

# San Antonio Independent School District

## De Zavala Elementary

### 2022-2023 Campus Improvement Plan

Accountability Rating: B



# Mission Statement

To empower De Zavala's community with social-emotional, academic, cultural knowledge and skills to foster lifelong learners, critical thinkers, and productive citizens.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

*1. Who are the students? What percentages of students fall into each ethnic, socioeconomic, gender, and special populations group? How have the demographics changed over the last 3-5 years?*

1) Population: Student Count 418

96% At-Risk	Hispanic-99%
97% Economically Disadvantage	White-0.001%
38% LEP	Black- 1%
6% Homeless	
2% G/T	Female - 196
18% Spec.Ed.	Male – 222
Migrant –0.002 %	
2% Dyslexia (6)	504 – 2%

EE	Pre-K	K	1	2	3	4	5	
4	81	58	48	56	63	53	55	

High Poverty Rate for De Zavala Families:

Average Income per household: approximately \$24,000

<i>2018 - 2019</i>	<i>2019-2020</i>	<i>2020 - 2021</i>	<i>2021-2022</i>
<b>530</b>	<b>507</b>	<b>480</b>	<b>418</b>
<b>95.15%</b>	<b>94.5%</b>	<b>94.2%</b>	<b>93.6%</b>
<b><i>Mondays and Fridays</i></b>	<b><i>Mondays &amp; Fridays</i></b>	<b><i>Mondays and Fridays</i></b>	<b><i>Mondays and Fridays are lowest attendance.</i></b>
<b><i>Free Dress on Mondays for perfect attendance prior week.</i></b>	<b><i>Free Dress on Mondays for perfect attendance prior week.</i></b>	<b><i>Free Dress on Mondays for perfect attendance prior week.</i></b>	<b><i>Themed Free dress on Friday, attendance raffles, class incentives, treasure box, attendance buddies.</i></b>
<b><i>Class recognition for daily perfect attendance during morning announcements.</i></b>	<b><i>Class recognition for daily perfect attendance during morning announcements.</i></b>	<b><i>Class recognition for daily perfect attendance during morning announcements.</i></b>	

Membership

Attendance

Avg.

Worst Days

Incentives

### Daily Avg/Grade

<b>EE</b>	<b>Pre-K</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	94.81%	94.47%	94.75%	95.09%	95.13%	95.46%	96.46%

Elementary Schools 8:05 AM to 3:20 PM

Consequences of absenteeism or tardiness: Office staff makes daily telephone calls to those who are absent and/or have not shown up by 8:05 am. We are also making home visits

for those students who are missing 3 consecutive days.

School employees must investigate and report violations of the state compulsory attendance law. A court of law may impose penalties against both the student and his or her parents if the school-age student is deliberately not attending school. While the district will make every effort to send a warning notice, the Education Code (75.095) states "The fact that a parent did not receive a notice under subsection (A) or (B) does not create a defense to the presentation under 25.093 or 25.094.? A complaint may be filed against the parent and/or student if the student: a. Is absent from school three or more days or parts of days within a four-week period. b. Is absent from school on 10 or more days or parts of days within a six-month period in the same school year. For a student younger than 12 years of age, the student's parent could be charged with an offense based on the student's failure to attend school. If a student is 12 through age 17 violates the compulsory attendance law, both the parent and student could be charged with an offense." Policy FEA (LEGAL)

***The district must submit attendance of its students to the Texas Education Agency (TEA) reflecting attendance at a specific time each day. The official attendance is taken every day during the second instructional hour at 10:00 a.m.*** A student absent for any portion of the day, including at the official attendance-taking time, should follow the procedures below:

#### ABSENCE PROCEDURES

1. When a student must be absent, the student, upon arrival or return to school, must bring documentation that describes the reason for the absence. Documentation for all excused absences must be submitted within 48 hours after the absence has occurred. Parent notes may be used to excuse a total of 8 absences for the school year. All notes should include the date the note was written, dates of absence(s), and student ID#. Upon return to school, a student absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. A note signed by the student, even with the parent's permission, will not be accepted unless the student is 18 or older. 2. A student absent for any reason should promptly make up specific assignments missed. Absences made up during Saturday school after school or credit recovery DO NOT make up the absences for the purpose of truancy court. 3. If a student has an appointment with a health care professional, the student may be counted present for the day if: the student attends class sometime during the day of the appointment, either before or after the appointment; the school sign-in/out sheet supports the appointment, and the student provides written documentation from the health care professional for his/her presence at the appointment. The student is responsible for completing any assignments missed. 4. A student who is tardy to class will be subject to the consequences established at each campus in accordance with the possible consequences in the SAISD Student Code of Conduct. 5. Students and parents should be aware of specific school procedures for contacting the Attendance Office at each school. 6. A student absent from school may not be allowed to participate in school-related activities on that day or evening. 7. Excessive absences may result in a violation of compulsory attendance laws and the Student Code of Conduct. Such violations may result in the loss of course/grade credit, court action, and/or monetary fines.

