daily)</p> <p>Strategy's Expected Result/Impact: Increase in foundational knowledge and comprehension in regard to number sense and moving from the concrete to abstract way of thinking and problem solving.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Instructional Specialist District Instructional Officers Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Jan	Mar

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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

Performance Objective 3: For the 2024-2025 school year the campus will implement the use of a Science lab/Makerspace lab. The campus will continue with the Engineering Connection lab.

Evaluation Data Sources: 2023-2024 STEMScopes Assessment Results

Strategy 1 Details	Reviews			
<p>Strategy 1: A math/science instructional aide is on staff to support teacher with instruction in those content areas. (1 FTE) (Daily)</p> <p>Strategy's Expected Result/Impact: Increase in performance in content areas on unit and campus assessments. Increase in participation of activities and lessons in the Engineering labs.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide (Daily) research-based resources and supplies to support classroom instruction such as: STEMScopes to support classroom instruction, replenishment of science lab materials and makerspace products relevant to the math, science and engineering component.</p> <p>Strategy's Expected Result/Impact: Increase mastery of content and performance as measured through unit and campus assessments.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Instructional Specialist Teachers District Instructional Officer</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </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 4: 2024-2025 performance for Special Populations to include Emergent Bilingual students (EBs) , Gifted and Talented (GT), students receiving Special Education Services (SPED), and students identified as in Transition (Migrant and/or Homeless) will demonstrate growth in each assessed subject area, through the provision of appropriate differentiated curricula and instruction. EBs will improve one proficiency level in 2024-2025.

Evaluation Data Sources: 2024-2025 TELPAS Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase GT testing materials and scoring services for GT nominated students. (Yearly) Purchase materials for GT student projects face-to-face or virtual learning (Monthly) Purchase materials and snacks for GT Family Night/Virtual learning (Yearly) Provide opportunities for our GT students to participate in Adventures in Learning field trips and additional field trips, face-to-face or virtually. (Yearly) Extra Duty Pay for GT Family Night</p> <p>Strategy's Expected Result/Impact: Differentiated instruction for GT student population as measured by projects and increased academic achievement.</p> <p>Staff Responsible for Monitoring: Campus Administration Teacher GT Coordinator</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to implement the Dual Language Model for K-2 with fidelity (Daily). Attend Professional Development for Dual Language to include PD with Dr. Jose Medina - all grade levels. Attend Seidlitz PD for classroom strategies supporting EL students. Use of Estrellita to support phonics and reading K-2 in bilingual classrooms to include Lunita for 2nd grade. (Daily) Identification and placement of students in the bilingual program through state-approved assessments. (As needed) Testing Materials - LAS Continue use of GLAD strategies Purchase of Reading Material in conjunction with Seidlitz Supplies needed for Dual Language Instruction in the classroom PD - Dr. Jose Medina</p> <p>Strategy's Expected Result/Impact: Increase in vocabulary development and reading levels, comprehension, and fluency across all content areas.</p> <p>Measured through walkthroughs, unit and campus assessments, and TELPAS.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers Campus Instructional Specialists Reading Interventionist Teacher District Instructional Officers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: Special Education students will be provided accommodations/modifications as per their Individual Education Plans. Tutoring will be offered to Special Education Students.</p> <p>License for RTI SuccessEd</p> <p>Strategy's Expected Result/Impact: Differentiated instruction and support will result in an increase of meets in all core content areas.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers Special Education Teachers Special Education Instructional Aides (5)</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Jan	Mar





Strategy 4 Details	Reviews			
<p>Strategy 4: All students who are at risk of failing will be offered remediation and instructional materials during Fall and Spring intersession and after-school tutoring sessions as needed. (Daily/Weekly) Fall (2024) and Spring (2025) intersession(s) will be offered to students needing extra support. Bilingual kinder students will continue to have a Fall and Spring intersession to meet the state requirement for the summer. Each intersession will consist of 30 hours each semester and 30 in the summer. Intervention blocks will be implemented for all K-2 students. Targeted interventions will be determined from our data analysis. Transportation will be provided for students who attend tutorials. Special Education students will be provided tutoring to assist in areas of need.</p> <p>Strategy's Expected Result/Impact: Improvement in all core content areas with monitoring through lesson plans, walkthroughs, tutoring logs, Unit and campus-based assessments, TELPAS, and reading levels.</p> <p>Staff Responsible for Monitoring: Campus Administration Special Education Teachers</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </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 5: Participation by parents and community members in school-based activities will increase from the 2024-2025 school year.