#### ATTENDANCE FOR CREDIT OR FINAL GRADE

To receive credit or a final grade in class, a student in kindergarten – 12th grade ***must attend at least 90 percent of the days the class is offered***. A student who attends at least 75 percent, but fewer than 90 percent of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan, approved by the principal that allows the student to fulfill the instructional requirements for the class. If a student is involved in a criminal or juvenile court proceeding, the approval of the judge presiding over the case will also be required before the student receives credit or a final grade for the class. If a student attends less than 75 percent of the days of class is offered or has not completed a plan approved by the principal, then the student is referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade lost because of absences. (See policy in FFC)

#### TARDINESS

1. A student is not in his/her assigned area when the class bell rings, and the teacher is unaware of the student's whereabouts; 2. An elementary/academy student departs from school earlier than the official dismissal time; 3. A student enters his/her assigned area after the class bell rings. All tardies will be recorded on the student grade card. Each campus has specific tardy consequences that are communicated to the parent/legal guardian.

<http://library.cppp.org/files/2/FAST%20FACTS%20ON%20PUBLIC%20EDUCATION.pdf>

<https://www.mytexaspublicschool.org/The-School-System/Funding.aspx>

[https://dw.saisd.net/iDataPortals/StuDemographicsDemographics.aspx?QY=a.IS\\_ACTIVE\\_STUDENT%3d1&PT=CAMPUS%3a+121+De+Zavala+Elementary%3bEnrolled%3b&BT=dw\\_views.dbo.student\\_compo](https://dw.saisd.net/iDataPortals/StuDemographicsDemographics.aspx?QY=a.IS_ACTIVE_STUDENT%3d1&PT=CAMPUS%3a+121+De+Zavala+Elementary%3bEnrolled%3b&BT=dw_views.dbo.student_compo)

<https://www.point2homes.com/US/Neighborhood/TX/Bexar-County/78207-Demographics.html>

<http://library.cppp.org/files/2/FAST%20FACTS%20ON%20PUBLIC%20EDUCATION.pdf>

<https://www.mytexaspublicschool.org/The-School-System/Funding.aspx>

[https://dw.saisd.net/iDataPortals/StuDemographicsDemographics.aspx?QY=a.IS\\_ACTIVE\\_STUDENT%3d1&PT=CAMPUS%3a+121+De+Zavala+Elementary%3bEnrolled%3b&BT=dw\\_views.dbo.student\\_compo](https://dw.saisd.net/iDataPortals/StuDemographicsDemographics.aspx?QY=a.IS_ACTIVE_STUDENT%3d1&PT=CAMPUS%3a+121+De+Zavala+Elementary%3bEnrolled%3b&BT=dw_views.dbo.student_compo)

<https://www.point2homes.com/US/Neighborhood/TX/Bexar-County/78207-Demographics.html>

Teacher Demographics:

94% of the teachers are Hispanic,

4 teachers are male, and 72 are female.

Out of the 76 staff members, one is a second-year teacher. All other staff members have taught 5+ years.

Fourteen teachers have taught for over 10 years.

### **Demographics Strengths**

The Community actively supports the campus and its work to teach their children. The community is very proud of the campus and the neighborhood. While they are limited with resources, the parents work hard to provide for their children and they will help them learn as best as they can. We are located right down the street from our feeder schools Tafolla Middle School and Lanier High School. This gives us opportunities to team together to provide community support in an effort for our families to overcome obstacles. Historically, families return to De Zavala year after year.

We are working with the community to provide additional supports for our students. This includes Los Barrios, Good Sam, and Catholic Charities.

We are creating activities that bring our parents to campus to participate in their students' learning. This has been a positive experience for the campus. More activities will be planned to encourage family participation in our children's learning. This has been on hold due to COVID, but we are planning more parent activities other than the Academic Nights that we already offer

The campus's mobility rate of 17.5%, which is actually lower than others in our district even though it is higher compared to other districts.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Attendance rate has declined by 5% compared to three years ago(94.1% to 88.3%) **Root Cause:** Lack of an effective tracking system.

**Problem Statement 2:** According to TELPAS, 49% of ELL students are not meeting expected growth. **Root Cause:** Inconsistent implementation of ELPS and Language supports for English learners.



# Student Learning

## Student Learning Summary

All students are showing that they have gaps in their learning and require an extensive understanding of what they need to do to be successful; especially students as they are transitioning from hands-on experiences to assessment questions. Students are becoming more successful as they are having academic instruction to learn from each other, and as systems are put into place to ensure quality lesson plans and class formative assessment. The campus is using exit tickets to monitor their performance is showing academic success, but they are continuing to struggle when they are expected to take with they have learned and to apply their knowledge on formative assessments when given at the end of the 9-week period or on Istsation and MAP assessments. This shows us that our children are struggling with retention of information and application of what they are learning in a different modality.