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





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

Strategy 2 Details	Reviews			
<p>Strategy 2: Increase parent involvement through recognizing student achievements such as perfect attendance, honor roll, student-of-the-month, end-of-year awards for grades K-2nd Grade.</p> <p>(Every 9 weeks)</p> <p>Strategy's Expected Result/Impact: Increase in student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers Counselor Parent Liaison</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: Enhance home and school connection through the use of Class Dojo, Google Classroom, Zoom platform, Monthly Newsletters, communicate through campus social media outlet, campus and district websites and parent attendance of the Annual Parent Conference at Region 19.</p> <p>(Monthly)</p> <p>Strategy's Expected Result/Impact: Increased communication with parents regarding campus and classroom activities. Continue to communicate through Dojo app to facilitate homework and will serve as a means for home and school communication.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers Parent Liaison Campus Secretary Librarian</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p>Strategy 4: Involve parents in the development/revision of the district policy and parent compact by conducting annual meetings to inform parents of their child's participation in Title I Part A program requirements and their right to be involved. Have parents serve on the following committee: DAT, SHAC, LPAC and SBDM.</p> <p>(Monthly)</p> <p>Strategy's Expected Result/Impact: Provide parent and family engagement programs that provide materials and training to help parents work with educators as partners to monitor and improve their child's achievement.</p> <p>Staff Responsible for Monitoring: Principal Counselor Parent Engagement Representative State and Federal Programs Coordinator</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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





Evaluation Data Sources: Financial reports

Strategy 1 Details	Reviews			
<p>Strategy 1: The special education professional and/or paraprofessional will provide additional academic support to students.</p> <p>Strategy's Expected Result/Impact: To assist the struggling student in all academic areas.</p> <p>Staff Responsible for Monitoring: Campus Administration SPED Teachers SPED aides</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </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 7: ARP Homeless I - TEHCY Supplemental grant is to increase capacity to address the unique needs of homeless children and youth due to the impact of the COVI-19 pandemic.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: To close the gaps in student learning in reading and mathematics a school tutor will work in small groups of students or one-to-one targeting the areas of need. Supplemental supplies and materials will be provided for the instruction.</p> <p>Strategy's Expected Result/Impact: The expected results will be to increase scores on reading and math by 1% to 2%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist, classroom teacher and student's tutor</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </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 8: ARP II - Homeless Grant Funding is to increase local education agencies (LEAs) and education service centers (ESCs) capacity to identify, enroll, and provide wraparound services to address the unique needs of homeless children and youth due to the impact of COVID-19 pandemic.

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Sambrano Elementary will provide intervention to transition students with extra support in closing the gaps by hiring a part-time tutor. Also, supplies and materials will be provided for additional instructional support to include one educational field trip.</p> <p>Strategy's Expected Result/Impact: The expected result will be to increase students academic support and improve reading by 1%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist and part-time tutor</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </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 9: For the 2024-2025 school year, the campus will begin a school-wide writing baseline to gauge student success with letter formation, penmanship and basic simple sentence structure. A campus-wide monthly writing sample collection will be implemented to address the writing process and determine growth per grade level expectations.

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

Evaluation Data Sources: Writing samples progression.

Strategy 1 Details	Reviews			
<p>Strategy 1: Kindergarten, First Grade and Second Grade will collect monthly writing samples and post on classroom wall to show writing development and progress throughout the school year.</p> <p>Strategy's Expected Result/Impact: Student writing will show a progression of progress through writing portfolio samples</p> <p>Staff Responsible for Monitoring: Teachers IS's Administration</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </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 10: Title I, Part A, provides supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the challenging state academic standards. The plan is to ensure all SEISD students are provided opportunities to meet the state academic standards.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Sambrano Elementary will provide scientific research-based supplemental resources to support students academically in any core academic area. (Reading/English Language Art, Writing, Mathematics, Social Studies, Science, Foreign Language, Computer Aide Instruction, Extended Learning Opportunities, and Instructional Equipment and technology equipment). (Daily)</p> <p>Strategy's Expected Result/Impact: To impact students' academic instruction</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors, and Instructional Aides</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Sharon Wells - 211: Title I, Part A Improving Basic Programs - 211.13.6299.01.103.30 - \$12,787</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Sambrano Elementary will provide supplemental library resources and media to support instruction during the school year (Library Books, E-Books, Technology Equipment). (Daily)</p> <p>Strategy's Expected Result/Impact: To encourage students to do more reading, work with students to read at grade level and improve reading scores.</p> <p>Staff Responsible for Monitoring: Campus Administrator, Administrator Specialist, Teachers, Librarian, Library Aide.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar

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





Strategy 6 Details	Reviews			
<p>Strategy 6: Sambrano Elementary will continue supporting parent and family engagement programs to increase parent participation in the following: Meetings, training, committees, Region 19 workshops, FACES conference, Parent-Teacher Conference, and Progressing Together Meetings. (Supplies & Materials, equipment, parent refreshments) (Monthly/Yearly)</p> <p>Strategy's Expected Result/Impact: Increase parent participation and parent engagement.</p> <p>Staff Responsible for Monitoring: Campus Administrator. Teachers, Counselors, Parent Liaison</p> <p>Title I: 4.2</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7 Details	Reviews			
<p>Strategy 7: The written Parent and Family Engagement Policy, Compact, Title I Annual Meeting, and Title I Evaluation will be developed, reviewed, revised, and distributed to parents and family members of participating children. (Yearly)</p> <p>Strategy's Expected Result/Impact: Our district and campus must have a written parent and family engagement policy in place.</p> <p>Staff Responsible for Monitoring: Campus Administrator, Teachers, and Parent Liaison</p> <p>Title I: 4.1</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8 Details	Reviews			
<p>Strategy 8: Title 1 funded positions will support and assist students/staff with day to day instructional needs.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: Campus Instructional Specialist Position - 211: Title I, Part A Improving Basic Programs - 211.13.6119.00.103.30 - \$92,778, Instructional Aide (Math and Science) - 211: Title I, Part A Improving Basic Programs - 211.11.6129.00.103.30 - \$31,229, Parent Liaison - 211: Title I, Part A Improving Basic Programs - 211.61.6129.00.103.30 - \$26,000, Social Worker - 211: Title I, Part A Improving Basic Programs - 211.32.6119.00.103.30 - \$25,000, Library aide - 211: Title I, Part A Improving Basic Programs - 211.12.6129.00.103.30 - \$28,768, Librarian - 211: Title I, Part A Improving Basic Programs - 211.12.6119.00.103.30 - \$32,395</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 11: Title III, Part A, provides supplemental resources to districts to help ensure that children who are English learners, including immigrant children and youth, attain English proficiency at high levels in academic subjects and can meet the same challenging State academic standards that all children are expected to meet.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Providing reading materials, technology equipment, and supplies to students to achieve high levels in academic subjects for all English learners can help meet the same challenging state academic standards that all children are expected to meet.</p> <p>Strategy's Expected Result/Impact: Opportunity for English learners to meet the same challenging academic standards that all children are expected to meet.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Bilingual Instructional Officer, Instructional Specialist, and Bilingual Director.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Assist teachers and principals in establishing, implementing, and sustaining effective language instruction programs by providing additional professional support.</p> <p>Strategy's Expected Result/Impact: To develop and enhance their capacity to provide effective instruction</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers, Instructional Officer, Instructional Specialist, Bilingual Director</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue supporting Parent and Family Engagement by providing Family Literacy Services, parent outreach and training, and community participation programs.</p> <p>Strategy's Expected Result/Impact: To engage parents in their children's education</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers, Instructional Officer, Instructional Specialist, Bilingual Director</p> <p>Title I: 4.2</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </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 12: Title IV, Part A, Subpart 1, Student Support and Academic Enrichment (SSAE) grants are designed to improve the academic achievement of all students by increasing the capacity of LEAs, schools, and communities to (1) provide all students with access to a well-rounded education, (2) improve school conditions for student learning, and (3) improve the use of technology in order to enhance academic outcomes and digital literacy of students.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide and implement a well-rounded education by incorporating STEM, Robotics, Maker Space, Social and Emotional Learning, and art (within their regular ed classroom).</p> <p>Strategy's Expected Result/Impact: To improve students' academic performance</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists, Teachers, and Counselors</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Support safe and healthy students by promoting programs to educate students on mental health and group counseling services--school Positive Behavior Intervention and Support.</p> <p>Strategy's Expected Result/Impact: Provide early intervention mentoring documentation and discipline behavior reports.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors, and Social Workers.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide educators and administrators with the tools, devices, and resources for effective use of technology in the classroom. (Esports- electronic sport is a form of competition using video games and Virtual Reality Science)</p> <p>Strategy's Expected Result/Impact: To equip the classroom with the additional technology equipment for better classroom instruction.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors, and Social Workers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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