Students need more opportunities for academic success at their grade level because they are moving from one grade level to another insufficiently prepared with TEKS mastery. They need more time to transfer what they know from their short-term memory to long-term memory. This creates student and teacher frustration. The students need additional opportunities to be in a learning environment to help them close those gaps so that they are on grade level with their same-aged peers and so that they are ready to learn their grade-level TEKS. Extended days, tutoring, group learning, and academic mentoring are all avenues that need exploration to support student academic growth.

## Student Learning Strengths

Students are looking at their performance data, analyzing their performance, discovering their strengths and weaknesses, and setting personal goals for their improvement. They are beginning to take ownership of their learning, they are better able to articulate their learning, and are taking more steps to improve through a concentrated effort. They are beginning to show through their data that they are progressing with every assessment they take. This statement is evident with their growth in MAP and STAAR scores. Even though they do not pass STAAR, they are showing some growth from one year to the next.

Students are showing more improvement now that we have returned to face-to-face instruction. The students who are staying for extended day are also showing more progress as they work to overcome their gaps that were created during the pandemic.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 76% of students in STAAR and 48% of students in MAP are performing below grade level in all content areas tested. **Root Cause:** Inconsistent implementation of explicit instruction with TEKS alignment and lack of real world connections/experiences.

**Problem Statement 2 (Prioritized):** As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. **Root Cause:** As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-

**Problem Statement 3 (Prioritized):** 19% of students in STAAR and 49% of students in MAP are not meeting expected growth. **Root Cause:** Explicit differentiated instruction.

**Problem Statement 4:** According to Circle Data, 79% of students in Reading and 44% of students in Math are performing below grade level. **Root Cause:** Lack of standard aligned lessons and real life experiences.

# School Processes & Programs

## School Processes & Programs Summary

De Zavala Elementary uses SAISD policies and procedures to retain a high-quality staff through job fairs and talent management recruitment. Professional development is planned throughout the year based on needs of staff and data of the previous year. Professional development is given by campus instructional coaches, district instructional specialists, and other district staff as needed. Staff is encouraged to attend EPIC Saturdays. Campus decisions are made through Campus Leadership Team monthly meetings. Staff meetings are held monthly and as necessary for professional development and trainings throughout the year. Administration sends out weekly SMORE to keep staff informed of information from the district and campus expectations. The campus is focused on improving academic achievement through consistent data analysis, improving instructional strategies and progress monitoring. Data analysis and planning for instruction in response to student data, such as creating campus assessments, planning upcoming units, spiral or reteach TEKS due to low performance data, updating student progress monitoring of retaught TEKS, is discussed and planned weekly in PLCs with the campus Instructional Coaches and a member of the Administration team. Teachers follow district curriculum and pacing guides to manage a well-rounded curriculum and instruction program. De Zavala Elementary meets the needs of all students including the ones in special programs through guidance from administration and district coordinators through professional development, differentiation, and pull out.

## School Processes & Programs Strengths

Staff at De Zavala Elementary are used to the expectation of sharing progress monitoring data with administrative staff during PLCs. Teachers are accustomed to tracking data and discussing data student by student during PLCs and adjusting instructional practices as necessary.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** About 50% of staff are in need of further training on technology to implement 21st century, student-centered learning in a blended setting. **Root Cause:** Lack of student centered technology activities.

**Problem Statement 2 (Prioritized):** According to our counseling referrals, students in need of social/emotional support increased by 50%. **Root Cause:** Administrators, teachers and the counselor lack fidelity in the implementation of SEL activities and curriculum.

**Problem Statement 3 (Prioritized):** Our staff survey demonstrated that 75% of staff are in need of self care and SEL training. **Root Cause:** Lack of resource, time, and training in SEL for students and adults

**Problem Statement 4:** District data shows that 30% of students are not CCMR. **Root Cause:** Our campus lacks a college readiness culture

# Perceptions

## Perceptions Summary

As a campus, we need to continue to visit our Mission and Vision Statement and analyze if what we are saying in the statement is a direct reflection to what we are doing each day. The climate as a whole has improved, moving the focus from what is preferred by staff to what is best for the students we serve. However, we still need to continue to keep the needs of the students at the forefront, making decisions that are best for the students, which is sometimes challenging for the adults.

Our campus needs to continue to have parents actively involved in their children's education. De Zavala needs to continue to provide activities to include parents, and to enhance the students' learning. In addition, campus-wide activities designed to involve parents have increased from last year. An increased number of Parent Volunteers are still needed for our campus, but the increased activities for families have brought increased numbers of parents on campus to participate in campus instructional activities. The campus needs to allocate an FTE for a Family and Community Engagement (FACE) Specialist to help support our families. The FACE Specialist should have adequate supplies to use for training and recruitment, monies allocated for refreshments for her meetings, and she needs mileage funded for home visits and meetings.

## Perceptions Strengths

The campus works hard to provide for students to overcome obstacles that inhibit learning. They genuinely care about the students and want them to be successful. Staff provides opportunities for the students to have fun experiences through PBIS, Movie Nights, Music Appreciation Night, etc. and the staff works hard to help the students see success. As a campus, we are moving toward activities and strategies that will improve student performance and their social-emotional needs.

An in-depth analysis of the PBIS goals and activities will be conducted this year to refresh what we have been doing and to make any changes that will continue to make positive changes for the campus as a whole.

De Zavala offers many opportunities for families to be involved in their child(ren's) learning. The campus offers monthly meetings, class incentives, and meetings with teachers so that they can learn how to best help their child. An increased number of activities has brought more parents to campus to participate in instructional activities. Having a FACE Specialist will continue to keep our families involved with the campus happenings.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** There is a twenty-five percent decrease in parents participating in campus academic events. **Root Cause:** Opportunities for parents to participate in campus decision-making are minimal.

# Priority Problem Statements

**Problem Statement 1:** 76% of students in STAAR and 48% of students in MAP are performing below grade level in all content areas tested.

**Root Cause 1:** Inconsistent implementation of explicit instruction with TEKS alignment and lack of real world connections/experiences.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Attendance rate has declined by 5% compared to three years ago(94.1% to 88.3%)

**Root Cause 2:** Lack of an effective tracking system.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** 19% of students in STAAR and 49% of students in MAP are not meeting expected growth.

**Root Cause 3:** Explicit differentiated instruction.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready.

**Root Cause 4:** As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** According to our counseling referrals, students in need of social/emotional support increased by 50%.

**Root Cause 5:** Administrators, teachers and the counselor lack fidelity in the implementation of SEL activities and curriculum.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Our staff survey demonstrated that 75% of staff are in need of self care and SEL training.

**Root Cause 6:** Lack of resource, time, and training in SEL for students and adults

**Problem Statement 6 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## Accountability Data

- Student Achievement Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- School safety data

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Evaluation(s) of professional development implementation and impact

## Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

## **Support Systems and Other Data**

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS**

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)


**Performance Objective 1:** By the end of the 2022-2023 school year, the percentage of students who are grade-level ready in MAP K-2 and STAAR 3-5, will increase by 5%.


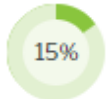
**High Priority**

**HB3 Goal**


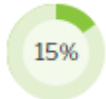
**Evaluation Data Sources:** Teacher lesson plans with administrative team feedback, exit tickets, PLC agendas & notes, MAP Scores (BOY-EOY K-2nd) and STAAR 3-5th.