Performance Objective 13: State Compensatory Education is defined as programs and services designed to supplement the regular education program for students at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students. The SCE program provides a challenging and meaningful instructional program to close the achievement gap between students at risk of dropping out of school and their peers. (Supplemental Intervention Materials, Software/License, Extra-Duty Pay)





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Sambrano Elementary will provide all students with supplemental instruction on core academic subjects materials, equipment, intervention materials, subscriptions, transportation, extended days, and professional development designed to provide instructors the knowledge and skills to deliver accelerated instruction to At-Risk students.</p> <p>Strategy's Expected Result/Impact: To assist students in meeting the state academic standards.</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers, Instructional Specialist and other instructional support.</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </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 14: Early Childhood allotment is defined as programs and services designed to supplement early childhood education for students in grade PK-3rd grade. The purpose is to increase academic achievement to students at an early age to reduce the risk of dropping out. The program provides funding to students who are economically disadvantaged and are at risk of dropping out to provide added support and establish continued success up to high school.

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Providing reading materials, general supplies licenses or subscriptions for any core subject in order for students to achieve high levels in academic subjects for all early childhood students in grades K-2nd that can help meet the same challenging state academic standards.</p> <p>Strategy's Expected Result/Impact: Students meeting projected growth in MAP MOY reading results.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development to teachers and/or teacher aides in early childhood development.</p> <p>Strategy's Expected Result/Impact: Progress reports, reports cards, assessments.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialists, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase additional technology to replace current resources that have become obsolete or have been discarded. Purchase additional technology resources/licenses to facilitate local and state assessments. Utilize technology applications to integrate technology with all core content areas. Purchase to replace technology equipment for student use in Computer Labs.</p> <p>Desktops for office staff Support tech assistance for teachers Office Depot ProComputing AGiProtect SEISD Warehouse Materials & Supplies Google Management Site License CDW-G Purchase toner for printers Dell HB electronics (Weekly)</p> <p>Strategy's Expected Result/Impact: Increase in performance and mastery across all core content areas as measured by unit and campus assessments and TELPAS state assessment.</p> <p>Staff Responsible for Monitoring: Campus Administrator Teachers Computer Instructional Aide Campus Instructional Coaches District Instructional Officers</p>	Formative			Summative
	Sept	Nov	Jan	Mar
	This area is intentionally left blank for data entry			


Strategy 2 Details	Reviews			
<p>Strategy 2: Provide students support with online assessment by purchasing various materials, needed such as headphones, etc.</p> <p>Strategy's Expected Result/Impact: Improvement in academic areas in reading and math by providing students with supplies needed.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


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


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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus counselor will provide a variety of college and career readiness activities for students such as career day and/or college week activities such as 'College shirt Tuesdays' to promote post-secondary education. (Weekly)</p> <p>Strategy's Expected Result/Impact: Increase student awareness of post-secondary opportunities, financial aid information and coursework.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Counselor Campus Counselor Teachers</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to develop E-STEM campus for all grades K-2nd to include: Engineering Labs - K-2nd Grade Maker Space - K-2nd Grade Genius Hour - GT Students grades 1st-2nd STEM activities - K-2nd</p> <p>New Goal: K-2nd grade - Develop a 21st Century Skills Classroom that focuses on core content, learning and innovation skills, information media and technology skills, life and career skills, and Project-Based Learning. (Weekly)</p> <p>Strategy's Expected Result/Impact: Increase in participation of hands-on learning in the areas of math, science, and STEM-related activities that will lead to an increase in preparation of STEM and related careers.</p> <p>Increase in participation of STEM Expo.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Instructional Coaches Teacher Librarian Math/Science Instructional Aide District Instructional Officer</p>	Formative			Summative
	Sept	Nov	Jan	Mar

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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

Performance Objective 1: For the 2024-2025 school year, Sambrano Elementary will implement a plan of action to promote the PBIS Framework core values of being respectful, being responsible and being safe which will lead to an overall decrease of discipline referrals from the previous school year.