**Summative Evaluation:** Some progress made toward meeting Objective





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> By the end of the school year 100% of teachers will utilize Backwards Planning to create daily content objectives, to create daily exit tickets, and to monitor student success through unit assessments, as evidence by submission of lesson plans.</p> <p><b>KPI/Metric/Measure:</b> Lesson Plans will be aligned to TEKS, exit tickets will be aligned to the lesson's objective, and higher order thinking questions will be aligned to the objectives taught.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, IC, and grade level chairpersons</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> General teaching supplies - 470 - Local Supplemental - \$10,000, General teaching supplies - 470 - Local Supplemental - \$10,000, Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$24,000, Supplies and Materials - 282 - ESSER - \$20,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> PBIS with Social-Emotional skills will be implemented campus-wide by teachers and Communities in Schools to support campus safety, decision making, problem-solving, and effective communication to develop interpersonal relationships with peers and adults. Activities will be developed to promote a positive and kind learning environment where students and staff are motivated to attend school. Teachers will implement incentive strategies for students and the principal will implement incentive strategies for staff.</p> <p><b>KPI/Metric/Measure:</b> Number of referrals, types of office referrals, number of participants in incentive programs and positive motivating rewards systems.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Counselor, Communities in Schools, City Year Staff, PBIS team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> Class and campus incentives - 164 - State Compensatory Education (SCE) - \$3,000, SEL Materials - 199 - Local Maintenance - \$5,000, Social and Emotional/Self-Care Materials - 282 - ESSER - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Attendance Committee will monitor student attendance issues to decrease Chronic absenteeism by 25%. Home visits will be conducted and campus attendance motivators will be provided to support student attendance.</p> <p><b>KPI/Metric/Measure:</b> Weekly Attendance Reposts, Attendance Reports, Tiered Attendance Reports</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Data Clerk, FACE Specialist, Communities in Schools, Counselor, Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> MTSS intervention and AIP intervention will be provided to the students who did not pass STAAR, and/or who are considered At Risk in Reading and Math assessments. These interventions will be provided through small group instruction, through daily interventions, tutoring, and through web-based platforms such as Istation Reading/Math designed to improve a students' skill in the weak performance TEKS.</p> <p><b>KPI/Metric/Measure:</b> IStation Reports, CBAs, Unit Assessments, MAP, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, MTSS Coordinator ICs and Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> Intervention Subscription, materials, Tutoring - 164 - State Compensatory Education (SCE) - \$10,000, Interventions Resources, Tutoring, PD, Substitutes - 282 - ESSER - \$21,000, Supplies and Materials - 211 - ESEA Title I, Part A - Regular - \$24,000, Supplemental Tutoring Pay - 282 - ESSER - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Campus will utilize the FACE Specialist and Communities in Schools to reach out to families, to make home visits, to provide monthly events for parents, to recruit parent and community members to volunteer, and to create a bridge between home and school.</p> <p><b>KPI/Metric/Measure:</b> Parent Sign In Sheets, increased parent participation, increased student attendance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, CIS personnel, and FACE Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> FACE Specialist - 199 - Local Maintenance, Supplies - 211 - ESEA Title I, Part A - Regular - \$3,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> To increase the parent program to include opportunities for parents to understand the State's Academic Standards, to provide literacy and technology training, and provide family engagement activities to build bridges from school to home.</p> <p><b>KPI/Metric/Measure:</b> Sign-in sheets, parent participation, MAP Scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, FACE Specialist, CIS, City Year, Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> FACE Specialist - 199 - Local Maintenance, FACE Specialist supplies and refreshments - 211 - ESEA Title I, Part A - Regular - \$4,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Attendance rate has declined by 5% compared to three years ago(94.1% to 88.3%) <b>Root Cause:</b> Lack of an effective tracking system.</p>
Student Learning
<p><b>Problem Statement 1:</b> 76% of students in STAAR and 48% of students in MAP are performing below grade level in all content areas tested. <b>Root Cause:</b> Inconsistent implementation of explicit instruction with TEKS alignment and lack of real world connections/experiences.</p>

**Goal 1: INCREASE STUDENTS ATTENDING HIGH-QUALITY SCHOOLS**

1a: Increase the District overall grade under State Accountability and the percent of campuses rated Accomplished or Higher on the SAISD School Performance Framework (SPF)

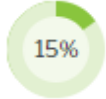
**Performance Objective 2:** By the end of the 2022-2023 school year, student referrals for disciplinary action will decrease by 10% in Frontline Reports.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Discipline records

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will be provided SEL instruction and will participate in Rhithm software program throughout the year.</p> <p><b>KPI/Metric/Measure:</b> SEL Lessons, Rhithm data</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Counselor, CIS, Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> Teaching supplies to implement Sanford Harmony Curriculum - 211 - ESEA Title I, Part A - Regular - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> MTSS will be utilized to identify and support students academic and behavioral needs.</p> <p><b>KPI/Metric/Measure:</b> MTSS, Branching MInds Intervention documentation</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, MTSS Coordinator, Counselor, Classroom Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June

**TEA Priorities:**

Improve low-performing schools

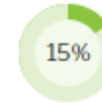
**- ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

**- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Demographics 1 - Student Learning 1

**Funding Sources:** Teacher instructional supplies - 211 - ESEA Title I, Part A - Regular - \$2,000, Teacher Instructional Supplies - 199 - Local Maintenance - \$200



No Progress

Accomplished

Continue/Modify

Discontinue

**Performance Objective 2 Problem Statements:**

**Demographics**

**Problem Statement 1:** Attendance rate has declined by 5% compared to three years ago(94.1% to 88.3%) **Root Cause:** Lack of an effective tracking system.

**Student Learning**

**Problem Statement 1:** 76% of students in STAAR and 48% of students in MAP are performing below grade level in all content areas tested. **Root Cause:** Inconsistent implementation of explicit instruction with TEKS alignment and lack of real world connections/experiences.

**Goal 2: ENSURE PROFICIENCY**

2a: Increase the percent of students kinder ready in Reading & Math (as identified by MAP BOY or subsequent State assessments)


**Performance Objective 1:** By the end of the 2022-2023 school year, 90% of students attending Early Childhood Education will have pre-reading and pre-math skills needed for success as seen in the End of Year Circle Assessment.






**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** CLI assessments: BOY, MOY, EOY

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All lessons created will be research-based to target a students' developmental skills that are aligned with TEA PK Guidelines.</p> <p><b>KPI/Metric/Measure:</b> Assessments and targeted action plans that reflect student performance and monitors student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, IC, Grade level ACT</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Instructional Materials - 205 - Head Start Program - \$15,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will provide parents with necessary access to activities based on students' needs to work at home and will host workshops to improve pre-reading and math skills.</p> <p><b>KPI/Metric/Measure:</b> Circle Assessment</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Face Specialist, Communities in Schools, Grade level teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> Instructional Materials for parents - 205 - Head Start Program - \$3,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Attendance rate has declined by 5% compared to three years ago(94.1% to 88.3%) <b>Root Cause:</b> Lack of an effective tracking system.</p>
Student Learning
<p><b>Problem Statement 1:</b> 76% of students in STAAR and 48% of students in MAP are performing below grade level in all content areas tested. <b>Root Cause:</b> Inconsistent implementation of explicit instruction with TEKS alignment and lack of real world connections/experiences.</p>

**Goal 3: ENSURE PROFICIENCY**

2b: Increase the percent of Grade 3 students on grade level in Reading & Math STAAR

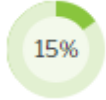
**Performance Objective 1:** By the end of the 2022-2023 school year, the second graders will perform at 60% approaches level for reading and math MAP assessments.





**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** BOY, MOY, EOY MAP scores; Unit assessments, Action Plans

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All second grade teachers will administer BOY, MOY, EOY MAP assessments for reading and math. The students' academic performance will be posted on classroom data walls, will be monitored for improvement, and students will be provided data-driven instruction to reach their goals.</p> <p><b>KPI/Metric/Measure:</b> MAP Assessments, exit tickets, unit assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Instructional Coaches, Classroom teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Teaching supplies - 164 - State Compensatory Education (SCE) - \$3,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Attendance rate has declined by 5% compared to three years ago(94.1% to 88.3%) <b>Root Cause:</b> Lack of an effective tracking system.</p>

**Goal 4: ENSURE PROFICIENCY**

2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)


**Performance Objective 1:** By the end of the 2022-2023 school year, student performance on Reading and Math MAP assessments from kindergarten - fifth grade will increase from 16% Meets to 27% Meets.

**High Priority**



**HB3 Goal**


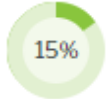




**Evaluation Data Sources:** MAP Assessments  
 IStation Reading and Math Monthly assessments  
 CBAS  
 Benchmark assessments  
 Unit exams  
 STAAR simulations

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 100% of students are serviced through Balanced Literacy approach for all students PK - 5th grade to include opportunities for Read-Aloud experiences, Comprehension strategies, Sight Words, Word Work, And Center activities to include software technology and Maker-space activities to support small group instruction, as evident through lesson plans, daily schedules, Istation reports.</p> <p><b>KPI/Metric/Measure:</b> IStation Assessments, Unit Assessments, CBAs, MAP Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, IC, Classroom Teachers</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction                      - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> Classroom books, instructional materials - 282 - ESSER - \$21,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 100% of students receive the targeted interventions, enhancements, and differentiation as determined by MAP data, as evident by student sign in sheets, accelerated intervention plans, lesson plans and daily schedules.</p> <p><b>KPI/Metric/Measure:</b> MAP, IStation, Unit exams, Branching Minds</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, IC, Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Classroom Materials, IStation software - 164 - State Compensatory Education (SCE) - \$9,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> EL Students will improve their English acquisition through the use of SIOP and ESL strategies through speaking, reading, writing and listening to content in English.</p> <p><b>KPI/Metric/Measure:</b> TELPAS, Unit Assessments, MAP Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, IC Clsroom Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> MTSS intervention for students performing below grade level will include BRITE centers and small group interventions with the classroom teacher. Students will also utilize IStation for Mathematics to enhance their interventions provided by the teacher. Students' performance will be included in Branching Minds.</p> <p><b>KPI/Metric/Measure:</b> IStation Math MAP Unit Assessments STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, ICs, Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> IStataion Math - 164 - State Compensatory Education (SCE) - \$9,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will facilitate hands-on activities and field experiences, so students can build real-world connections and apply academic terms to understanding vocabulary and concepts, in the classroom and "field" experiences. Bus transportation and entrance fees will be needed.</p> <p><b>KPI/Metric/Measure:</b> CBAs, MAPs, STAAR, Student Products, Field Experiences</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Field Trips - 282 - ESSER - \$2,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Attendance rate has declined by 5% compared to three years ago(94.1% to 88.3%) <b>Root Cause:</b> Lack of an effective tracking system.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> 76% of students in STAAR and 48% of students in MAP are performing below grade level in all content areas tested. <b>Root Cause:</b> Inconsistent implementation of explicit instruction with TEKS alignment and lack of real world connections/experiences.</p>

**Goal 5: ENSURE PROFICIENCY**

2d: Increase % on-time, 4-year Graduation and decrease Dropout Rates

**Goal 6: CULTIVATE HIGH-PERFORMING STUDENTS**

3a: Increase the percent of Grade 8 students earning HS credit

**Goal 7: CULTIVATE HIGH-PERFORMING STUDENTS**

3b: Increase the percent of HS students earning college credit (AP, IB, DC, etc.)