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to implement Positive Behavior Intervention and Support (PBIS) throughout the campus. All stakeholders will receive training through student made videos and review of reflection and referral forms.</p> <p>Continue to recognize students for achieving behavior goals through free dress and semester PBIS celebrations.</p> <p>(Daily)</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Counselor PBIS Committee</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

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





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

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus counselor will conduct classroom presentations on bullying, safety, random acts of kindness, self respect, character counts, positive choices and consequences and other topics as the need arises. (Weekly) Additionally, students will participate in Red Ribbon Week and Career Awareness activities.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement and decrease in discipline referrals.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Counselor</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide opportunities for the PBIS campus team to attend professional development and conferences, including but not limited to: Circle-Up Positive and Restorative Practices to Relationship Building and Conflict Resolutions to support PBIS - Region 19. (Monthly)</p> <p>Strategy's Expected Result/Impact: Implementation of best practices to support PBIS and social/emotional student needs.</p> <p>Staff Responsible for Monitoring: Campus Administration Counselor PBIS committee</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide nurse with materials needed to provide adequate care to all students, including during any emergency (Daily).</p> <p>Strategy's Expected Result/Impact: All students will receive the necessary medical care during daily visits and emergency situations.</p> <p>Staff Responsible for Monitoring: Nursing Staff Teachers</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: Provide activities to increase student attendance rate from 91% in 2023-2024 to 95% in 2024-2025 school year.

Evaluation Data Sources: Record of activities relevant to objective.

Strategy 1 Details	Reviews			
<p>Strategy 1: The school attendance committee will meet monthly to review incentives as well as students with 3 or more absences. 9-week recognition awards assemblies and acknowledgements to/with parents. Monthly grade level winner to be announced. Strategy's Expected Result/Impact: Increased attendance rate and increased student motivation to be at school everyday. Staff Responsible for Monitoring: Attendance Committee Attendance Clerk Campus Administrators Campus Teachers</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Josefa L. Sambrano Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

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Personnel for Josefa L. Sambrano Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alyssa Padilla	Campus Instructional Specialist-Elementa	1
Corina Garcia	Teacher-At Risk Services	1
Miguel Tapia	Aide-Computer Lab	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anahi Galvan	Aide-Library Elementary	Title I Part A	100%
Ashley Garcia	Parent Liaison	Title I Part A	100%
Cesar Duran	Campus Instructional Specialist	Title I, Part A	100%
Mercedes Jasso	Librarian	Title I Part A	25%
Patricia Cortez	Aide-Classroom	Title I, Part A	100%
Sylvia Graves	Social Worker	Title I Part A	33%

Campus Funding Summary

199: General, Basic					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Subscription-Capstone	199.11.6268.00.103.30	\$3,149.00
Sub-Total					\$3,149.00
199: General, State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	HB3 Region Training	199.13.6239.00.103.30	\$3,000.00
2	1	1	FUN Hub site license for students	199.11.6268.00.103.30	\$1,890.00
2	1	1	Raz Plus Annual Subscription	199.11.6268.00.103.30	\$8,454.00
Sub-Total					\$13,344.00
211: Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	10	1	Sharon Wells	211.13.6299.01.103.30	\$12,787.00
2	10	8	Librarian	211.12.6119.00.103.30	\$32,395.00
2	10	8	Library aide	211.12.6129.00.103.30	\$28,768.00
2	10	8	Instructional Aide (Math and Science)	211.11.6129.00.103.30	\$31,229.00
2	10	8	Campus Instructional Specialist Position	211.13.6119.00.103.30	\$92,778.00
2	10	8	Parent Liaison	211.61.6129.00.103.30	\$26,000.00
2	10	8	Social Worker	211.32.6119.00.103.30	\$25,000.00
Sub-Total					\$248,957.00