**Goal 8: TARGETED FOCUS ON POST-SECONDARY SUCCESS**  
4a: Increase the % meeting TSI/SAT/ACT college-ready performance

**Goal 9: TARGETED FOCUS ON POST-SECONDARY SUCCESS**

4b: Increase the % of HS students College, Career, & Military Ready (CCMR)

**Goal 10: TARGETED FOCUS ON POST-SECONDARY SUCCESS**

4c: Increase the percent of graduates attending College




**Goal 11:** District Purchases for Campuses Monitored at the District Level - ENSURE PROFICIENCY





2c: Increase the percent of all students on grade level (all grades/all subjects at the Meets grade level standard)

**Performance Objective 1:** By the end of 2022-2023, student grade level readiness will increase by 5%, the 4 year graduation rate will increase to 85.4% and the CCMR rate to 75%.

**Evaluation Data Sources:** CBE Results, MAP results, PSAT results, SAT results, ACT results, retention rates, drop out rates, and graduation rates

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campuses will implement the MAP assessment platform and conduct an assessment at the beginning, middle, and end of the year.</p> <p><b>KPI/Metric/Measure:</b> By the end of 2022-2023, the grade-level ready ratings will increase by 5%</p> <p><b>Staff Responsible for Monitoring:</b> SAISD Testing and Evaluation Staff with assistance from campus counselors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> MAP Assessment Platform - 164 - State Compensatory Education (SCE) - \$6,144</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> As a district, 31% of students are at grade-level in reading and 35% in math. 16% of our students are not graduating "on time" and 27% of our students are not college, career, or military ready. <b>Root Cause:</b> As a district, we need to improve systems that involve assessments, how we evaluate the results of the assessments, and how we create targeted intervention plans for students with gaps in grade-</p>

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

The campus CNA was reviewed, discussed and updated by the CLT committed on 4/25/2022. A team of stakeholders reviewed historical achievement and enrollment data and identified trends and patterns for student learning, demographic and perceptions components. These trends and patterns were used to develop problem statements and identify root causes. This information in conjunction with the Targeted Improvement plan was used to identify strategies to address the problem statements and root causes.

Dates the CNA was reviewed and or revised for the school year:

5/31/22 21-22 Summative and 22-23 CNA

8/29/22

9/26/22

10/24/22 Q1 Review

Adriana Monisivais, HeadStart Teacher

Belinda Ramirez, Kinder Teacher

Carol Moreno, 1st Grade Teacher

Misty Femea, 2nd Grade Teacher

Vanessa Ibarra, 3rd Grade Teacher

Nicole Farris, 4th Grade Teacher

Wendy Bermudez, 5th Grade Teacher

Yanessa Jimentel, 5th Grade Bilingual Teacher

Letty Sandoval, Instructional Assistant

Maria O'Connor, Specials

Ashley Montanez, Special Education Teacher

Gloria Martinez, Principal

Diana Martinez, Assistant Principal

Sylvia Mancera, Parent

Martha Carrillo, Parent

Monica Caballero-RBFCU, Community Representative

Gina Flores

## **2. Campus Improvement Plan**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The campus CIP was reviewed, discussed and updated by the CLT committee on May 23, 2022. The document is continuously referenced for CIP planning and adjustments.

Adriana Monisivais, HeadStart Teacher

Belinda Ramirez, Kinder Teacher

Carol Moreno, 1st Grade Teacher

Misty Femea, 2nd Grade Teacher

Vanessa Ibarra, 3rd Grade Teacher

Nicole Farris, 4th Grade Teacher

Wendy Bermudez, 5th Grade Teacher

Yanessa Jimentel, 5th Grade Bilingual Teacher

Letty Sandoval, Instructional Assistant

Maria O'Connor, Specials

Ashley Montanez, Special Education Teacher

Gloria Martinez, Principal

Diana Martinez, Assistant Principal

Sylvia Mancera, Parent

Martha Carrillo, Parent

Monica Caballero-RBFCU, Community Representative

Gina Flores

## **2.2: Regular monitoring and revision**

The campus CIP was reviewed, discussed and updated by the CLT committee on the dates below. The document is continuously referenced for CIP planning and adjustments.

The campus evaluated the effectiveness of accelerated instruction and support programs on the following dates:

August 29, 2022

September 26, 2022

October 24, 2022

November 28, 2022

## **2.3: Available to parents and community in an understandable format and language**

A hardcopy of the CIP is available in the front office, with the FACE specialist, and with the principal. The online version of the CIP is available on our school website. We have ipads available on campus if parents want to preview the CIP digitally while on campus. The CIP is available in English. Staff are available on campus to translate the CIP if requested.

file:///C:/Users/dimartinez/Downloads/Plan%20without%20Addendums.pdf

## **2.4: Opportunities for all children to meet State standards**

De Zavala will provide opportunities for all children, including each of the subgroups of students, to meet State academic standards. All strategies identified on the CIP have been developed specifically to address the instructional needs of At-Risk students. In the PAn4Learning system, strategies that provide opportunities for all students have been identified by checking the appropriate element box. Clicking on the green "+" symbol will provide a list of the strategies that are aligned to this element.

## **2.5: Increased learning time and well-rounded education**

Opportunities for all students to meet State standards are addressed in Goals 1, 2, 3 and 4 of the CIP. See the components of Plan4learning (Pg 5, 8, 9, 10,11, 12).

## **2.6: Address needs of all students, particularly at-risk**

Opportunities for all students to meet State standards are addressed in Goals 1, 2, 3 and 4 of the CIP. See the components of Plan4learning. (Pg 5 &6).

## **3. Annual Evaluation**

## **4. Parent and Family Engagement (PFE)**

### **4.1: Develop and distribute Parent and Family Engagement Policy**

The PFE Policy was presented at Open House on October 13, 2022 and at a Parent Platica on October 28, 2022. The PFE Policy was distributed as a paper copy at the meetings. The PFE Policy is available in English and Spanish

file:///C:/Users/dimartinez/Downloads/Plan%20without%20Addendums.pdf

<https://schools.saisd.net/upload/page/0109/docs/updateddezavalaschoolcompact.pdf>

### **4.2: Offer flexible number of parent involvement meetings**

De Zavala provides flexible parent involvement meetings. Agendas, sign-in sheets, meeting surveys, etc. can be found in the Title I Virtual Folders in SharePoint where the FACE Specialist is expected to up-load such. She will up-date as needed.

The information is also housed in our Title 1 Compliance Google Folder in our FACE Specialist's office.

September 30, 2022 - Parent Platica/Title 1/STAAR/MAP 8:30-9:30am

October 13, 2022 - Open House/Annual Title 1 Meeting 4:00-5:30pm

October 28, 2022 - Parent Platica/Annual Title 1 Meeting/Literacy Make and Take 2:00-3:00pm

November 30, 2022 - Parent Platica/Literacy Make and Take 2:00-3:00pm

December 15, 2022 - Parent Platica/Literacy Make and Take 8:30-9:30am

## **5. Targeted Assistance Schools Only**

# Campus Funding Summary

<b>164 - State Compensatory Education (SCE)</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Class and campus incentives		\$3,000.00
1	1	4	Intervention Subscription, materials, Tutoring		\$10,000.00
3	1	1	Teaching supplies		\$3,000.00
4	1	2	Classroom Materials, IStation software		\$9,000.00
4	1	4	IStataion Math		\$9,000.00
11	1	1	MAP Assessment Platform		\$6,144.00
<b>Sub-Total</b>					<b>\$40,144.00</b>
<b>199 - Local Maintenance</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	SEL Materials		\$5,000.00
1	1	5	FACE Specialist		\$0.00
1	1	6	FACE Specialist		\$0.00
1	2	2	Teacher Instructional Supplies		\$200.00
<b>Sub-Total</b>					<b>\$5,200.00</b>
<b>205 - Head Start Program</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Instructional Materials		\$15,000.00
2	1	2	Instructional Materials for parents		\$3,000.00
<b>Sub-Total</b>					<b>\$18,000.00</b>
<b>211 - ESEA Title I, Part A - Regular</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and Materials		\$24,000.00
1	1	4	Supplies and Materials		\$24,000.00
1	1	5	Supplies		\$3,000.00
1	1	6	FACE Specialist supplies and refreshments		\$4,000.00
1	2	1	Teaching supplies to implement Sanford Harmony Curriculum		\$1,000.00
1	2	2	Teacher instructional supplies		\$2,000.00

211 - ESEA Title I, Part A - Regular					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$58,000.00
282 - ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and Materials		\$20,000.00
1	1	2	Social and Emotional/Self-Care Materials		\$5,000.00
1	1	4	Interventions Resources, Tutoring, PD, Substitutes		\$21,000.00
1	1	4	Supplemental Tutoring Pay		\$5,000.00
4	1	1	Classroom books, instructional materials		\$21,000.00
4	1	5	Field Trips		\$2,500.00
<b>Sub-Total</b>					\$74,500.00
470 - Local Supplemental					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General teaching supplies		\$10,000.00
1	1	1	General teaching supplies		\$10,000.00
<b>Sub-Total</b>					\$20,000.00